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Учебно-методическое пособие
по обучению английской письменной речи
аспирантов, магистрантов и научных работников

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Настоящее пособие предназначено для аспирантов, магистрантов и научных работников, желающих научиться писать на английском языке статьи, рефераты по своей специальности, вести деловую переписку. По своему назначению пособие является учебно-практическим. Содержит практические и справочные материалы, необходимые для развития у обучающегося навыков пользования соответствующим структурами и их творческого применения при написании рефератов, деловых писем, резюме и т.д.

Пособие составлено на основе оригинальных научных, научно-популярных текстов. Использовались английские и американские источники-журналы, научно-популярные, справочные издания.

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Part I

ABC of Academic Writing

Academic writing, as the name implies, is the kind of writing that you are required to do in college or university. It differs from other kinds of writing such as personal, literary, journalistic, or business writing. Its differences can be explained in part by its special audience, tone, and purpose.

Whenever you write, consider your specific audience, that is, the people who will read what you have written. Knowing your audience will help you to *communicate* clearly and effectively. In academic writing, your audience is primarily your professors or instructors.

During your college (university) career, you will write a variety of assignments. Some will be based on your beliefs and opinions; others will require you to report on and evaluate existing research. You may be asked to write any number of business documents, such as proposals, reports, strategic planning documents, and even lab report and other scientific research. You may design and conduct surveys or perform other data-gathering tasks that must be written up. You may write speeches, advertising and marketing copy, and white papers as assignments. Most certainly during your college career, you will write peer-reviewed journals articles (presenting primary research), grant proposals (you can't do science without funding), literature review articles (summarizing and synthesizing research that has already been carried out), popular science articles (communicating scientific discoveries to a nonscientific audience), research reports, different types of essays, summaries and abstracts, etc.

Below you will find information on some types of academic writing.

Task 1. Read the text “Summaries and abstracts”. Look for the answers to the following questions:

1. What are the general rules for summarizing?
2. What is an abstract?
3. What are abstracts used for?

Summaries and Abstracts

Very likely, you will be asked sometime during your college career to write a *summary* of research sources, a procedure, a book, an article, or some other piece of information. Your summary may be presented orally, in writing, informally, formally, or for an exam. You may even be asked to summarize information in a graphical format. Summaries can be simple, using just a few key words, or they may be more complex, depending on your purpose for writing them.

Writing a summary is an opportunity for you to demonstrate your understanding of course material. Many students mistakenly think that simply repeating the key words from the material suffices. In summarizing, not only are you asked to repeat *in your own words* what you know (demonstrate comprehension), but you may be asked to evaluate the summarized information or draw several ideas together in a summary (evaluate and synthesize).

Here are some tips for summarizing:

- Always present a balanced view of your material.
- Always give equal coverage to all parts of the material.
- Always use a neutral tone in your writing.
- Always keep the author's material distortion-free.
- Always summarize in your own words.

Opening summaries give just the essential content, results, and conclusions and maybe brief. Formal summaries, such as an executive summary, may be 1-5 percent of the original material in length and reflect the organization of the original source. Remember that your purpose is to present faithfully the contents of the original source.

Abstracts, on the other hand, are used by readers to decide whether to read a source in full. They are compressed versions of the essential content of a source. Those who catalog information and create research reference materials also use abstracts. Most information-retrieval systems can scan the key words in an abstract and retrieve the source it is based on. You may be asked to write an abstract for a research report and certainly for a seminar paper or a scholarly paper. Most assuredly, you will write an abstract for a graduate thesis or dissertation.

Because abstracts help readers decide whether they want to read the original, the content is quite compressed. Your abstract will contain only a few sentences, perhaps only three to five. You should include the key words that reveal the major idea of the original material to identify the field of study involved.

Task 2. Learn about the types of abstracts by reading the text “Types of abstracts”.
Do the tasks that follow the text.

Types of Abstracts

There are two types of abstracts: *descriptive* and *informative*. They have different aims, so as a consequence they have different components and styles. There is also a third type called *critical*, but it is rarely used. If you are unsure of which type of abstract you should write, ask your instructor if it is for a class, or read other abstracts in your field or in the journal where you are submitting your article.

Descriptive Abstracts

A descriptive abstract indicates the type of information found in the work. It makes no judgments about the work, nor does it provide results or conclusions of the research. It does incorporate key words found in the text and may include the purpose, methods, and scope of the research. Essentially, the descriptive abstract describes the work being abstracted. Some people consider it an outline of the work, rather than a summary. Descriptive abstracts are usually very short—100 words or less.

Informative Abstracts

The majority of abstracts are informative. While they still do not critique or evaluate a work, they do more than describe it. A good informative abstract acts as a surrogate for the work itself. That is, the writer presents and explains all the main arguments and the important results and evidence in the complete article/paper/book. An informative abstract includes the information that can be found in a descriptive

abstract (purpose, methods, scope) but also includes the results and conclusions of the research and the recommendations of the author. The length varies according to discipline, but an informative abstract is rarely more than 10% of the length of the entire work. In the case of a longer work, it may be much less.

An informative abstract summarizes the key information from every major section in the body of the report, and provides the key facts and conclusions from the body of the report. A good way to develop an informative abstract is to devote a sentence or two to each of the major parts of the report. If space permits, you can provide contextual information such as background of the problem and the significance of the research, but you can also omit contextual information because the abstract is not supposed to serve as an introduction to the subject matter of the report—your introduction will serve that role. You can also omit citations for your sources in the abstract. If you summarize information that you borrowed from other writers, you do not have to repeat the citation in the informative abstract. You should, however, include key numerical facts to make the informative abstract brief. Readers will not be surprised to see numerical data in an informative abstract.

Be sure to summarize rather than describe your report in an informative abstract. Phrases such as "This report discusses" or "Several solutions are considered" describe what the content of the report will be rather than actually summarize the report's main points or solutions. Someone reading your informative abstract should have a clear, albeit limited, understanding of the scope and nature of your research, as well as the conclusions you reach.

Look through the text again and say:

- a) What a descriptive abstract is?
- b) What the writer presents and explains in an informative abstract?

Task 3. Learn more about abstract writing by reading the text “How do I write an abstract?” Pay attention to what must and may be included into an abstract. Using the information in the text write an abstract of a scientific research paper in your field.

How do I write an Abstract?

The format of your abstract will depend on the work being abstracted. An abstract of a scientific research paper will contain elements not found in an abstract of a literature article, and vice versa. However, all abstracts share several mandatory components, and there are also some optional parts you can decide to include or not. When preparing to draft your abstract, keep the following key process elements in mind:

Key process elements:

1. Reason for writing:

What is the importance of the research?

Why would a reader be interested in the larger work?

2. Problem:

What problem does this work attempt to solve?

What is the scope of the project?

What is the main argument/thesis/claim?

3. *Methodology:*

An abstract of a scientific work may include specific models or approaches used in the larger study. Other abstracts may describe the types of evidence used in the research.

4. *Results:*

Again, an abstract of a scientific work may include specific data that indicates the results of the project. Other abstracts may discuss the findings in a more general way.

5. *Implications:*

What changes should be implemented as a result of the findings of the work?

How does this work add to the body of knowledge on the topic?

All abstracts include:

1. The full citation of the source preceding the abstract.
2. The most important information first.
3. The same level of language found in the original, including technical language.
4. Key words and phrases that quickly identify the content and focus of the work.
5. Clear, concise, and powerful language.

Abstracts may include:

1. The thesis of the work in the first sentence.
2. The background that places the work in the larger body of literature.
3. The same chronological structure of the original work.

How not to write a abstract:

1. Do not refer extensively to other works.
2. Do not add information not contained in the original work.
3. Do not define terms.

Task 4. Study a sample outline of a research paper. Pay attention to the information reflected in each section. Use it while writing a research paper (scientific report) in your field of knowledge.

The Research Paper Structure (A loose outline to follow)

I Introduction

- a) Catches the reader's attention.
- b) Indicates topic and narrows it.
- c) Leads towards the body – sets the stage.
- d) Has a strong, very specific thesis statement.
 - i. Limits what you will write about.
 1. If about an author, names the author and works to be explored.
 2. If about a period or genre, names it and the authors involved in it
 - ii. Gives a focus as to what you will explore about the topic.
 1. Defines the theme, symbol, plot, device, character, type, etc. that helps link the works or authors.
 2. Minimizes the range of ideas that you will explore in the essay.
 3. Sets the boundaries, of which you will not stray.
 4. Puts forth an argument that you will defend.

II Background

- a) Historical context
 - i. Does not provide an entire history of author or group
 - ii. Limits historical focus to relevant period and events
 - iii. Helps reader put essay in time context
 - iv. Helps reader make important links to influential events
- b) Basic information for understanding context of thesis
 - i. Provides information about particular style of author or group
 - ii. Defines elements that are associated with the author or group

III Analysis-Argument- Core of the essay

- a) Breaks down the thesis into sub-points (separate paragraph for each)
 - i. Establishes broad points
 - ii. Identifies each point and defines it
 - iii. Narrows each point with specific details
 - iv. Shows comparisons or contrasts to be analyzed
- b) Gives reasons for points or arguments that you make
 - i. Supports points with explanation
 - 1. Fully develops the idea
 - 2. Uses facts to support point
 - ii. Uses logical reasoning
 - 1. Connects ideas in a manner that does not confuse the reader
 - 2. Makes assumptions or opinions that can be backed with evidence
- c) Shows evidence of your points
 - i. Uses samples from works of selected authors (primary sources)
 - ii. Applies criticism and outside sources (secondary sources)
 - 1. Quotes sources accurately
 - a) Introduces quotes with the author and source of the information
 - b) Provides only that much of the quote that is necessary to get across meaning
 - c) Explains the significance of the quote in relation to the point you were making
 - d) Uses correct parenthetical reference
 - 2. Summarizes and paraphrases succinctly
 - 3. Avoids any plagiarism and documents all sources

IV Conclusion

- a) Sums up the essay
 - i. Possibly reworks the thesis
 - ii. Restates the points in a different way
 - iii. Focuses the significance of the essay
- b) Provides a Sherlock-Holmes-style conclusion
 - i. What does all the evidence lead to?
 - ii. What does the future hold?

iii. What is the next logical step or idea?

Task 5. Read the text “Scientific Report”. Pay attention to the way it is organized. Get ready to answer the questions which follow the text.

Scientific Report

General Points

Aim

The main purpose of a *scientific report* is to communicate. A typical structure and style have evolved to convey essential information and ideas as concisely and effectively as possible. Precise formats vary by discipline and scientific journal, but always treat them as flexible guidelines that enable clear communication.

Audience

Assume that your intended reader has a background similar to yours before you started the project. That is, a general understanding of the topic but no specific knowledge of the details. The reader should be able to reproduce whatever you did by following your report.

Clarity of Writing

Good scientific reports share many of the qualities found in other kinds of writing. To write is to think, so a paper that lays out ideas in a logical order will facilitate the same kind of thinking. Make each sentence follow from the previous one, building an argument piece by piece. Group related sentences into paragraphs, and group paragraphs into sections. Create a flow from beginning to end.

Supporting Material

Likewise, use figures, tables, data, equations, etc. to help tell the story as it unfolds. Refer to them directly in the text, and integrate the points they make into your writing. Number figures and tables sequentially as they are introduced (e.g., Figure 1, Figure 2, etc. with another sequence for Table 1, Table 2, etc.). Provide captions with complete information and not just a simple title. Label all axes and include units. Insert a figure or table after the paragraph in which it is first mentioned, or, gather all supporting material together after the reference section (before any appendices).

Language and Style

The report should be grammatically sound, with correct spelling, and generally free of errors. Avoid jargon, slang, or colloquial terms. Define acronyms and any abbreviations not used as standard measurement units. Most of the report describes what you did, and thus it should be in the past tense (e.g., "values were averaged"), but use present or future tense as appropriate (e.g., "x is bigger than y" or "that effect will happen"). Employ the active rather than passive voice to avoid boring writing and contorted phrases (e.g., "the software calculated average values" is better than "average values were calculated by the software").

Consistency of Format

Within the report, the exact format of particular items is less important than consistency of application. For example, if you indent paragraphs, be sure to indent them all; use a consistent style of headings throughout (e.g., major headings in bold with initial capitals, minor headings in italics, etc.); write "%" or "percent" but do not mix them, and so

on. In other words, establish a template and stick to it. Consult real journal papers for examples.

Typical Sections

There are four major sections to a scientific report, sometimes known as IMRAD – *Introduction, Methods, Results, And Discussion*. Respectively, these sections structure your report to say "here's the problem, here's how I studied it, here's what I found, and here's what it means." There are additional minor sections that precede or follow the major sections including the title, abstract, acknowledgements, references, and appendices. All sections are important, but at different stages to different readers. When flipping through a journal, a reader might read the title first, and if interested further then the abstract, then conclusions, and then if he or she is truly fascinated perhaps the entire paper. You have to convince the reader that what you have done is interesting and important by communicating appeal and content in all sections.

Title

Convey the essential point of the paper. Be precise, concise, and use key words. Avoid padding with phrases like "A study of ..." or headlines like "Global warming will fry Earth!"

Abstract

Condense the whole paper into miniature form. A sentence or two summarizing each of the IMRAD sections should suffice. No new information, no supporting material, limited details, just the essential message that explains what you did and found out. Write this section last of all.

Introduction

Introduce the problem, moving from the broader issues to your specific problem, finishing the section with the precise aims of the paper (key questions). Craft this section carefully, setting up your argument in logical order. Refer to relevant ideas/theories and related research by other authors. Answer the question "what is the problem and why is it important?"

Methods

Explain how you studied the problem, which should follow logically from the aims. Depending on the kind of data, this section may contain subsections on experimental details, materials used, data collection/sources, analytical or statistical techniques employed, study area, etc. Provide enough detail for the reader to reproduce what you did. Include flowcharts, maps or tables if they aid clarity or brevity. Answer the question "what steps did I follow?" but do not include results yet.

Results

Explain your actual findings, using subheadings to divide the section into logical parts, with the text addressing the study aims. Link your writing to figures and tables as you present the results. For each, describe and interpret what you see (you do the thinking - do not leave this to the reader). If you have many similar figures, select representative examples for brevity and put the rest in an appendix. Mention any uncertainty in measurement or calculation, and use an appropriate number of decimal places to reflect it. Make comments on the results as they are presented, but save

broader generalizations and conclusions for later. Answer the question "what did I find out?"

Discussion

Discuss the importance of what you found, in light of the overall study aims. Stand back from the details and synthesize what has (and has not) been learned about the problem, and what it all means. Say what you actually found, not what you hoped to find. Begin with specific comments and expand to more general issues. Recommend any improvements for further study. Answer the question "what is the significance of the research?"

Important Note: this section is often combined with either the Results section or the Conclusions section. Decide whether understanding and clarity are improved if you include some discussion as you cover the results, or if discussive material is better as part of the broader summing up.

Conclusions

Restate the study aims or key questions and summarize your findings using clear, concise statements. Keep this section brief and to the point.

Acknowledgments

This is an optional section. Thank people who directly contributed to the paper, by providing data, assisting with some part of the analysis, proofreading, typing, etc. It is not a dedication, so don't thank Mom and Dad for bringing you into the world, or your roommate for making your coffee.

References

Within the text, cite references by author and year unless instructed otherwise, for example "Comrie (1999) stated that..." or "several studies have found that x is greater than y (Comrie 1999; Smith 1999)." For two authors, list both names, and for three or more use the abbreviation "et al." (note the period) following the first name, for example "Comrie and Smith (1999)" or "Comrie et al. (1999)." Attribute every idea that is not your own to avoid plagiarism.

In this reference section itself, list alphabetically only the people and publications that you cited in the report (if none, omit the section). Provide sufficient detail to enable somebody to actually track down the information. List all authors for the "et al." publications. Follow a standard format such as the examples below, and note the distinctions regarding italics, capitalization, volume/page numbers, publisher address, etc. between the various kinds of references.

Personal (unpublished) communications
Cited in the text only, e.g., "... x is greater than y (Comrie 1999, pers. comm.)."

Lecture Notes

Comrie, AC, 1999: The climate of Tucson. April 1 lecture, GEOG 230 Our Changing Climate, University of Arizona.

Web Site Comrie, AC, 1999: The climate of Tucson. Internet: <<http://geog.arizona.edu/~comrie/tucson.html>>.

Questions to the text:

1. What are the requirements to language and study?

2. What is IMRAD?
3. What are the additional minor sections of a scientific report?
4. What do you usually finish the introduction section with?
5. What is stated in the conclusion section?

Task 6. Read the text “Literature Reviews”. Try to understand it and then do the tasks that follow.

Literature Reviews

What is a literature review?

A literature review discusses published information in a particular subject area, and sometimes information in a particular subject area within a certain time period.

A literature review can be just a simple summary of the sources, but it usually has an organizational pattern and combines both summary and synthesis. A summary is a recap of the important information of the source, but a synthesis is a re-organization, or a reshuffling, of that information. It might give a new interpretation of old material or combine new with old interpretations. Or it might trace the intellectual progression of the field, including major debates. And depending on the situation, the literature review may evaluate the sources and advise the reader on the most pertinent or relevant.

But how is a literature review different from an academic research paper?

While the main focus of an academic research paper is to support your own argument, the focus of a literature review is to summarize and synthesize the arguments and ideas of others. The academic research paper also covers a range of sources, but it is usually a select number of sources, because the emphasis is on the argument. Likewise, a literature review can also have an "argument," but it is not as important as covering a number of sources. In short, an academic research paper and a literature review contain some of the same elements. In fact, many academic research papers will contain a literature review section. But it is the aspect of the study (the argument or the sources) that is emphasized that determines what type of document it is.

Why do we write literature reviews?

Literature reviews provide you with a handy guide to a particular topic. If you have limited time to conduct research, literature reviews can give you an overview or act as a stepping stone. For professionals, they are useful reports that keep them up to date with what is current in the field. For scholars, the depth and breadth of the literature review emphasizes the credibility of the writer in his or her field. Literature reviews also provide a solid background for a research paper's investigation. Comprehensive knowledge of the literature of the field is essential to most research papers.

Who writes these things, anyway?

Literature reviews are written occasionally in the humanities, but mostly in the sciences and social sciences; in experiment and lab reports, they constitute a section of the paper. Sometimes a literature review is written as a paper in itself.

Let's get to it! What should I do before writing the literature Review?

Clarify

If your assignment is not very specific, seek clarification from your instructor:

- Roughly how many sources should you include?
- What types of sources (books, journal articles, and websites)?
- Should you summarize, synthesize, or critique your sources by discussing a common theme or issue?
- Should you evaluate your sources?
- Should you provide subheadings and other background information, such as definitions and/or a history?

Find models

Look for other literature reviews in your area of interest or in the discipline and read them to get a sense of the types of themes you might want to look for in your own research or ways to organize your final review. You can simply put the word "review" in your search engine along with your other topic terms to find articles of this type on the Internet or in an electronic database. The bibliography or reference section of sources you've already read are also excellent entry points into your own research.

Narrow your topic

There are hundreds or even thousands of articles and books on most areas of study. The narrower your topic, the easier it will be to limit the number of sources you need to read in order to get a good survey of the material. Your instructor will probably not expect you to read everything that's out there on the topic, but you'll make your job easier if you first limit your scope.

And don't forget to tap into your professor's (or other professors') knowledge in the field. Ask your professor questions such as: "If you had to read only one book from the 70's on topic X, what would it be?" Questions such as this help you to find and determine quickly the most seminal pieces in the field.

Consider whether your sources are current

Some disciplines require that you use information that is as current as possible. In the sciences, for instance, treatments for medical problems are constantly changing according to the latest studies. Information even two years old could be obsolete. However, if you are writing a review in the humanities, history, or social sciences, a survey of the history of the literature may be what is needed, because what is important is how perspectives have changed through the years or within a certain time period. Try sorting through some other current bibliographies or literature reviews in the field to get a sense of what your discipline expects. You can also use this method to consider what is "hot" and what is not.

Strategies for writing the literature Review

Find a focus

A literature review, like a term paper, is usually organized around ideas, not the sources themselves as an annotated bibliography would be organized. This means that you will not just simply list your sources and go into detail about each one of

them, one at a time. No. As you read widely but selectively in your topic area, consider instead what themes or issues connect your sources together. Do they present one or different solutions? Is there an aspect of the field that is missing? How well do they present the material and do they portray it according to an appropriate theory? Do they reveal a trend in the field? A raging debate? Pick one of these themes to focus the organization of your review.

Construct a working thesis statement

Then use the focus you've found to construct a thesis statement. Yes! Literature reviews have thesis statements as well! However, your thesis statement will not necessarily argue for a position or an opinion; rather it will argue for a particular perspective on the material. Some sample thesis statements for literature reviews are as follows:

The current trend in treatment for congestive heart failure combines surgery and medicine.

More and more cultural studies scholars are accepting popular media as a subject worthy of academic consideration.

Consider organization

You've got a focus, and you've narrowed it down to a thesis statement. Now what is the most effective way of presenting the information? What are the most important topics, subtopics, etc., that your review needs to include? And in what order should you present them? Develop an organization for your review at both a global and local level:

First, cover the basic categories

Just like most academic papers, literature reviews also must contain at least three basic elements: an introduction or background information section; the body of the review containing the discussion of sources; and, finally, a conclusion and/or recommendations section to end the paper.

Introduction: Gives a quick idea of the topic of the literature review, such as the central theme or organizational pattern.

Body: Contains your discussion of sources and is organized either chronologically, thematically, or methodologically (see below for more information on each).

Conclusions/Recommendations: Discuss what you have drawn from reviewing literature so far. Where might the discussion proceed?

Organizing the body

Once you have the basic categories in place, then you must consider how you will present the sources themselves within the body of your paper. Create an organizational method to focus this section even further.

To help you come up with an overall organizational framework for your review, consider the following scenario and then three typical ways of organizing the sources into a review:

You've decided to focus your literature review on materials dealing with sperm whales. This is because you've just finished reading *Moby Dick*, and you wonder if that whale's portrayal is really real. You start with some articles about the physiology of sperm whales in biology journals written in the 1980's. But these articles refer to

some British biological studies performed on whales in the early 18th century. So you check those out. Then you look up a book written in 1968 with information on how sperm whales have been portrayed in other forms of art, such as in Alaskan poetry, in French painting, or on whale bone, as the whale hunters in the late 19th century used to do. This makes you wonder about American whaling methods during the time portrayed in *Moby Dick*, so you find some academic articles published in the last five years on how accurately Herman Melville portrayed the whaling scene in his novel.

Chronological

If your review follows the chronological method, you could write about the materials above according to when they were published. For instance, first you would talk about the British biological studies of the 18th century, then about *Moby Dick*, published in 1851, then the book on sperm whales in other art (1968), and finally the biology articles (1980s) and the recent articles on American whaling of the 19th century. But there is relatively no continuity among subjects here. And notice that even though the sources on sperm whales in other art and on American whaling are written recently, they are about other subjects/objects that were created much earlier. Thus, the review loses its chronological focus.

By publication

Order your sources by publication chronology, then, only if the order demonstrates a more important trend. For instance, you could order a review of literature on biological studies of sperm whales if the progression revealed a change in dissection practices of the researchers who wrote and/or conducted the studies.

By trend

A better way to organize the above sources chronologically is to examine the sources under another trend, such as the history of whaling. Then your review would have subsections according to eras within this period. For instance, the review might examine whaling from pre-1600-1699, 1700-1799, and 1800-1899. Under this method, you would combine the recent studies on American whaling in the 19th century with *Moby Dick* itself in the 1800-1899 category, even though the authors wrote a century apart.

Thematic

Thematic reviews of literature are organized around a topic or issue, rather than the progression of time. However, progression of time may still be an important factor in a thematic review. For instance, the sperm whale review could focus on the development of the harpoon for whale hunting. While the study focuses on one topic, harpoon technology, it will still be organized chronologically. The only difference here between a "chronological" and a "thematic" approach is what is emphasized the most: the development of the harpoon or the harpoon technology.

But more authentic thematic reviews tend to break away from chronological order. For instance, a thematic review of material on sperm whales might examine how they are portrayed as "evil" in cultural documents. The subsections might include how they are personified, how their proportions are exaggerated, and their behaviors misunderstood. A review organized in this manner would shift between time periods within each section according to the point made.

Methodological

A methodological approach differs from the two above in that the focusing factor usually does not have to do with the content of the material. Instead, it focuses on the "methods" of the researcher or writer. For the sperm whale project, one methodological approach would be to look at cultural differences between the portrayal of whales in American, British, and French art work. Or the review might focus on the economic impact of whaling on a community. A methodological scope will influence either the types of documents in the review or the way in which these documents are discussed.

Once you've decided on the organizational method for the body of the review, the sections you need to include in the paper should be easy to figure out. They should arise out of your organizational strategy. In other words, a chronological review would have subsections for each vital time period. A thematic review would have subtopics based upon factors that relate to the theme or issue.

Sometimes, though, you might need to add additional sections that are necessary for your study, but do not fit in the organizational strategy of the body. What other sections you include in the body is up to you. Put in only what is necessary. Here are a few other sections you might want to consider:

Current Situation: Information necessary to understand the topic or focus of the literature review.

History: The chronological progression of the field, the literature, or an idea that is necessary to understand the literature review, if the body of the literature review is not already a chronology.

Methods and/or Standards: The criteria you used to select the sources in your literature review or the way in which you present your information. For instance, you might explain that your review includes only peer-reviewed articles and journals.

Questions for Further Research: What questions about the field has the review sparked? How will you further your research as a result of the review?

Begin Composing

Once you've settled on a general pattern of organization, you're ready to write each section. There are a few guidelines you should follow during the writing stage as well. Here is a sample paragraph from a literature review about sexism and language to illuminate the following discussion:

However, other studies have shown that even gender-neutral antecedents are more likely to produce masculine images than feminine ones (Gastil, 1990). Hamilton (1988) asked students to complete sentences that required them to fill in pronouns that agreed with gender-neutral antecedents such as "writer," "pedestrian," and "persons." The students were asked to describe any image they had when writing the sentence. Hamilton found that people imagined 3.3 men to each woman in the masculine "generic" condition and 1.5 men per woman in the unbiased condition. Thus, while ambient sexism accounted for some of the masculine bias, sexist language amplified the effect. (Source: Erika Falk and Jordan Mills, "Why Sexist

Language Affects Persuasion: The Role of Homophily, Intended Audience, and Offense," *Women and Language* 19:2.

Use evidence

In the example above, the writers refer to several other sources when making their point. A literature review in this sense is just like any other academic research paper. Your interpretation of the available sources must be backed up with evidence to show that what you are saying is valid.

Be selective

Select only the most important points in each source to highlight in the review. The type of information you choose to mention should relate directly to the review's focus, whether it is thematic, methodological, or chronological.

Use quotes sparingly

Falk and Mills do not use any direct quotes. That is because the survey nature of the literature review does not allow for in-depth discussion or detailed quotes from the text. Some short quotes here and there are okay, though, if you want to emphasize a point, or if what the author said just cannot be rewritten in your own words. Notice that Falk and Mills do quote certain terms that were coined by the author, not common knowledge, or taken directly from the study. But if you find yourself wanting to put in more quotes, check with your instructor.

Summarize and synthesize

Remember to summarize and synthesize your sources within each paragraph as well as throughout the review. The authors here recapitulate important features of Hamilton's study, but then synthesize it by rephrasing the study's significance and relating it to their own work.

Keep your own voice

While the literature review presents others' ideas, your voice (the writer's) should remain front and center. Notice that Falk and Mills weave references to other sources into their own text, but they still maintain their own voice by starting and ending the paragraph with their own ideas and their own words. The sources support what Falk and Mills are saying.

Use caution when paraphrasing

When paraphrasing a source that is not your own, be sure to represent the author's information or opinions accurately and in your own words. In the preceding example, Falk and Mills either directly refer in the text to the author of their source, such as Hamilton, or they provide ample notation in the text when the ideas they are mentioning are not their own, for example, Gastil's.

Revise, revise, revise

Draft in hand? Now you're ready to revise. Spending a lot of time revising is a wise idea, because your main objective is to present the material, not the argument. So check over your review again to make sure it follows the assignment and/or your outline. Then, just as you would for most other academic forms of writing, rewrite or rework the language of your review so that you've presented your information in the most concise manner possible. Be sure to use terminology familiar to your audience;

get rid of unnecessary jargon or slang. Finally, double check that you've documented your sources and formatted the review appropriately for your discipline.

a) Comprehension check

Define the statements as true or false. Correct the false ones.

1. A literature review is usually a combination of summary and synthesis.
2. The main focus of a literature review is to support your own argument.
3. Literature reviews are useful for professionals, scholars in their research work.
4. You don't need preliminary preparation to begin writing the literature review.
5. A literature review is organized around sources, not the ideas.
6. Thesis statement is not an integral part of a literature review structure.
7. The usual structure of a literature review is similar to that of most academic papers.
8. The presentation of sources within the body of your paper is arranged according to a certain organizational method.
9. The sections you include in the paper are figured out in accordance with the organizational method for the body of the review.
10. The organizational method for the body of the review influences the choice of the sections you need to include in the paper.
11. In writing sections of your literature review you should use as many quotes as you want and they should be of common knowledge.
12. Revision of the material you prepared for presentation is a very important element in any academic form of writing.

b) Using the suggested structure of a literature overview write a similar overview of a scientific paper in your field of knowledge.

Task 7. Study the text "Transitions". Answer the following questions after you have studied the text:

1. What do transitions establish?
2. How do you know that you have to work on your transitions?
3. What are the types of the transitions?
4. What information does the table in this section contain?

Transitions

The function and importance of transitions

In both academic writing and professional writing, your goal is to convey information clearly and concisely, if not to convert the reader to your way of thinking. Transitions help you to achieve these goals by establishing logical connections between sentences, paragraphs, and sections of your papers. In other words, transitions tell readers what to do with the information you present them. Whether single words, quick phrases or full sentences, they function as signs for readers that tell them how to think about, organize, and react to old and new ideas as they read through what you have written.

Transitions signal relationships between ideas such as: "Another example coming up—stay alert!" or "Here's an exception to my previous statement" or "Although this idea appears to be true, here's the real story." Basically, transitions

provide the reader with directions for how to piece together your ideas into a logically coherent argument. Transitions are not just "window dressing" that embellish your paper by making it sound or read better. They are words with particular meanings that tell the reader to think and react in a particular way to your ideas. In providing the reader with these important cues, transitions help readers understand the logic of how your ideas fit together.

Signs that you might need to work on your transitions

How can you tell whether you need to work on your transitions? Here are some possible clues:

- Your instructor has written comments like "choppy," "jumpy," "abrupt," "flow," "need signposts," or "how is this related?" on your papers.
- Your readers (instructors, friends, or classmates) tell you that they had trouble following your organization or train of thought.
- You tend to write the way you think—and your brain often jumps from one idea to another pretty quickly.
- You wrote your paper in several discrete "chunks" and then pasted them together.
- You are working on a group paper; the draft you are working on was created by pasting pieces of several people's writing together.

Organization

Since the clarity and effectiveness of your transitions will depend greatly on how well you have organized your paper, you may want to evaluate your paper's organization before you work on transitions. In the margins of your draft, summarize in a word or short phrase what each paragraph is about or how it fits into your analysis as a whole. This exercise should help you to see the order of and connection between your ideas more clearly.

The organization of your written work includes two elements: (1) the order in which you have chosen to present the different parts of your discussion or argument, and (2) the relationships you construct between these parts. Transitions cannot substitute for good organization, but they can make your organization clearer and easier to follow.

Types of transitions

Now let us briefly discuss the types of transitions your writing will use.

The types of transitions available to you are as diverse as the circumstances in which you need to use them. A transition can be a single word, a phrase, a sentence, or an entire paragraph. In each case, it functions the same way: first, the transition either directly summarizes the content of a preceding sentence, paragraph, or section, or it implies that summary. Then it helps the reader anticipate or comprehend the new information that you wish to present.

1. *Transitions between sections*—Particularly in longer works, it may be necessary to include transitional paragraphs that summarize for the reader the

information just covered and specify the relevance of this information to the discussion in the following section.

2. *Transitions between paragraphs*—If you have done a good job of arranging paragraphs so that the content of one leads logically to the next, the transition will highlight a relationship that already exists by summarizing the previous paragraph and suggesting something of the content of the paragraph that follows. A transition between paragraphs can be a word or two (however, for example, similarly), a phrase, or a sentence. Transitions can be at the end of the first paragraph, at the beginning of the second paragraph, or in both places.

3. *Transitions within paragraphs*—As with transitions between sections and paragraphs, transitions within paragraphs act as cues by helping readers to anticipate what is coming before they read it. Within paragraphs, transitions tend to be single words or short phrases.

Transitional expressions

Effectively constructing each transition often depends upon your ability to identify words or phrases that will indicate for the reader the kind of logical relationships you want to convey. The table below should make it easier for you to find these words or phrases. Whenever you have trouble finding a word, phrase, or sentence to serve as an effective transition, refer to the information in the table for assistance. Look in the left column of the table for the kind of logical relationship you are trying to express. Then look in the right column of the table for examples of words or phrases that express this logical relationship.

Keep in mind that each of these words or phrases may have a slightly different meaning. Consult a dictionary or writer's handbook if you are unsure of the exact meaning of a word or phrase.

LOGICAL RELATIONSHIP	TRANSITIONAL EXPRESSION
Similarity	also, in the same way, just as ... so too, likewise, similarly
Exception/Contrast	but, however, in spite of, on the one hand ... on the other hand, nevertheless, nonetheless, notwithstanding, in contrast, on the contrary, still, yet
Sequence/Order	first, second, third, ... next, then, finally
Time	after, afterward, at last, before, currently, during, earlier, immediately, later, meanwhile, now, recently, simultaneously, subsequently, then
Example	for example, for instance, namely, specifically, to illustrate
Emphasis	even, indeed, in fact, of course, truly
Place/Position	above, adjacent, below, beyond, here, in front, in back, nearby, there
Cause and Effect	accordingly, consequently, hence, so, therefore, thus
Additional Support or Evidence	additionally, again, also, and, as well, besides, equally important, further, furthermore, in addition, moreover, then

Conclusion/Summary	finally, in a word, in brief, in conclusion, in the end, in the final analysis, on the whole, thus, to conclude, to summarize, in sum, in summary
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Task 8. Read and remember some more words and phrases for an essay (scientific paper/ report, etc.) writing.

Words and Phrases for an Essay

Words and phrases to organize points chronologically (to introduce a series of reasons, ideas, remarks, etc):

firsts/first of all, second(ly) third(ly) (во-первых, во-вторых, в-третьих);

lastly/last of all/finally (наконец, в заключение);

first and foremost (в первую очередь);

in the first/second/third place (на первом / втором / третьем месте);

to start/begin with (начнем с);

for one thing (прежде всего, начать с того, что, для начала);

for another thing (кроме того, во-вторых);

Note: 'firstly', 'secondly' are more formal than 'first', 'second'...

Words and phrases to indicate the addition of a new point, or to introduce a related topic:

in addition;

what is more/more than that/furthermore (formal) / moreover/(more formal) (более того, кроме того);

above all/on top of that (в довершение всего);

as well as (так же (как), не только..., но; в дополнение; помимо);

alongside (наряду с);

besides/apart from (кроме);

besides (к тому же);

similarly/equally/likewise (подобным образом);

Words and phrases that indicate a concession, a contrast or contradiction of a point previously stated:

while - хотя; несмотря на то, что;

whereas - тогда как; в то время как;

in contrast/by contrast/on the contrary - наоборот; напротив;

however/nonetheless/nevertheless - однако; тем не менее;

however - как бы...ни (союз, вводящий уступительное придаточное предложение);

yet/still - тем не менее; однако; всё же; всё-таки;

although/though - 1) хотя; 2) тем не менее, однако; всё же; всё-таки;

despite the fact that... - несмотря на тот факт, что...;

in spite of something/despite something - несмотря на;

notwithstanding - несмотря на; вопреки;

Note: Compare *notwithstanding*, *despite*, *in spite of*

Notwithstanding is formal and the weakest of the three terms used to indicate opposition.

In spite of is the strongest in this group.
all the same - всё же; всё-таки;
be that as it may - как бы то ни было;
instead (of this) - взамен; вместо этого;
unlike smb or smth - в отличие от кого-либо или чего-либо;
on the other hand - с другой стороны;
rather than -... а не ...;
contrary to popular belief- вопреки общеизвестному мнению;
to express one's sharp disagreement with/to strongly disapprove of- выражать полное несогласие/быть категорически против;
to oppose (an idea/plan/matter etc) - выступить против/иметь возражения по...;
The most common argument against this is that... - Наиболее часто употребляемым аргументом против этого является ...;
to put forward/present arguments against... - выдвигать/представлять аргументы против...;
a weak/strong/convincing/fundamental argument against... слабый/веский/убедительный/основной аргумент против...;
This argument does not hold water. - Этот аргумент не выдерживает никакой критики.
The argument is not logically sound./This is not a sound argument./There are holes in the argument. (Выражения для описания нелогичного, непоследовательного аргумента.)

Words and phrases to make things clear or explain a given point in greater detail:

that is to say/in other words - другими/иными словами, иначе говоря, то есть;
that is (лат -i.e.) - то есть;
indeed - в самом деле;
specifically/in particular/particularly/especially - особенно, в особенности, в частности;
strictly speaking - строго (точнее) говоря;
Strictly speaking, spiders are not insects, although most people think they are (Longman Dictionary of Contemporary English, 1995);
simply put/to put it simply - проще говоря;
the main point here is that - главный вопрос/основной момент в том, что...;
on a (more) personal/practical (etc.) level - в (более) частном/ практическом и т.д. аспекте/плане;
from a (purely theoretical) perspective - с (чисто теоретической) точки зрения;
for example/for instance (лат - e. g. /eg) - например;

Words and phrases to generalize/summarize ideas and/or bring them to conclusion:

on the whole/in general/generally/overall - в общем, в целом;
by and large - в общем и целом;
broadly speaking - вообще говоря, в общих чертах;
to a great/some extent - в значительной/некоторой степени;

in most/some cases - в большинстве/некоторых случаях;
in any case - в любом случае;
by all accounts - по общему мнению;
by all indications - судя по всему;
essentially - по существу, в основном;
in a word - одним словом, короче говоря;
in this respect/sense - в этом отношении/смысле;
as mentioned/noted (previously/above) как уже было упомянуто/
 сказано/отмечено/указано (выше);
for the reasons discussed (above) - ввиду (выше)указанных/(выше)названных
 причин;
in sum/in the final analysis/in conclusion/in the end/ ultimately - в заключение, в
 итоге, в конечном счете, в конце концов.

Task 9. Analyse the information contained in the text “Writing Numbers, Measurements and Equations” Take care to use it correctly in writing research reports (papers). Pay special attention to the exceptions to the general guideline.

Writing Numbers, Measurements, and Equations

You will likely need to write numbers, measurements and equations in your research report. Here are some guidelines you can follow when writing numbers, measurements, and equations. These will ensure that you write about these elements consistently in your writing. *Writing Numbers*

1. Spell out numbers between zero and ten and use figures for all other numbers.

Examples: two cats, 11 materials, one attempt, 20,000 residents

Unfortunately, there are a number of exceptions to this general guideline. Make sure that you are as familiar with the exceptions as you are with the rule.

Exceptions:

Mathematical operations	Raised to the power of 4
Units of measurement	6 feet
Age	9 years old
Time	1 pm
Dates	June 8, 2001
Page numbers	Page 4
Percentages	2 percent
Money	\$5
Proportions	100:1
All numbers that begin a sentence should be spelled out.	Seven times the tests failed.

2. When you use two or more numbers in the same section of writing, use figures. This makes them easier to see and compare.

Example: We are requesting funding to purchase 25 pumps, 15 fans, and 5 ducts.

Exception:

If none of the numbers included is larger than 10, then spell out all of the numbers.

We are requesting funding to purchase nine pumps, six fans, and three ducts.

3. Form the plural of a number by adding 's.

Example: All of the 15's tested within acceptable limits.

4. Use hyphens when you write fractions, a sequence or range of values, and between number and unit of measure when they modify a noun.

Examples:

Fractions	Thirty-three-thirty-fifths
Sequence or range of values	Pages 167-170 Pages 224-35
Number and unit of measure used to modify a noun	20-pound dog 20-ounce pitcher

5. Use decimals instead of fractions, whenever possible. Decimals are easier to type and to read. Write both decimals and fractions as figures.

6. A zero is always placed before the decimal point for numbers less than one.

7. Spell out the shorter of two numbers that appear consecutively in a phrase.

Examples: Not: But:

4 6-inch nails 4 six-inch nails

20 1,000-piece puzzles Twenty 1,000-piece puzzles

8. When you write a list within a paragraph, use figures within parentheses. When you want to write a list in list format, use figures followed by a period.

Examples:

We had three goals: (1) to locate the source of the smell; (2) to determine what caused the smell; and (3) to get rid of the source of the smell.

1. eggs

2. cheese

3. milk

Writing Measurements

9. Separate the figure from the name of the measure with a space, but do not separate % or \$ from the figure with a space.

Examples: 3.4 hr \$22 50%

10. Do not use a period after the abbreviation of a measure.

Example: 3.4 hr

11. Use figures for years and decades and don't abbreviate them.

Not: But:

'30s The 1930s

The fifties The 1950s

Writing Equations

12. Place equations on a separate line and number them consecutively with a number

in parentheses at the right margin.

(1)

- 13.** Do not use punctuation after the equation, but punctuate words to introduce equations as you would words forming any other sentence.

Example:

Following is the derivation for w_p in terms of w_s and the other filter design parameters, for each filter type transformation. The derivation begins with the Chebyshev / Inverse Chebyshev order equation:

(5)

- 14.** Refer to an equation in the body of the text by its number in parentheses.

Example: We assume that (2) does not equal zero.

There are other, more specific, rules as well that you might need to consider depending on the context in which you are writing. These are the most general rules and should help you with most of the numbers, measurements, and equations you will use in technical writing. Consult a technical writing handbook or a style manual for your discipline for more specific guidelines. *The Elements of Technical Writing* by Gary Blake and Robert Bly is a particularly useful reference book.

Part II

Introducing the Theme of an Academic Paper

§1. While writing an academic paper (research essay, research paper, abstract, literature (book) overview, summary etc.) you usually start by informing what is studied, described, discussed, etc. It is important to know the typical language means which are used to introduce the theme in the English language compared to theme in the Russian language.

As a rule the Russian language uses sentences with passive predicates in Present and Past tenses, the word order being reverse. The English language also uses sentences with the predicates in Passive, with the word order being direct (i.e. the subject precedes the predicate).

Examples:

- | | |
|---|--|
| 1. <i>Изучается эффект Эдисона, также называемый термоионной эмиссией.</i> | Edison <i>Effect</i> , also called thermionic emission <i>is studied</i> . |
| 2. <i>Исследовались (исследованы, были исследованы) свойства радиоактивных компонентов.</i> | The radioactive <i>properties</i> of elements <i>were studied</i> . |

§2. Possible but less typical variant to introduce the theme of a paper is to use the predicate in the Active Voice with the subject expressed by a personal pronoun *we* or a noun *the author (authors)*, as well as by the nouns *study, investigation, paper (article), experiment, theory, hypothesis*, etc.

Examples:

- | | |
|---|---|
| 1. <i>Мы рассмотрели свойство определенных элементарных частиц, таких как электроны и протоны.</i> | <i>We have considered</i> a property of certain elementary particles such as electrons and protons. |
| 2. <i>В статье рассматривается эффект Джозефсона.</i> | <i>The paper studies</i> Josephson Effect. |
| 3. <i>Статья из Discover Magazine демонстрирует, что изучение волнового перемешивания на земле может помочь объяснить сложные явления в глубинах галактики.</i> | <i>This article from Discover Magazine demonstrates</i> that studying wave action on the earth may help to explain complex phenomena in the depths of the galaxy. |

Task 1. In the following sentences use the predicates in the Passive Voice, omitting a noun or a pronoun denoting the doer of an action.

Example:

We investigated the properties of *The properties* of insulators *were investigated*.

1. In 1954 the American physicists Charles Hard Townes, James P. Gordon, and Herbert J. Zeiger developed the first maser oscillator, a device that generates or amplifies microwaves or radio waves.

2. In all fields of science researchers use the same systematic approach, known as the scientific method, to add to what is known.
3. Scientists utilize existing knowledge in new scientific investigations to predict how things will behave.
4. The author has formulated a hypothesis that explains the behavior of the phenomena observed.
5. In the science of optics, Young discovered the phenomenon of interference, which helped to establish the wave nature of light.
6. Scientists test theories by making verifiable predictions that can then be demonstrated through experiment.
7. Scientists and scholars use the Internet to communicate with colleagues, perform research, and publish papers and articles.
8. Computer scientists develop algorithms for creating indices of the data.

Task 2. Consider the following sentences. Analyse the use of an indefinite article (a, an) and the definite article the.

1. The author gives a general conclusion for the equilibrium shape of crystals. The conclusion is proved by a series of experiments.
2. A steamer chamber has been considered. The system consists of two identical steamer chambers.
3. A GPS receiver picks up broadcasts from the satellites and determines its position through the process of triangulation. Using the time information from each satellite, the receiver calculates the time the signal takes to reach it.
4. A firewall can reside on the administrative computer. The firewall keeps track of every file entering or leaving the local area network.

§3. When you inform of the theme or the subject of the research it's advisable to use Present Simple and Present Perfect tenses as required. Past Simple tense is used to describe the work carried out (an experiment, research, calculation) in those cases when the work was used to draw from it certain conclusions.

Examples:

- | | |
|---|---|
| 1. <i>Исследуется</i> проблема
мошенничества в науке. | The problem of fraud in science <i>is analyzed</i> . |
| 2. <i>Изучена</i> сверхпроводимость,
исчезновение сопротивления в
электрическом токе. | Superconductivity, the disappearance
of resistance in an electric current <i>has been studied</i> . |
| 3. <i>Были предложены</i> слоистые
полупроводники, называемые
гетероструктурами, которые позднее
были использованы для создания
лазеров на гетероструктуре. | Layered semiconductors called
heterostructures <i>were proposed</i> which
were later used to construct
heterostructure lasers. |

Note. The predicate in Past Simple Passive can correspond to the Russian both perfective and imperfective aspects (совершенный и несовершенный вид).

§4. You will need a number of verbs to inform about the subject of your research.

The verbs with the general meaning of *research*: изучать, исследовать, рассматривать, анализировать – study, investigate, examine, analyze, consider.

Study is most widely used and means изучать, исследовать.

Investigate underlines a thorough and all-sided character of the research besides the meaning of “*study*”, “*research*”. This verb possesses also the meaning of *investigation*.

Examine besides the meaning of *study* and *investigate* can also mean *consider*, *survey*, *verify*.

Analyse means *investigate*, *study* (including the process of analysis). *Consider* – study, survey (taking into account different parameters).

Examples:

- | | |
|--|---|
| 1. <i>Изучается</i> принцип, называемый полным внутренним отражением. | A principle called total internal reflection <i>is studied</i> . |
| 2. <i>Была исследована</i> причина взрыва. | The cause of the explosion <i>has been investigated</i> . |
| 3. <i>Изучались</i> древние рукописи. | Old manuscripts were <i>examined</i> . |
| 4. <i>Было обследовано</i> более 100 локальных сетей. | Over 100 local area networks were <i>examined</i> . |
| 5. <i>Исследовали</i> несколько соединений. | Several substances were <i>analysed</i> . |
| 6. <i>Рассматривается</i> применение оптоволоконного кабеля в средствах связи. | The application of fiber optics in communication <i>is considered</i> . |

§5. The verbs with the general meaning of *description* (описания) – описывать, обсуждать, излагать, рассматривать – describe, outline, consider.

Describe – описывать (give a description);

Discuss – обсуждать, описывать, излагать – describe, outline.

Outline – кратко описывать, описывать (в общих чертах), очерчивать – describe in short, in general.

Consider – рассматривать, обсуждать (принимая во внимание разные параметры) – discuss (taking into account different parameters).

Examples:

- | | |
|---|---|
| 1. <i>Описаны</i> принципы работы лазеров. (В статье о принципах работы говорится кратко, они только очерчены.) | The working principles of lasers were <i>outlined</i> . |
| 2. <i>Обсуждаются</i> конструкция и рабочие характеристики сотовых телефонов. | The design and operating conditions of cellular phones are <i>discussed</i> . |
| 3. Энтропия <i>описывает</i> среднее информационное содержание всех потенциальных сообщений источника. | Entropy <i>describes</i> the average information content of all the potential messages of a source. |
| 4. <i>Описан</i> приводной механизм. (Из статьи ясно, что не только его | The rotation mechanism <i>is described</i> . |

устройство, но и его применение, достоинства и пр.)

5. *Изложены* основные принципы. The main principles *were discussed*.
6. *Рассмотрены* временные характеристики фотодетекторов. Temporal characteristics of photo-detectors *have been discussed*.

§6. The verbs with the general meaning of *obtaining* (получение): получать, определять, находить, устанавливать – obtain, determine, find, establish.

Obtain – получать – possesses a most general meaning irrespective of the method of obtaining.

Determine – определять, получать, находить (любым способом). Sometimes *determine* means *define* (by calculating), calculate.

Find – находить, обнаруживать.

Establish – устанавливать, (точно) определять, (убедительно) показывать.

Examples:

1. *Получены* предварительные данные. Preliminary data *have been obtained*.
2. *Были определены* коэффициенты диффузии. Diffusion coefficients *were determined*.
3. *Обнаружены* редкие документы. Rare documents *are found*.
4. *Установлено* (показано) наличие двух уровней. The existence of two levels *has been established*.
5. Гамма-измерения излучение обычно обнаруживается в связи с альфа и бета излучением. Gamma emission is usually found in association with alpha and beta emission.
6. Чтобы получить и отобразить информацию с сервера, пользователь компьютера запускает программу клиента. To obtain and display information from a server, a computer user runs a client program.

The verbs showing the method of *obtaining* smth. are more frequent in English compared to Russian:

derive (equations, expressions, curves, formulae, relations, etc). *получать* (выводы, уравнения, выражения, кривые, формулы, соотношения и пр.)

produce (create) a compound, plasma, power, etc. *получать* (производить, создавать) соединение, плазму, вещество, мощность и т.д.)

The verb *получать* may include the meaning “obtained by calculation” – *calculate, compute, estimate, evaluate*.

The verbs *calculate* and *compute* are similar in meaning: *calculate* – вычислять, подсчитывать, рассчитывать, производить аналитический расчет; находить, определять величину (при помощи арифметических действий); *compute* – подсчитывать, делать выкладки, производить численный расчет (в современном употреблении часто с помощью вычислительной техники).

Estimate – оценивать, подсчитывать (приблизительно).

Examples:

1. Расстояние между Землей и Луной было *вычислено* с помощью лазеров The distance between the Earth and the Moon *has been calculated* with the help of lasers.

The verbs *measure* – «измерять» and *weigh* – «взвешивать» indicate the obtaining of some data (figures) by measuring or weighing.

Examples:

1. Эти примеры подчеркивают одно из ограничений теории информации – она не может *измерить* значение или важность сообщения. These examples emphasize one of the limitations of information theory – it cannot *measure* the meaning or the importance of a message.
2. По своей природе электрические значения не могут *быть измерены* путем прямого наблюдения. By their nature, electrical values cannot *be measured* by direct observation.

The general meaning of *obtaining* is characteristic of the verbs *estimate* and *evaluate* which are similar in their meaning and usage.

Estimate – оценивать, получать оценку (в числах), i.e. define, calculate the number of smth, find out the volume, degree (often in figures and numbers); calculate smth approximately, define the quality of smth.

Examples:

1. *Определена интенсивность* импульса. (Получена величина импульса в единицах измерения). The pulse intensity *has been estimated*.
2. *Оценка (определение)* констант проводилась по графику, рассчитанному посредством вычислительной машины. The constants were *estimated* by means of computer-calculated graphs.
3. *Получено среднее значение...* (приблизительно вычислено). The average value of ... was *estimated*.

Evaluate – оценивать (величину, качество, степень, значение, роль), i.e. define, find (the cause of phenomena or events).

Examples:

1. *Определена работа* системы (оценено ее качество). The system performance was *evaluated*.
2. *Была оценена работа* больших коммерческих систем машинного перевода. Large commercial machine translation systems were *evaluated*.

Task 3. In the following sentences translate the predicates into English, choosing the appropriate verb and its tense forms indicated in brackets. Remember that a direct word order must be used.

Model: Были изучены (проанализированы) Evoked potentials in anesthetized evoked potentials in anesthetized animals were analysed. animals (Past Simple).

1. Рассматривается (проверяется его пригодность) a new method of integrating the equations (Present Simple).
2. Исследуется (подробно) the development cycle of protoplasma (Present Simple).
3. Изучены blocking effects in the scattering of particles (Present Simple).
4. Обсуждается the electron creation rate (Present Simple).
5. Была описана the population of Drosophila (Past Simple).
6. Рассматривается (учитывается весь процесс) the role of the changed conditions (Present Simple).
7. Уже обсуждался (был проанализирован) the method of integrating the equation (Present Perfect).
8. Обсуждалась a kinetic theory for impurity center (Past Simple).
9. Подсчитывалась (был произведен аналитический расчет) the thermoelectric power of antiferromagnetic metals (Past Simple).
10. Определена (найденa) the degree of polarization for various conditions of recombination (Present Perfect).
11. Определяется (путем оценки) the shift of the energy levels (Present Simple).
12. The position of ships and aircraft in distress определяется with the help of navigation beacons. (Present Simple)
13. Было подсчитано that the entire content of *Encyclopædia Britannica* could be reduced to fit on the head of a pin.(Past Simple)
14. Было оценено that all of printed human knowledge could be reduced to fit on 35 normal-sized pages.(Past Simple)
15. A number of impurities были обнаружены by detecting the particular types of radioactivity that are associated with radioisotopes of these impurities.(Past Simple)

Task 4. Translate the following sentences according to the model choosing the verbs with the appropriate meaning. Put the predicate into the required tense form.

Model: Рассматриваются применения пьезоэлектрической пленки. The range of applications for piezoelectric films is studied.

1. Исследовались фазовые переходы (the phase transitions) в поликристаллах.
2. Определен адресный диапазон микропроцессора (microprocessor address range).
3. Наблюдалось заметное уменьшение расстояния между элементами схемы.
4. Были описаны электростатические свойства частиц (properties of particles).
5. Измерены размеры кристалла больших интегральных схем.
6. Рассматривается возможность применения установок нового технологического поколения.
7. Обсуждается проблема увеличения надежности электронных приборов.

8. Выясняется относительно низкая чувствительность этого вещества.
9. Рассчитана формула решетки (the lattice).
10. Выделяются (с помощью компьютера) параметры компонент кристаллического поля (crystal field).
11. Проведено исследование применения лазерной технологии в спутниковой связи.
12. Рассмотрена возможность усовершенствования конструкции прибора.
13. Обсуждалось использование радиоволн различными системами телекоммуникаций.
14. Изучены важные аспекты процесса окисления.
15. Рассматривается использование языков программирования высокого уровня.

Task 5. Compare the following pairs of verbs + noun combinations. Use them as a model in writing sentences in your branch of knowledge.

Изучать (исследовать, рассматривать) явление вибрации (процесс поляризации, свойства упругости, цикл развития, механизм роста)	Study phenomenon of vibration (process of polarization, elastic properties, developmental cycle, growth mechanism)
Исследовать температурную зависимость (фазовые переходы, влияние условий перегрузки)	Investigate temperature dependence (phase transitions, overload conditions influence)
Анализировать (рассматривать) экспериментальные данные (собранный материал, полученные величины, рабочие характеристики)	Analyse experimental data (collected material, values obtained, performance characteristics)
Рассматривать (проверять, обследовать) условия эксперимента (метод спектрального анализа, импульсные ионизационные камеры)	Examine experimental conditions (spectro-analytical method, pulse ionization chambers)
Описывать новый метод (полученные результаты, физическую модель, механизм роста)	Describe (discuss) new method (results obtained, physical model, growth mechanism)
Рассматривать (обсуждать) процесс смещения (роль изменения условий, возможность межзонных электронных переходов, спиновое возбуждение)	Consider (analyse) the process of dislocation (role of changed conditions, possibility of electronic interband transitions, spin excitation)
Измерять зависимость скорости от расстояния (энергию электронов)	Measure distance-velocity dependence (electron energy)
Определять (находить) удельный вес	Determine specific weight (coefficients,

(коэффициенты, зависимость минимального выхода)	аналитическую (связь), величину	analytical relation, minimum yield)
Вычислять (находить) скорость генерации электронов (уровень протекания, деформацию решетки)		Calculate electron generation rates (percolation level, deformation of the lattice)
Рассчитывать (производить расчет) константы обменного взаимодействия (эффект давления, амплитудно-частотные характеристики)		Calculate (compute) the exchange interaction constant (the effect of high pressure, the amplitude-frequency characteristics)
Оценивать (определять) интенсивность импульса (величину сдвига уровней энергии)		Estimate the intensity of the pulse (the shift of the energy levels)
Оценивать (выяснять, выражать в числах) эффект увеличения стресса (действие механизма подавления роста)		Evaluate the effect of increased stress (the mechanism of growth inhibition)

§7. To denote an action both the Russian and the English languages can use either a verb, for example *study* – изучать, *measure* – измерять or a verb + noun combination: *make a study* – проводить исследование (исследовать), *make measurements* – делать (проводить) измерения (измерять).

The choice of a variant – a verb or a verb + noun combination is determined by the structure of the English sentence and always by the English text (its context).

The combination *a study is made of ...* is more common in academic papers.

Examples:

- | | |
|---|---|
| 1. <i>Исследовалось</i> явление поглощения. | The phenomenon of absorption <i>was studied</i> . |
| 2. <i>Исследовались</i> флуоресцентные гомогенные полупроводниковые нанокристаллы. (<i>Проведено исследование</i> флуоресцентных гомогенных полупроводниковых нанокристаллов). | <i>A study was made</i> of the highly fluorescent homogeneous semiconductor nanocrystals. |

Note 1. In sentences with the combination *a study is made* the subject of the research is introduced by the preposition *of*. In case the material used is to be indicated, a preposition *on* should be used.

Measurements were made of the substance density.

Измерялась плотность вещества.

Проводилось измерение плотности вещества.

Measurements were made on purified samples.

Измерения проводились на очищенных образцах.

Note 2. In the English language the position of the predicate is not limited only by the place immediately after the subject, it may also occupy the position after the whole subject group, i.e. at the end of the sentence.

A short description *is given* of some kinds of packet networks.

A short description of some kinds of packet networks *is given*.

Дается краткое *описание* некоторых видов пакетных сетей.

While writing an academic paper you may need the following combinations of *verb + noun*:

make, undertake, perform a study, carry out an investigation, perform analysis of (on)...	исследовать, изучать, анализировать, проводить исследование, анализ...
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make measurements of (on)...	измерять, делать измерения...
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give description of...	описывать, давать описание, рассматривать...
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make calculation, estimation, evaluation of (on)...	подсчитывать, рассчитывать, вычислять, оценивать, давать оценку, находить, определять.
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§8. To characterize the method used in carrying out research, measurement, calculation you may use such particularizing adverbs and collocations as *accurately, carefully* – тщательно, внимательно, *thoroughly, in detail* – подробно, детально, во всех подробностях.

Examples:

- | | |
|--|---|
| 1. Тщательно изучалась структура ткани. | The structure of the tissue was <i>thoroughly</i> investigated. |
| 2. Фазовые переходы в поликристаллах изучались во всех подробностях. | Phase transitions in polycrystals were investigated in detail. |

Note. The position of adverbs *accurately, carefully* and *thoroughly* is between the auxiliary and notional verbs. The word combination *in detail* is placed at the end of the sentence.

Task 6. Translate into English the following sentences. Use a direct word order and the required tense form. Bear in mind the place of an adverb.

<i>Model:</i> Подробно исследуется спектральное распределение фотопроводимости.	The photoconductivity spectrum description <i>is thoroughly investigated</i> .
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- Внимательно изучался синтез монокристаллов (single-crystal) (Past Simple).
- Новый метод интегрирования рассматривается во всех подробностях (Present Simple).
- Проведен тщательный анализ эхоподавления (echo cancellation) (Present Perfect).
- Подробно изучено влияние (effect) температуры на растворимость (solubility) (Present Perfect).
- Некоторые цифровые сигналы (digital signals) были внимательно

проанализированы (Past Simple).

§9. If a verb+noun combination (*a study is made*) is used to express the action, the latter is characterized by the following adjectives: *detailed* – подробный; *careful, thorough* – тщательный; *extensive* – обширный; *accurate* – точный; *comprehensive* – исчерпывающий; *brief, short* – краткий; *preliminary* – предварительный.

The position of these adjectives is prior to the noun in the function of the subject of the sentence, i.e. prior to the words *study, measure*, etc.

A thorough study of the phenomenon was made.	Проводилось тщательное изучение этого явления. Это явление тщательно изучалось
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Note. In a word combination of the type *a study is made* where the subject of the sentence is expressed by a noun in a singular number; an indefinite article is usually used.

Task 7. Compare the following pairs of Russian and English sentences. Pay attention to the way how the meaning of «изучать», «рассматривать», «измерять» is expressed as well as to the articles and the adjectives defining the subject.

Были широко изучены спутники связи.	A comprehensive study of the communications satellites was made.
-------------------------------------	--

Проводилось обширное исследование возбуждения звука в сверхпроводящей пленке.	An extensive study was performed of the excitation of sound in a superconducting film.
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Тщательно исследовались типы проводимости монокристаллических пленок.	A detailed analysis of the type of conduction of single crystal films has been carried out.
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Дано точное описание ряда новой технологии, известной как волна миллиметрового диапазона.	An accurate description of a new technology known as MMW (millimeter wave) has been given.
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Task 8. Change the following sentences according to the model. Give your variants of the sentences.

<i>Model:</i> The Hall emf in silicon iron single crystal was accurately measured	Accurate measurements were made of the Hall emf in silicon iron single crystal.
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Your variant: Accurate measurements of the calibration data were made using a smooth top plate.

1. The electrical properties of the material were investigated in detail.
2. The typical network delay for long distance calls is preliminarily calculated.
3. Some new types of transistors have been carefully studied.
4. The mechanism of reproduction has been thoroughly analysed.

5. Many substances were comprehensively studied.

Task 9. Translate the sentences into English using a verb + noun combination of the type a study is made.

1. Было изучено несколько новых типов транзисторов.
2. Рассматриваются различные формы материалов.
3. Изучался механизм переноса электронов (electron transfer).
4. Измерено регулировочное сопротивление (adjusting resistance).
5. Исследование технологии гибридной микросхемы (hybrid circuit technology) проводилось на различных электронных приборах.

Task 10. Analyse the Russian and the English summaries paying attention to the word order and the tense form of the predicates. Answer the questions: What is studied? What is analysed? What is discussed?

Самые важные вопросы, относящиеся к архитектурам сети. *The most significant issues related to network architectures.*

Изучены технологии, которые в будущем позволят создать оптические сети Интернета. Рассматриваются особенные характеристики трафика Интернета. Обсуждаются результаты исследований основных преимуществ и недостатков этих архитектур.

Technologies which will enable the realization of future optical Internet networks have been studied. An analysis is made of the peculiar characteristics of Internet traffic. The results of the main advantages and drawbacks investigation of these architectures are discussed.

§10. Here is another group of verbs which you can use to inform of the theme of your research:

develop (method, technology, device) - разрабатывать (метод, технологию, прибор); design (device, scheme) - проектировать (прибор, схему); construct, fabricate, create (a device) - изготавливать, создавать, строить, сооружать (прибор); assemble (device) - собирать (прибор); solve (problem, equation) - решать (задачу, уравнение); make, carry out, perform (experiment study, work) - проводить (делать, ставить) опыт.

§11. Any information is characterized by its type of sentences. When you write of the theme of your research work, etc. you can widely use sentences with homogeneous members:

Examples:

1. Описаны детали конструкции и результаты исследования рабочих характеристик (прибора) (однородные подлежащие). *Construction details and performance measurements are reported.*
2. Разработан и изготовлен анализатор. *An analyser has been designed and constructed.*
3. Сконструировано, изготовлено и *Many different flash lamps have*

установлено много импульсных ламп (однородные сказуемые). *been designed, constructed and tested.*

The following so-called “парное построение” is also characteristic of the sentences informing of the theme of the research.

Рассмотрены два режима коммутации тока и получены выражения выходной мощности. *Two cases of current commutation are considered, and expressions for power output are developed.*

§ 12. In the first sentence of your academic paper (or in the first two sentences) you may inform of the theme of your research and the achieved results. To inform of the results you will need the verbs *show* – показывать, *find* – обнаруживать, *conclude* – делать вывод.

Examples:

Было показано, что метод модуляции ширины основания дает приемлемые результаты.

It was shown that the base width modulation technique gives acceptable results.

Обнаружено, что элементы конфигурации электрического перехода оказывают сильное воздействие на сопротивление соединения при высоких частотах.

It has been found that the resistance of a connection at high frequencies is strongly influenced by details of the geometry of the electrical junction.

Сделан вывод (заключение), что процессы удаления металла играют важную роль в производстве микрокомпонентов.

It was concluded (a conclusion was made) that metal-removal processes play an important role in the fabrication of microcomponents.

Делается вывод (приходят к заключению), что модель в полной мере соответствует экспериментальным данным.

It is concluded that the model provides a very good fit to the experimental data.

§13. You can use Subjective with the Infinitive constructions (Complex Subject) alongside with the sentences introduced by the constructions *it is found (that) ... , it is shown (that)*:

Model: It is shown that experimental evidence agree favourably with the theoretical results.

Experimental evidence is shown to agree favourably with the theoretical results.

Показано, что кремниевая технология является наиболее подходящей для интегральных схем с большой степенью интеграции (БИС).

Silicon technology is shown to be the most suitable technology for LSI.

Показано (обнаружено), что время

The lifetime of the charge is found to

действия заряда зависит от электрических характеристик материалов.

depend on the electrical characteristics of the materials.

Task 11. Change complex subordinate sentences into simple sentences with Complex Subject. Make up similar sentences using the terminology of your field of knowledge.

Model: It has been found that a range of inorganic phosphor materials is suitable for PL LCD (Photoluminescent Liquid Crystal Displays).

Your variant: These inorganic phosphor materials have been found to be applied to high resolution PL LCD.

1. It is shown that the separation of the results into three groups reflects the difference in the nature of the chemical bonds.
2. It was shown that disposal of hazardous waste contributes significantly to the product cost in many wet-etching manufacturing processes.
3. It has been found that the presence of salt films have a significant effect on current distribution.
4. It has been found that collimation of the activating UV light is necessary for good contrast in a PL LCD.

Task 12. Compare pairs of sentences. Find in them the information of what was found and what conclusion was drawn. Pay attention to the means used to express this information by the Russian language and by the English language.

- | | | |
|---|--|--|
| 1 | Представлено несколько примеров производства микрoeлектронных компонентов. Эти примеры показывают проблемы и возможности, электромеханического удаления металла при микропроизводстве. | Several examples of microelectronic component fabrication are presented. These examples demonstrate the challenges and opportunities offered by electromechanical metal removal in microfabrication. |
| 2 | Описаны принципы работы фотолуминесцентных жидкокристаллических дисплеев. Показано, что коллимация ультрафиолетового света важна для получения изображений высокой контрастности. | The principles of operation of Photoluminescent Liquid Crystal Displays (LSD) have been described. It has been shown that collimation of the UV light is important for achieving high contrast images. |
| 3 | Вычислена вольт-амперная | The current-voltage characteristic |

характеристика образца и показано, что она имеет участок отрицательного сопротивления.

4. Обсуждается концепция проектирования схем защиты от электростатического заряда. Можно сделать вывод, что защита от электростатического разряда останется важной проблемой в будущем.

of a sample is calculated and it is shown that it has a negative resistance region.

The concept of electrostatic discharge (ESD) protection circuit design is discussed. It can be concluded that ESD protection will remain an important issue in the future.

Task 13. Translate the predicates and start writing the second sentences with “it is shown”.

1. Представлена a model of a polysilicon thin film transistor (poly-si TFT). Показано that it is not possible to use traditional modelling techniques for a poly-Si TFT.
2. Изучается the potential of Artificial Intelligence (AI). Делается вывод that AI-based expert simulation systems will be available very soon.
3. Разработан a new technological approach for the fabrication of the Horizontal Current Bipolar Transistor (HCBT). Найдено that the improvement of characteristics can be achieved with finer lithography employed.
4. Проведен a dynamic analysis of the V transmission line. Было показано that the V transmission line provides unique features.
5. Описывается the dependence of constriction resistance on signal frequency. Обнаружено that the magnitude of constriction resistance does not deviate appreciably from the values predicted.

Task 14. Make up one sentence by connecting the following pairs of sentences:

Model: The resistance of a device was measured. It was shown that its value was small. The resistance of a device was measured and its value was shown to be small.

1. The basic results of the investigation are discussed. It is found that they are calculated on the basis of a well-known classical formulae.
2. A heterojunction bipolar transistor (HBT) structure has been demonstrated. It has been shown that the novel structure facilitates the selective etching fabrication procedure.
3. A family of silicon-based semiconductors has been investigated. It has been found that they exhibit magnetic properties.
4. The current-voltage characteristic of a sample is calculated. It is shown that its resistance region is negative.
5. The design and modelling of molecular machines is studied. It is shown that the approach developed is similar to those used to speed the development of many products today.

Task 15. Translate the following sentences into English using infinitive constructions (Complex Subject).

1. Исследовалась структура углеродных нанотрубок. Было обнаружено, что эти трубки имеют ряд полезных свойств.
2. Рассматривается явление электростатического разряда. Обнаружено, что этот разряд оказывает влияние на электрические характеристики полупроводниковых устройств.
3. Изучается процесс травления распылением (sputter etching). Показано, что при определенных условиях он может вызвать серьезные проблемы.
4. Обсуждается теория захвата поверхностной ловушкой (interface trapping) и показано, что она в целом согласуется с полученными экспериментальными данными.
5. Исследовались свойства термической плазмы. Было обнаружено, что термодинамические свойства, а также свойства переноса непосредственно зависят от состава плазмы.

Task 16. From an English article in your field of knowledge copy out those sentences which contain the information of 1) what was studied; 2) what was found and shown. Make these sentences shorter by leaving only the subject group and the predicate group with their accompanying words. Write a summary of the article by using these shortened sentences.

Task 17. Fill in the gaps with the words of your field of knowledge.

Model: A study is made of different types of plasmas and their properties are also investigated.

1. ...was studied and measured.
2. ...was analysed and ... was calculated.
3. A study is made of ... and ... properties are also investigated.
4. Measurements (calculations) are made of ... It is found that
5. ... has been studied and shown to be ...

Task 18. Analyse the Russian and the English variants of the summaries, paying attention to the word order, voice, tense forms. Copy out the English equivalents of the Russian words and word combinations with the meaning of «показывать, демонстрировать»; «предсказывать», «отличаться от»; «приводить к заключению». Write a short summary in your speciality.

- | | |
|--|---|
| 1. Влияние примесной проводимости в дополнение к обычной проводимости в валентной зоне и зоне проводимости входит в анализ термостимулируемой проводимости. Результат этого анализа предсказывает, что в полуизолирующих материалах темновая проводимость может показывать | The effect of impurity conduction in addition to the normal conduction in valence and conduction band is incorporated in the analysis of thermostimulated conductivity. The result of this analysis predicts that in semi-insulating materials the dark conductivity can exhibit a measurable |
|--|---|

умеренное увеличение после освещения образца при низкой температуре. Мы показали, что энергия ионизации и сечение захвата уровня ловушки могут быть измерены способом несколько отличным от обычного анализа термостимулируемых пиков.

2. Изучается высота барьера МДП-диода с учетом влияния глубоких примесных уровней. Показано, что высота барьера данной МДП-системы может контролироваться путем изменения плотности и энергии активации дефектного уровня. Исследование приводит к заключению, что глубокие примесные уровни, противоположные по характеру мелким примесным уровням, увеличивают высоту барьера. С другой стороны, высота барьера понижается, когда тип глубинных примесных уровней такой же, как и мелких примесных уровней.

enhancement after the sample is illuminated at a low temperature. We have shown that the ionization energy and the capture cross section of the trapping level can be measured in a way which slightly differs from the ordinary analysis of thermostimulated peaks.

The barrier height of MIS tunnel diodes is studied considering the effect of deep impurities. It is shown that the barrier height of a given MIS-system can be controlled by changing the density and the activation energy of the defect level. The study leads to the conclusion that deep impurities of character opposite to shallow impurities enhance the barrier height. On the other hand, the barrier height is lowered when the type of the deep impurities is the same as that of shallow impurities.

§ 14. If you want to stress (point out) something when you inform of the work done and the results achieved you can make use of the following verbal collocations: *pay (give) attention to ...* - обращать внимание на ..., *emphasize, give emphasis to, place emphasis on ...* - подчеркивать.

§ 15. The meaning of collocations in § 14 can be intensified by the following adjectives and adverbs: *particular, special, specific* - особый, *great* - большой; *primary* - первостепенный; *especially, particularly, specially, specifically* - особенно (исключительно); *with particular emphasis on ... (with special attention to...)* - причем особое внимание уделяется (обращается на..., особо подчеркивается).

Examples:

1. Описывались Pd/n-GaSb диоды Шотки, причем *особое внимание было обращено* на электрические свойства их контактов.
2. Рассматривается компьютерная система связи. *Особенно изучается* звездообразная конфигурация.

Pd/n-GaSb Schottky diodes were described *with particular attention to* the electrical properties of their contacts.

Computer communication network is studied. Star configuration *is especially studied*.

- | | |
|--|--|
| <p>3 Изучался четырехступенчатый процесс окисления. <i>Особое внимание уделялось</i> получению высококачественных термических оксидных пленок.</p> | <p>A four-step oxidation process was studied. <i>Special attention was paid</i> to obtaining high quality thermal oxide films.</p> |
|--|--|

Task 19. Compare the following pairs of sentences paying attention to the position of adjectives and adverbs intensifying the utterance.

- | | |
|---|---|
| <p>1. Особое внимание уделяется воздействию горячих электронов в МОП-транзисторах.</p> | <p>Special attention is given to hot electron effects in MOS transistors.</p> |
| <p>2. Внимание уделяется прежде всего применению арсенидогалиевых (GaAs) полевых транзисторов с затвором Шотки.</p> | <p>Attention is primarily given to the application of GaAs MESFETs.</p> |
| <p>3. Особое внимание уделяется надежности системы.</p> | <p>Special attention is given to the reliability of the system.</p> |
| <p>4. Описан туннельный диод, причем особое внимание обращается на его достоинства и недостатки.</p> | <p>A tunneling diode is described with particular (special) emphasis on its advantages and limitations.</p> |
| <p>5. Обсуждаются полученные данные, и особо учитывается их практическое применение.</p> | <p>The findings are discussed and special account is taken of their practical application.</p> |

Task 20. Make the utterance more emphatic using the adjectives special, specific, particular.

Model: Attention is given to the impurity conduction. Particular attention is given to the impurity conduction.

1. Attention is given to the technology of IC fabrication.
2. An account is taken of the role of the thin oxide film in the device operation.
3. Certain emphasis is placed on the optimal condition and film characterization.
4. The substrates have been studied and attention is given to their treatment.

Task 21. Translate the following sentences paying attention to the word order characteristic of the English language.

1. Особое внимание уделяется применению этой технологии в производстве.
2. Специально учитываются результаты измерений.
3. Обсуждается усовершенствованный вид фоторезисторов, причем особое внимание уделяется его конструкции и характеристикам.

Task 22. Compare the English and the Russian summaries. Pay attention to what is singled out logically in each summary.

<p>Изучается распыление путем ионной бомбардировки в сочетании с</p>	<p>Ion-bombardment sputtering is studied in combination with various analytical</p>
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различными аналитическими подходами к анализу поверхности твердых образцов. Особое внимание уделяется методам, при которых процесс травления напылением может явиться причиной некоторых трудностей. Подробно рассматриваются характеристики процесса травления распылением, которые вызывают эти трудности. Анализируются явления, вызванные ионной бомбардировкой, и делается попытка оценить их значимость при анализе твердых тел.

approaches in the surface analysis of solid samples. Special attention is given to the ways in which the sputter-etching process can cause some difficulties. A thorough analysis is made of the characteristics of the sputter-etching process which are responsible for these difficulties. The effects caused by ion bombardment are analyzed and an attempt is made to assess their significance in the analysis of solids.

Task 23. 1) Translate summary 1 into Russian and abstract 2 into English.

An optoelectronic thin-film device is described. The operation of the device is given in detail. The design and performance are also discussed. Special emphasis is given to the application.

2) Translate summary 2 into English using summary 1 as a model.

Изготовлен новый усовершенствованный вид гетеропереходного биполярного транзистора. Подробно изложены его строение и рабочие характеристики. Особое внимание уделяется его достоинствам и недостаткам. Также обсуждается его работа.

Part III Writing for Business

Task 1. Read the text “Business Letters”. While reading pay attention to the principles of business writing and get ready to answer the following questions:

1. What pronouns do you use to refer to yourself and to the reader?
2. Why do you have to minimize the use of the passive voice in business letter writing?
3. What are the requirements to the language?
4. What is the difference between an application letter and a cover letter?
5. What is the audience of application letters?
6. How can you describe a cover letter?

Business Letters

Business writing is different

Writing for a business audience is usually quite different than writing in the humanities, social sciences, or other academic disciplines. Business writing strives to be crisp and succinct rather than evocative or creative; it stresses specificity and accuracy. This distinction does not make business writing superior or inferior to other styles. Rather, it reflects the unique purpose and considerations involved when writing in a business context.

When you write a business document, you must assume that your audience has limited time in which to read it and is likely to skim. Your readers have an interest in what you say insofar as it affects their working world. They want to know the "bottom line": the point you are making about a situation or problem and how they should respond.

Business writing varies from the conversational style often found in email messages to the more formal, legalistic style found in contracts. A style between these two extremes is appropriate for the majority of memos, emails, and letters. Writing that is too formal can alienate readers, and an attempt to be overly casual may come across as insincere or unprofessional. In business writing, as in all writing, you must know your audience.

In most cases, the business letter will be the first impression that you make on someone. Though business writing has become less formal over time, you should still take great care that your letter's content is clear and that you have proofread it carefully.

Pronouns and active versus passive voice

Personal pronouns (like *I*, *we*, and *you*) are important in letters and memos. In such documents, it is perfectly appropriate to refer to yourself as *I* and to the reader as *you*. Be careful, however, when you use the pronoun *we* in a business letter that is written on company stationery, since it commits your company to what you have written. When stating your opinion, use *I*; when presenting company policy, use *we*.

The best writers strive to achieve a style that is so clear that their messages cannot be misunderstood. One way to achieve a clear style is to minimize your use of

the passive voice. Although the passive voice is sometimes necessary, often it not only makes your writing dull but also can be ambiguous or overly impersonal. Here's an example of the same point stated in passive voice and in the active voice:

PASSIVE: The net benefits of subsidiary divestiture were grossly overestimated.

[Who did the overestimating?]

ACTIVE: The Global Finance Team grossly overestimated the net benefits of subsidiary divestiture.

The second version is clearer and thus preferable.

Of course, there are exceptions to every rule. What if you are the head of the Global Finance Team? You may want to get your message across without calling excessive attention to the fact that the error was your team's fault. The passive voice allows you to gloss over an unflattering point—but you should use it sparingly.

Focus and specificity

Business writing should be clear and concise. Take care, however, that your document does not turn out as an endless series of short, choppy sentences. Keep in mind also that "concise" does not have to mean "blunt"—you still need to think about your tone and the audience for whom you are writing. Consider the following examples:

After carefully reviewing this proposal, we have decided to prioritize other projects this quarter.

Nobody liked your project idea, so we are not going to give you any funding.

The first version is a weaker statement, emphasizing facts not directly relevant to its point. The second version provides the information in a simple and direct manner. But you don't need to be an expert on style to know that the first phrasing is diplomatic and respectful (even though it's less concise) as compared with the second version, which is unnecessarily harsh and likely to provoke a negative reaction.

Business letters: where to begin

Reread the description of your task (for example, the advertisement of a job opening, instructions for a proposal submission, or assignment prompt for a course). Think about your purpose and what requirements are mentioned or implied in the description of the task. List these requirements. This list can serve as an outline to govern your writing and help you stay focused, so try to make it thorough. Next, identify qualifications, attributes, objectives, or answers that match the requirements you have just listed. Strive to be exact and specific, avoiding vagueness, ambiguity, and platitudes. If there are industry- or field-specific concepts or terminology that are relevant to the task at hand, use them in a manner that will convey your competence and experience. Avoid any language that your audience may not understand. Your finished piece of writing should indicate how you meet the requirements you've listed and answer any questions raised in the description or prompt.

Application letters and cover letters

Many people believe that application letters and cover letters are essentially the same. For purposes of this handout, though, these kinds of letters are different. The letter of application is a sales letter in which you market your skills, abilities, and

knowledge. A cover letter, on the other hand, is primarily a document of transmittal. It identifies an item being sent, the person to whom it is being sent, and the reason for its being sent, and provides a permanent record of the transmittal for both the writer and the reader.

Application letters

When writing an application letter, remember that you probably have competition. Your audience is a professional who screens and hires job applicants—someone who may look through dozens or even hundreds of other applications on the day she receives yours. The immediate objective of your application letter and accompanying resume is to attract this person's attention. Your ultimate goal is to obtain an interview.

As you write your application letter, be sure you complete three tasks: catch the reader's attention favorably, convince the reader that you are a qualified candidate for the job, and request an interview.

Application letter checklist:

- Identify the job by title and let the recipient know how you heard about it.
- Summarize your qualifications for the job, specifically your work experience, activities that show your leadership skills, and your educational background.
- Refer the reader to your enclosed résumé.
- Ask for an interview, stating where you can be reached and when you will be available. If your prospective employer is located in another city and you plan to visit the area, mention the dates for your trip.
- If you are applying for a specific job, include any information pertinent to the position that is not included in your résumé.

To save your reader time and to call attention to your strengths as a candidate, state your objective directly at the beginning of the letter.

Example: I am seeking a position as a manager in your Data Center. In such a management position, I can use my master's degree in information systems and my experience as a programmer/analyst to address business challenges in data processing.

If you have been referred to a company by one of its employees, a career counselor, a professor, or someone else, mention that before stating your job objective.

Example: During the recent ARRGH convention in Washington, D.C., one of your sales representatives, Dusty Brown, informed me of a possible opening for a manager in your Data Center. My extensive background in programming and my master's degree in information systems make me highly qualified for the position.

In subsequent paragraphs, expand on the qualifications you mentioned in your opening. Add any appropriate details, highlighting experience listed on your résumé that is especially pertinent to the job you are seeking. Close with a request for an interview. Proofread your letter carefully.

Two sample *letters of application* are presented below. The first letter (Sample #1) is by a recent college graduate responding to a local newspaper article about the company's plan to build a new computer center. The writer is not applying for a

specific job opening but describes the position he seeks. The second letter (Sample #2) is from a college senior who does not specify where she learned of the opening because she is uncertain whether a position is available.

Sample #1

6123 Farrington Road
Apt. B11
Chapel Hill, NC 27514
January 11, 2005

Taylor, Inc.
694 Rockstar Lane
Durham, NC 27708

Dear Human Resources Director:

I just read an article in the News and Observer about Taylor's new computer center just north of Durham. I would like to apply for a position as an entry-level programmer at the center.

I understand that Taylor produces both in-house and customer documentation. My technical writing skills, as described in the enclosed resume, are well suited to your company. I am a recent graduate of DeVry Institute of Technology in Atlanta with an Associate's Degree in Computer Science. In addition to having taken a broad range of courses, I served as a computer consultant at the college's computer center where I helped train users to work with new systems.

I will be happy to meet with you at your convenience and discuss how my education and experience match your needs. You can reach me at my home address, at (919) 233-1552, or at krock@devry.alumni.edu.

Sincerely,
Raymond Krock

Sample #2

6123 Farrington Road
Apt. G11
Chapel Hill, NC 27514
January 11, 2005

Taylor, Inc.
694 Rockstar Lane
Durham, NC 27708

Dear Ms Jones:

I am seeking a position in your engineering department where I may use my training in computer sciences to solve Taylor's engineering problems. I would like to be a part of the department that developed the Internet Selection System but am unsure whether you have a current opening.

I expect to receive a Bachelor of Science degree in Engineering from North Carolina State University in June and by that time will have completed the Computer System Engineering Program. Since September 2000, I have been participating, through the University, in the Professional Training Program at Computer System International in Raleigh. In the program I was assigned to several staff sections as an apprentice. Most recently, I have been a programmer trainee in the Engineering Department and have gained a great deal of experience in computer applications. Details of the academic courses I have taken are included in the enclosed resume.

If there is a position open at Taylor Inc., please let me know whom I should contact for further information. I look forward to hearing from you soon. I may be reached at my office (919-866-4000 ext. 232) or via email (Brock@aol.com).

Sincerely,
Rebecca Brock

Cover Letters

As mentioned previously, application letters and cover letters are not the same. A cover letter identifies an item being sent, the person to whom it is being sent, and the reason for its being sent. A cover letter provides a permanent record of the transmittal for both the writer and the reader.

In a cover letter, keep your remarks brief. Your opening should explain what you are sending and why. In an optional second paragraph, you might include a summary of the information you are sending. A letter accompanying a proposal, for example, might point out sections in the proposal that might be of particular interest to the reader. The letter could then go on to present a key point or two explaining why the writer's firm is the best one for the job. The closing paragraph should contain acknowledgements, offer additional assistance, or express the hope that the material will fulfill its purpose.

The following are examples of *cover letters*. The first letter (Sample #1) is brief and to the point. The second letter (Sample #2) is slightly more detailed because it touches on the manner in which the information was gathered.

Sample #1

Your Company Logo and Contact Information

January 11, 2005

Brian Eno, Chief Engineer
Carolina Chemical Products
3434 Pond View Lane
Durham, NC 27708

Dear Mr. Eno:

Enclosed is the final report on our installment of pollution control equipment at Eastern Chemical Company, which we send with Eastern's Permission. Please call me collect (ext. 1206) or email me at the address below if I can answer any questions.

Sincerely,

Nora Cassidy
Technical Services Manager
ncassidy@company.com

Enclosure: Report

Sample #2

Your Company Logo and Contact Information

January 11, 2005

Brian Eno, Chief Engineer
Ecology Systems, Inc.
8458 Obstructed View Lane
Durham, NC 27708

Dear Mr. Eno:

Enclosed is the report estimating our power consumption for the year as requested by John Brenan, Vice President, on September 4.

The report is the result of several meetings with Jamie Anson, Manager of Plant Operations, and her staff and an extensive survey of all our employees. The survey was delayed by the transfer of key staff in Building A. We believe, however, that the report will provide the information you need to furnish us with a cost estimate for the installation of your Mark II Energy Saving System.

We would like to thank Billy Budd of ESI for his assistance in preparing the survey. If you need more information, please let me know.

Sincerely,

Nora Cassidy
New Projects Office
ncassidy@company.com

Enclosure: Report

Task 2. Read the text “What is the Business Letter Format”? Study the picture form with explanations of the components of a traditional full block business letter. Using the information write a formal business letter.

The format of business letters has slowly changed over time with the culture of business getting less and less formal.

Here are the components of a traditional full block business letter -- shown in picture form and with explanations.

The format shown here is just a guide -- variations and customizations are common -- and not all elements are needed in every type of letter such as job application cover letters or thank you letters.

Margins 1-1.5"

[Your Name] (1)
 [Address]
 [Phone]
 [Current Date] (2)
 Re: [What this letter is in reference to] (3)

[CERTIFIED MAIL] (4)
 [PERSONAL] (5)

[Recipient's Name] (6)
 [Company Name]
 [Address]

Attention [Recipient's Name] (7)

Dear [Recipient's Name]: (8)

[SUBJECT] (9)

(10) Paragraphs should be flush with the left margin. See the page 2 sample if your letter exceeds one page. Close the letter with the complimentary close (11,12) and optional components (13,14,15).

Sincerely, (11)

[Signature] (12)

[Your Name and Title]

[Identification Initials] (13)
 Enclosures: [Number] (14)

cc: [Name Copy sent to] (15)

4HB.com

Margins 1-1.5"

Block 1 - Return Address

If your stationary includes a letterhead, skip this block. Type your name and address along with other relevant contact information such as e-mail or fax number.

Block 2 - Date

If your stationary includes a letterhead, type the date from 2 to 6 lines under the letterhead. Otherwise type it under the return address.

Block 3 - Reference

Use this block to identify what the letter is in regards to. Examples are: "Re: Invoice 12345" or "Re: Your letter dated January 15, 2006."

Block 4 - Delivery Notations

Always in caps. Examples include SPECIAL DELIVERY, CERTIFIED MAIL, AIRMAIL, VIA FACSIMILE.

Block 5 - Recipient Notations

Notation on private correspondence if needed such as PERSONAL or CONFIDENTIAL. This goes just above the recipient.

Block 6 - Recipient

Type the name and address of the person and / or company. If you are using an attention line (block 7) then skip the person's name. Address the envelope similarly.

Block 7 - Attention

Type the name of the person

Block 8 - Salutation

Type the recipient's name. Use Mr. or Ms. [Last Name] to show respect, but don't try to guess spelling or gender if you are not sure. Some common salutations are: "Dear [Full Name]:", "To Whom it May Concern:".

Block 9 - Subject

Type a short description on what the letter is about. If you used a reference line, then you likely do not need a subject line.

Block 10 - Letter

Type two spaces between sentences.

Continuing on to a Second Page

If the letter exceeds one page, repeat the recipients name, the date, the reference or subject line and show the current page number.

Block 16 - Page Number

Type the page number.

Block 17 - Continuing Letter Text

Continue your letter three lines below the heading. If you have less than three lines on the second page, consider rewriting your letter or adjusting margins to fit on a single page.

Completing the Letter

Block 11 - Complimentary Close

It depends on the tone and degree of formality as to what you write here. Can vary from the very formal "Respectfully yours" to the typical "Sincerely" to the friendly "Cordially yours".

Block 12 - Signature

Leave four blank lines after the Complimentary Close (block 11) to sign your name. Type your name and (optional) title under that signature.

Block 13 - Identification

If someone else has typed the letter for you, it is common for them to indicate so with initials. Typically it is your initials in upper case followed by the other initials in lower case. For example "BCT/gt". If you typed your own letter, skip this block.

Block 14 - Enclosures

If you are including other things with the letter such as brochures, this line tells the reader how many to expect. Common styles include "Enclosures: 3".

Block 15 - Copies

If you are distributing copies of the letter to others, indicate so using a copies block. the code "cc:" used to indicate carbon copies but now is commonly called courtesy copies.

Continuing on to a Second Page

Margins 1-1.5"

[Recipient's Name] (6)
[Current Date] (2)
Re: [What this letter is in reference to] (3)
Page 2 (16)

(17) Continue the letter 3 lines down from the heading.

Close the letter with the complimentary close (11,12) and optional components (13,14,15).

Sincerely, (11)

[Signature] (12)

[Your Name and Title]

[Identification Initials] (13)
Enclosures: [Number] (14)

cc: [Name Copy sent to] (15)
[Name Copy sent to]

4HB.com

Margins 1-1.5"

Notes and Tips

Don't type the brackets. The brackets [] in the examples are for narrative purposes only.

Try to keep your letters to one page.

Use letterhead only for the first page. Just use a blank sheet of paper for continuation pages.

You have some freedom in how many blank lines to use between blocks and in the margin sizes in order to fit a letter onto a single page.

Not all letters need every block identified in this article. If you leave one out, do not leave blank lines where the blocks would have been.

Task 3. Read the text “Résumé Writing”. Look for the answers to the following questions:

1. What is the purpose of a résumé?
2. What is:
 - a) a chronological résumé?
 - b) a functional résumé?
 - c) a combination résumé?

RÉSUMÉ Writing

There are as many opinions on the subject of résumés as there are job seekers! Some of the more popular opinions are centered on the use of objectives, summaries, profiles, title headings, keywords, reference statements, personal interests, salary history, dates, graphics and of course, the length of the resume.

Then there is the question of format. Should the style of a résumé be chronological, functional or combination? One thing is certain - the résumé should sell a candidate's strengths and qualifications, and answer a hiring manager's question, "How can you solve my problem?" It should also have full contact information, be organized, and provide specific information that a hiring manager needs to decide whether or not a candidate is well suited for a position. At the very least, it should list relevant experience and achievements.

Purpose of a Résumé

A résumé is a personal marketing document that communicates your career objective and value to a hiring company. A strong résumé is carefully planned and developed (not quickly typed up) in an appropriate format (style) designed to showcase your experience and accomplishments in direct relation to a specific position.

BASIC RÉSUMÉ FORMATTING RULES

- Bold and enlarge your name at the top.
- Keep the sections lined up and consistent.
- Use an Arial or Times New Roman font (or similar).
- Font size shouldn't be smaller than 11pt or larger than 12pt, except for your Name and Headings.
- Do not include pronouns such as "I," company street addresses, salary, or reasons for leaving.
- Two-page résumé: be sure to fill the second page at least halfway down the page.
- Place "Continued" at the bottom of page one, and your name and "Page 2" at the top of page two.
- Use graphics sparingly unless you are in a creative field. It is safe to use a border

and shading.

- Leave out personal data, photos, and unrelated hobbies, unless you are an actor/actress or model.
- If you spell out the state in your address, such as New York, spell out the states for your jobs.
- Proof, proof, and proof again!

To help you understand the main differences between various résumé styles, the following illustrates the same resume in chronological, functional, and combination formats. Also provided below is a comprehensive list of common mistakes to avoid and useful tips to help your résumé to compete in today's competitive workplace:

CHRONOLOGICAL

This is the most commonly used résumé format. It is straightforward, and easily traces a candidate's career path and progression in a given field. Experience and accomplishments are listed in reverse chronological order, with the most recent job positioned first. Because it leaves little to the imagination and makes it difficult to hide employment gaps, the chronological résumé is the most preferred format of employers and recruiters.

Chronological Format Example:

PROFESSIONAL EXPERIENCE

Wireless. Inc., Brooklyn, NY 1998 – Present

Sales Representative

- Prospected and sold communications services to business accounts spanning the Northeast and Midwest regions.
- Consulted clients on the cost-effective advantages of switching over from standing services, resulting in a 15% new market penetration with revenues at \$1,850 at close of 2000.
- Anderson Doors, Bronx, NY 1993 – 1998

Business Development Manager

- Conducted competitive analyses on European markets to formulate conceptual strategies that cemented key alliances with distributors throughout Italy and Germany.
- Aggressively marketed Anderson's company logo and message in print and television advertising campaigns, heightening brand awareness across U.S. and European consumer markets.

FUNCTIONAL

This is a skills-based, achievement-oriented format. Experience and accomplishments are listed in sections with specific headings that extract and showcase. **ONLY** what is directly applicable to the targeted position. Because it is somewhat vague sometimes omits dates, it is the least preferred résumé. *Functional Format Example:*

PROFESSIONAL EXPERIENCE

Sales Management

- Prospected and sold communications services to business accounts spanning the Northeast and Midwest regions.
- Conducted competitive analyses on European markets to formulate conceptual strategies that cemented key alliances with distributors throughout Italy and Germany.

Market Penetration

- Consulted clients on the cost-effective advantages of switching over from standing services, resulting in a 15% new market penetration with revenues at \$1,850 at close of 2000.
- Aggressively marketed Anderson's company logo and message in print and television advertising campaigns, heightening brand awareness across U.S. and European consumer markets.

COMBINATION

This format combines the chronological and functional formats into one! As with the functional format it lists experience and accomplishments in sections with specific headings directly applicable to the targeted position. However, it lists employment information under a SEPARATE category (only title, company, location and dates). Since it easily tells the reader how a candidate is qualified for a position while also providing an employment history, it has become a favorite resume format amongst many employers and recruiters.

Combination Format Example:

PROFESSIONAL EXPERIENCE

Sales Management

- Prospected and sold communications services to business accounts spanning the Northeast and Midwest regions.
- Conducted competitive analyses on European markets to formulate conceptual strategies that cemented key alliances with distributors throughout Italy and Germany.

Market Penetration

- Consulted clients on the cost-effective advantages of switching over from standing services, resulting in a 15% new market penetration with revenues at \$1,850 at close of 2000.
- Aggressively marketed Anderson's company logo and message in print and television advertising campaigns, heightening brand awareness across U.S. and European consumer markets.

WORK HISTORY

Wireless, Inc., Bay Shore, NY 1998-Present

Sales Representative

Anderson Doors, East Islip, NY 1993-1998

Business Development Manager

Task 4. Here is a suggested list of guidelines to follow. Use them in writing your résumé.

Guidelines for Writing a Résumé

Do...

1. Put your name (in caps), address, and phone number (and when you are available at that number) at the top of your résumé.
2. List your career aims and objectives. This allows you an opportunity to express enthusiasm for the job as well as to list your general qualifications for the job.
3. Include information about your educational background.
4. Be specific when describing your achievements — use numbers and figures (. . . graduated in top five percent, . . . maintained a B average, . . . missed only one day of school, . . . supervised seven other workers).
5. List your work experience. Include positions held, names of employers, specific duties, and dates you held each position.
6. Include information about related experiences. List volunteer work, club duties, family responsibilities, and any other experience or activities which reflect positively on your ability to work in a responsible, dependable manner.
7. Keep the résumé as brief as possible. Cover all the essential information clearly and concisely; try to limit your résumé to one typed page (never more than two pages).
8. Arrange the information within the résumé in order of the most impressive or most important to the job for which you are applying.
9. Proofread carefully for spelling, punctuation, and typographical errors.
10. Experiment with the layout of the résumé for overall appearance and readability.
11. Get someone else's reaction before typing the final copy.
12. Use only typed originals (or high-quality photocopies or offset printed copies).
13. Be timely in responding to ads.

Don't...

1. Don't emphasize what you want in a job; stress how you fit into the employer's needs.
2. Don't use the same résumé for every job application — custom design each resume to fit that particular job.
3. Don't list personal statistics such as your weight, height, and age.
4. Don't use "big" words or long, complicated sentences.
5. Don't use unfamiliar abbreviations or unnecessary jargon.
6. Don't include information about salaries or wages.
7. Don't include references on the same sheet as the résumé. (Have them available on a separate sheet in case the employer requests them.)
8. Don't include strictly personal references such as a neighbor or friend.

Task 5. Read a short text “Curriculum Vitae”. Find the answer to the following question: What is the difference between a curriculum vitae and a résumé?

Curriculum Vitae

Definition: A *curriculum vitae* is a written description of your work experience, educational background, and skills. Also called a CV, or simply a vitae, *it is more detailed than a résumé* and is commonly used by those looking for work outside the U.S. and Australia. A curriculum vitae is also used by someone looking for an academic job, i.e. in a college or university.

Also Known As: C V, vitae

Alternate Spellings: curriculum vitae curriculum vita

Common Misspellings: curriculum vitae a curriculum vita

Examples: When Dr. Brown heard there was a position open in the English Department, he sent his curriculum vitae.

Task 6. Look through two samples of CV and say which of them is functional and which is chronological.

a) CURRICULUM VITAE

NAME	Pierre Charreau
D.O.B.	1.8.65
ADDRESS	55 Rue des Moines, Strasbourg, 67000, France
EDUCATION	1984 - 7. Ecole Superieure de Commerce De Reims (one of the leading business schools in Paris) 1988. EDP International: Work experience in market research. Conducted field surveys in Netherlands and France.
PROFESSIONAL ACTIVITY	1989- 1991. DemontSA Financial Controller responsible for: - organising bank credits for civil engineering work - visiting Latin American and Asian subsidiaries - designing data processing, accounting, cost control and reporting systems. - hiring and training local staff for subsidiaries. - Present. Phoenix Properties. Investment Officer responsible for: - checking feasibility studies and predicting returns on investments - solving legal problems related to investments negotiating contracts with property developers
REFERENCES	- setting up joint ventures with foreign partners Available on request

b) CURRICULUM VITAE

NAME	HEIDI KUNKEL
OBJECTIVE	A sales position leading to higher management where my administrative, technical and interpersonal skills will be used to maximise sales and promote good customer relations.
EDUCATION	B.A. in Communications (1988): Ohio State University Courses in psychology, sociology and interpersonal

	communication. Areas of effectiveness
SALES/ CUSTOMER RELATIONS	During my 4 years at Corelli Enterprises (Columbus, Ohio), I promoted better relations with corporate accounts and recruited new clients over a wider territory. Dealt with customer complaints. Responsible for inventory and follow-up of all orders.
PLANNING/ ORGANISATION	Was responsible for the reorganisation of the sales department's administrative functions. Initiated time and motion studies which led to \$ 150,000 saving in labor cost.
LANGUAGES	Spanish (fluent), French (average)
REFERENCES	Available on request.

Task 7. Write out your own CV in English. If possible, talk about yourself with a partner. Use this language:

- I was born in ...
- I went to school in ...
- After leaving school I went to ... and studied at ...
- I did a course in ...
- Then ...
- My first post/task was in ...

When describing activities undertaken the following verbs are useful: I was responsible for initiating/planning/negotiating/achieving/ implementing/ reviewing.

When stressing abilities, the following words and expressions are useful:

- | | | |
|------------|----------------|---|
| creative | proficient | comprehensive/first-hand knowledge of.... |
| accurate | well-organised | (have) a proven track record in..... |
| efficient | perfectionist | well versed in..... |
| energetic | motivated | perform well under pressure |
| systematic | methodical | willing to take the initiative |

At the moment.... My work involves I think I am

Task 8. Study some more sample résumés. Pay attention to the format differences between chronological, targeted and functional résumés.

CHRONOLOGICAL RESUME

Charles Carey
Accounting manager

2223 August Square Road
Barrington, II 60093

PROFILE

- More than 8 years in accounting, including responsibility for department procedures, budget, and computer operations.
- Plan and conduct audits and variance analyses, process payroll and payroll tax reports and filings.

EMPLOYMENT

10/96 – Present **Scarpendus Displays, Inc.**, Chicago, Illinois.

Senior Accounting Manager

- reduced accounting payroll costs 41% through automation
- successfully directed conversion from an IBM system to a Novell Network

1/94 - 9/96 **Lancer Systems, Chicago, Illinois.**

Accounting Manager

- trained 6 employees in accounting department
- analysed and interpreted forecasts
- successfully negotiated a credit line

5/92 - 1/94 **Coopers & Lybrand, Chicago, Illinois**

Senior Accountant

- performed detailed financial audits and recommended improvements in system procedures

6/91 - 5/92 **U.S. Riley Corporation, Chicago, Illinois.**

Cost Accountant

- assisted in budget forecasting
- developed cost data and variance analyses

EDUCATION

Ridgetown college, Santa Fe, New Mexico

Bachelor of Science: Accounting (1991)

References: Furnished Upon Request

TARGETED RESUME

BARRY LISTER

Address *before* May 7, 1999

House G, Erindale Campus

University of Toronto

Mississauga, Ontario

L5C1C6

(416) 826-3000

Address *after* May 7, 1999

24 Kilbarry Street

Ottawa, Ontario

KOB 1K0

(613)6322150

Job objective: Junior of a survey crew, with the ultimate goal of becoming an Ontario Land Surveyor.

Education

1999 - Will complete 2nd year of a Bachelor of Science Degree at the University of Toronto.

Major: Survey Science. Grade average: B.

Major courses: Introduction to Surveying Science

Land Planning

Survey Law

1997 - Completed one year of Architectural Science at Ryerson Polytechnical Institute (Grade Average: B)

Work experience

Summer, 1998 - Tree planter for Roots Ltd. I British Columbia.

Summers, 1996-97 - Groundswoker for Hillsview Golf Club Ltd.

Other activities

Captain, Erindale hockey team

Treasurer, Survey Science Club

Personal information

Birth Date: September 30, 1978

FUNCTIONAL FORMAT RESUME

SUSAN HERTZ

16 Osler Street
Vancouver, British Columbia V6R 2T1
Tel: (614) 741-0329

Job Objective: Public relations trainee

Profile: An energetic and skilled communicator, with a record of leadership and initiative.

Communication Skills

B.A., Honors, in English, Queen's University, 1986; B + average.
Entertainment editor for Queen's *Journal*, 1988-89.
Debated regularly as a member of Queen's Debating Society.
Gave oral presentations to public as guide at Huronia Village in Summer 141988.
Described background of historic site to groups of visitors.

Leadership

Elected to Student Council in my last year at Richmond High School.
Introduced new students to university life at Queen's University.
Elected Vice-President of English Club at Queen's, 1985. Planned and chaired monthly seminars.

Initiative

Founded my own home-baked cookie business, Susan's Cookies, when still at school. Baked, sold and kept accounts, earning enough to pay for my first year at Queen's.

References

1. Prof. Michael Hughes, Queen's University, Department of English, Kingston, Ontario, K7L 3N6.
2. Mrs. Mable Williams, Administrator, Huronia Village, Penetanguishene, Ontario, L0K 1P6.

Task 9. *If you don't have an identification card of your own it's high time to for you to obtain one. Besides your name, position, and address you may think of an original logo. Show your card to your group mates and decide whose card is the best in design.*

SAMPLES OF IC:

1	PRECOR (logo)	W.Corey Trench President P.O. Box 776 FedEx Mail: 6407 Agua Vista Dr Rancho Murieta, CA 956683-9241 (916) 354-0330 FAX (916) 354-0330 E Mail: ctrench@ cerfnet.com
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NOTE: PRECOR is the name of firm

2	(logo)	Lancaster City Schools BARBARA ROACH Principal Tallmadge Elementary School (740)687- 7336 (School) 61 Lewis AVE (740)653-9090 (Home) Lancaster, Ohio 43130-4599 (740)687-7204 (Fax)
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