

**УМАНСЬКИЙ ДЕРЖАВНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ
ІМЕНІ ПАВЛА ТИЧІНИ**

**MASTERING ENGLISH FOR
ACADEMIC PURPOSES**

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Рекомендовано вченою радою факультету іноземної філології Уманського державного педагогічного університету імені Павла Тичини (протокол №1 від 9 вересня 2015 року)

Mastering English for Academic Purposes : [навчальний посібник з ділової англійської мови для студентів магістратури вищих закладів педагогічної освіти] / [укл. Н. В. Гут, О. А. Заболотна, І. Ю. Щербань]. – Умань : АЛМІ , 2015. – 108 с.

Навчальний посібник укладено на засадах кредитно-трансферної системи навчання. Мета посібника – вдосконалення і подальший розвиток знань, навичок та вмінь магістрантів у різних видах мовленнєвої діяльності: оволодіння нормами ділового спілкування, розширення знань про класифікацію та структуру документів різного рівня, вимоги щодо оформлення та укладання ділових паперів, засвоєння етикету ділового спілкування. Призначається для студентів магістратури вищих закладів педагогічної освіти.

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ПЕРЕДМОВА

У зв'язку з бурхливим розвитком зв'язків із представниками зарубіжних країн, посилюється необхідність вивчати іноземну мову з орієнтацією на її практичне використання у сфері ділового спілкування, яке може набувати різноманітних форм: від спілкування на міжнародних зустрічах, конференціях, розмови по телефону до ведення ділової переписки, укладання анотацій та списку використаних джерел для наукового дослідження.

В основі навчання іноземній мові – наступні загальнометодичні принципи: принцип комунікативної спрямованості; принцип диференційованого навчання різним видам комунікативних умінь, як рецептивних (для отримання інформації) – читання і аудіювання, так і продуктивних (для передачі інформації) – говоріння і письмо; принцип опори на досвід професійної діяльності в рідній мові і позитивного перенесення навичок, набутих у професійному спілкуванні на рідній мові.

Виходячи з вищезазначеного, ефективно вдосконалення ділового мовлення студентів будується як професійно орієнтоване навчання, що опирається на вже сформовані мовні навички, наявний ситуативно-мовний досвід, професійну мотивацію, а також на самостійну мовно-пошукову діяльність.

Мета навчального посібника полягає у вдосконаленні і подальшому розвитку знань, навичок та вмінь студентів магістратури у різних видах мовленнєвої діяльності, оволодінні нормами ділового спілкування, розширенні знань про особливості офіційно-ділового стилю, класифікацію та структуру документів різного рівня, вимоги щодо оформлення та укладання ділових паперів, засвоєнні етикету ділової кореспонденції.

Мета передбачає такі завдання:

- засвоєння термінології та мовних реалій з фаху магістра, загальнонаукової лексики та мовних одиниць, які використовуються у діловому спілкуванні;
- ознайомлення з основними особливостями стилістики та організації сучасного англійського дискурсу;
- формування навичок і вмінь усного та писемного мовлення у сфері ділового спілкування, що передбачає дотримання стилістичних норм під час оформлення реквізитів, укладання та редагування документації різного рівня;
- формування вмінь та навичок реферування фахової оригінальної літератури з метою одержання необхідної інформації, читання ділових паперів та зразків листів зарубіжних партнерів.

Module 1. ENGLISH FORMAL STYLE AND LANGUAGE

1.

ENGLISH AS THE WORLD LANGUAGE OF BUSINESS AND RESEARCH

Exercise 1. Read and translate the text.

Text 1

WHY ENGLISH?

Language family:	Indo-European Germanic West Germanic Anglo-Frisian
Writing system:	Latin (English variant)
Official status:	Official language in 53 countries
Total speakers:	First language for 309–400 million Second language for 199–1,400 million



If English is not your mother-tongue, why should you want to learn it, or to give it special status in your country? There are several kinds of answers to be given.

Historical reasons. The movement of English around the world began with pioneering voyages to the Americas, Asia, continued with the 19-th century colonial developments in Africa and the South Pacific, and took a significant further step when it was adopted in the 20-th century as an official or semi-official language by many newly independent states. English is now the dominant or official language in over 60 countries and is represented in every continent. This makes the term “world language” real.

Internal political reasons. English may play a role in providing a neutral means of communication between different ethnic groups within a country.

External economic reasons. The USA’s dominant economic position acts as a magnet for international business and trade. The tourist and advertising industries are particularly English-dependent. At the same time any multinational business will wish to establish offices in the major English-speaking countries.

Practical reasons. English is the language of international air traffic control, and is developing its role in international maritime, policing, and emergency services. It is the chief language of international business and academic conferences, and the leading language of international tourism.

Intellectual reasons. Most of the scientific, technological, and academic information in the world is expressed in English. Over 80 per cent of all the information stored in electronic systems is in English. Closely related to this is the concern to have access to the philosophical, cultural, religious, and

literary history of Western Europe, either directly or through English translation.

Entertainment reasons. English is the main language of popular music and culture. It is also used as the leading language in satellite broadcasting, home computers, video games, as well as illegal activities (drugs etc.).

Some wrong reasons. It is sometimes thought that English has achieved its worldwide status because of its linguistic features. People have claimed that it is a more logical or more beautiful language than others, easier to pronounce, simple in grammatical structure, or larger in vocabulary. This kind of reasoning is naive: there are no objective standards of logic and beauty to compare different languages. English, for example, may not have many inflectional endings, but it has a highly complex syntax. Languages fall and rise in the world esteem for many kinds of reasons – political, economic, social, religious, literary – but linguistic reasons do not rank highly among them (from *The Cambridge Encyclopedia of The English Language* / David Crystal).

Exercise 2. Find equivalents in the text “Why English?”

Розвиток колоніального руху, значний крок уперед, держави, які стали незалежними, засоби спілкування між різними етнічними групами у межах однієї країни, рекламні агентства, наукова інформація, доступ через переклад англійською мовою, супутникове телебачення, мовні особливості (риси), легша у вимові, надзвичайно складний синтакс, англійською мовою говорять на усіх континентах, вважати так – наївно.



Exercise 3. You are going to listen to David Crystal speaking about the English language as a global language. Choose the correct option A, B, C, or D according to the information you hear.

1. English first became international because of
 - A. its structure
 - B. its pronunciation
 - C. political power
 - D. its grammar
2. In 16th -17th centuries it was a power of
 - A. science
 - B. culture
 - C. traditions
 - D. economy
3. In 19th century America and Britain use English as a language of ...
 - A. science
 - B. business
 - C. culture
 - D. technology
4. The cultural power appears in
 - A. 16th century
 - B. 17th century
 - C. 19th century
 - D. 20th century
5. The language became a global language because of the power of people who
 - A. speak it
 - C. master it

B. teach it

D. love it

Exercise 4. Here are the some beginnings. Finish the sentences using the text.

Model: *I want to study English because ... - I want to study English because it is now spoken in more than 60 countries of the world.*

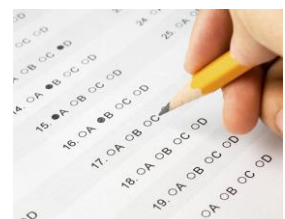
1. The term "word language" is real because ...
2. English is represented in every continent because...
3. Any multinational business will wish to establish offices in the major English-speaking countries because ...
4. English is spoken at the academic conferences because ...
5. If you know English you can have access to the philosophical, cultural, religious, and literary history of Western Europe because ...
6. English is used in satellite programmes because ...
7. Knowing English you can travel to any country because ...
8. It is wrongly thought that English has simple linguistic features because
9. The kind of reasoning about English as a more logical or more beautiful language is naïve because ...
10. I want to master English because ...

Exercise 5. Study the main acronyms. Match the abbreviation with explanation.

EOP	English as a foreign language.
EAP	English for general purposes.
EFL	English for occupational purposes.
EGP	English for academic purposes.
ESL	English as a native language.
EST	English as a second language.
ENL	English for special purposes.
TEFL	English for science and technology.
ESP	Teaching English as a foreign language.

Exercise 6. Consider some Cambridge exams in English. Match every acronym to its definition.

- | | |
|--------|--|
| 1. YLE | A. Preliminary English Test |
| 2. PET | B. Certificate of Proficiency in English |
| 3. KET | C. Certificate in Advanced English |
| 4. FCE | D. Key English test |
| 5. CAE | E. Young Learners English Test |
| 6. CPE | F. First Certificate in English |
| 7. TKT | G. International English Language Testing System |



8. TOEFL H. Teaching Knowledge Test
 9. IELTS I. Test Of English as a Foreign Language

Exercise 7. Read the information about two most popular examinations. For the given answers choose one of three questions.

Who can take it?	What is the test format?	What is it?
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TOEFL

1. _____ The TOEFL test is the most widely respected English-language test in the world, recognized by more than 9,000 colleges, universities and agencies in more than 130 countries, including Australia, Canada, the U.K. and the United States. Wherever you want to study, the TOEFL test can help you get there.

2. _____ There are four sections in TOEFL - listening, reading, speaking and writing which take a total of about four and a half hours to complete. During the test, the candidates are asked to perform tasks that combine more than one skill, such as: read, listen and then speak in response to a question; listen and then speak in response to a question; read, listen and then write in response to a question

3. _____ More than 30 million people from all over the world have taken the TOEFL test to demonstrate their English-language proficiency. They are students planning to study at a higher education institution, English-language learning programs and scholarship and certification candidates, English-language learners who want to track their progress, students and workers applying for visas.

IELTS

4. _____ The International English Language Testing System is the world's most popular English-language test for study, work and migration. It is developed by some of the world's leading experts in language assessment. It has an excellent international reputation, and is accepted by over 9,000 organisations worldwide, including schools, universities, employers, immigration authorities and professional bodies.

5. _____ You can choose from two versions of the test - IELTS Academic or IELTS General Training - depending on the organisation you are applying to and your plans for the future. Both versions of the test are made up of four parts - Listening, Reading, Writing and Speaking.

6. _____ IELTS scores are accepted by over 9,000 organisations worldwide, including universities, employers, immigration authorities and professional bodies. IELTS is designed by experts to fairly assess the language ability of candidates who want to study or work where English is the language of communication.

APPENDICES
Appendix 1. ACADEMIC VOCABULARY
1. 1. VERBS

accept	1) приймати <i>to accept the fact</i> - примиритися з фактом 2) припускати; погоджуватися; визнавати 3) ставитися прихильно <i>to accept persons</i> - бути небезстороннім 4) акцептувати (вексель)
accomplish	1) завершувати; виконувати; досягати; доводити до кінця 2) робити досконалим; вдосконалювати
achieve	1) досягати (мети і т.п.) <i>to achieve one's purpose [one's aim]</i> – досягти мети 2) успішно виконувати; доводити до кінця <i>to achieve a great deed</i> – зробити великий подвиг
adjust	1) упорядковувати 2) пристосовувати, погоджувати <i>to adjust to a standard</i> – стандартизувати
affect	впливати; діяти на
apply	1) прикладати 2) застосовувати; вживати <i>the medicine is to be applied twice a day</i> – ліки слід приймати двічі на день 3) спрямовувати свою увагу (на - to) 4) звертатися (за довідкою, дозволом - for) 5) стосуватися; (чогось, когось - to) ; належати <i>this remark applies to you</i> – це зауваження стосується вас
arrange	1) приводити до ладу; впорядковувати 2) розташовувати; класифікувати 3) влаштовувати(ся) 4) домовлятися, умовлятися <i>they arranged to meet in three days</i> – вони домовились зустрітися через три дні <i>to arrange with smb. about smth.</i> – домовитися з кимсь про щось 5) улагоджувати (спір, суперечку); приходити до згоди 6) вживати заходів, підготовляти (для - for)
assess	1) визначати суму податку (штрафу і т.п.) 2) оподатковувати; штрафувати 3) оцінювати майно для оподаткування
assume	1) набирати, набувати; приймати (брати) на себе <i>to assume serious aspect</i> – набирати серйозного вигляду <i>to assume command</i> – приймати командування <i>to assume responsibility</i> – брати на себе відповідальність 2) удавати; симулювати 3) вважати, припускати <i>it is assumed that ...</i> – є думка (вважають), що ... 4) бути самовпевненим (гордовитим) <i>to assume airs</i> – напускати на себе пиху 5) вживати (заходів)
avoid	1) уникати, ухилятися 2) анулювати, скасовувати
clarify	1) очищати(ся); робити(ся) прозорим (ясним)

coincide	2) прояснити(ся); вносити ясність, з'ясовувати збігатися
compare	порівнювати; зіставляти (з - with, to)
complete	1) закінчувати, завершувати 2) комплектувати
concern	1) стосуватися, відноситися 2) цікавитися, займатися (чимсь - with, in, about) 3) турбуватися, тривожитися <i>to be concerned about [for] smth.</i> — бути стурбованим чимсь
conclude	1) укладати (договір) 2) закінчувати(ся) 3) робити висновок 4) вирішувати
consider	1) розглядати; обмірковувати, обдумувати <i>to consider a question</i> — розглядати питання <i>let us consider what to do</i> — подумаємо, що нам робити 2) вважати; гадати <i>I do not consider that dear</i> — я не вважаю, що це дороге 3) брати до уваги, зважати на <i>you must consider her age</i> — ви повинні зважити на її вік <i>to consider others [the feelings of others]</i> — зважати на інших (на почуття інших)
correspond	1) відповідати (чомусь - with, to) 2) листуватися (з - with)
deduce	1) виводити (формулу) ; робити висновок 2) простежити; встановити походження
define	1) визначати 2) давати характеристику 3) встановлювати; окреслювати
derive from	1) походити; встановлювати походження <i>the word "evolution" is derived from Latin</i> — слово "еволюція" латинського походження 2) одержувати; здобувати <i>to derive knowledge from books</i> — набувати знання з книг
determine	1) визначати; встановлювати <i>being determines consciousness</i> — буття визначає свідомість 2) вирішувати; примушувати <i>he determined on staying</i> — він вирішив залишитися <i>this determined him to act immediately</i> — це примусило його зважитися на негайні дії 3) обмежувати 4) <i>юр.</i> закінчуватися
emerge	виявлятися, виходити, впливати; з'ясуватися <i>several new facts emerged</i> — виявилось кілька нових фактів
emphasize	робити наголос, підкреслювати; надавати особливого значення
ensure	1) гарантувати, забезпечувати <i>to ensure an income</i> — гарантувати прибуток <i>to ensure independence</i> — забезпечити незалежність 2) ручатися 3) страхувати (від - against, from)
establish	1) устанавлювати; влаштовувати 2) засновувати; закладати 3) зміцнювати 4) запроваджувати

estimate	1) оцінювати; підраховувати приблизно; визначати на око 2) складати кошторис
evaluate	1) оцінювати; визначати кількість 2) виражати в числах
focus on	1) збирати(ся), містити(ся) у фокусі 2) зосереджувати (увагу тощо)
identify	1) ототожнювати(ся) 2) розпізнавати, пізнавати 3) солідаризуватися (with) 4) встановлювати тотожність
imply	1) мати на думці (на увазі); натякати 2) містити в собі; значити, мати значення
include	містити в собі, охоплювати, обіймати; включати
increase	зростати; збільшувати(ся); посилювати(ся)
indicate	1) вказувати, позначати; показувати 2) означати, бути ознакою 3) вимагати, вказувати на необхідність (лікування, догляду тощо)
infer	1) виводити, робити висновок 2) означати, мати на увазі
investigate	1) досліджувати; вивчати 2) розслідувати 3) стежити
involve	1) втягати, вплутувати <i>to involve in war</i> — втягати у війну 2) мати наслідком; спричиняти, викликати 3) ускладнювати
maintain	1) підтримувати; зберігати 2) утримувати <i>to maintain one's family</i> — утримувати сім'ю 3) захищати, відстоювати; обстоювати (думку) 4) твердити
neglect	1) нехтувати; зневажати; не звертати уваги 2) не турбуватися про
observe	1) спостерігати; стежити 2) вести наукові спостереження 3) примічати, помічати 4) зазначати; робити зауваження <i>allow me to observe</i> — дозвольте зауважити 5) дотримуватися (закону, звичаїв)
obtain	1) одержувати; діставати; здобувати 2) досягати, домагатися 3) існувати; бути визнаним; застосовуватися <i>these views no longer obtain</i> — ці погляди застаріли
occur	1) траплятися; відбуватися <i>this can occur again</i> — це може статися знову (повторитися) 2) траплятися, попадатися 3) спадати на думку (to) <i>it occurred to her</i> — їй спало на думку
omit	1) випускати, пропускати, не включати 2) нехтувати; опускати
perform	1) виконувати (обіцянку, наказ тощо); здійснювати

	2) грати, ставити (п'єсу) ; виконувати (роль)
precede	1) передувати; іти (перебувати) перед (чимсь); бути попереду (когось) 2) переважати, займати вище становище (за посадою); бути попереду (в якомусь відношенні)
proceed	1) продовжувати (говорити) <i>please proceed</i> – продовжуйте, будь ласка 2) вирушати далі 3) відновлювати (гру, справу тощо; with, in); приступати, перейти, взятися (до чогось - to) 4) відбуватися, розвиватися; виходити (from) 5) діяти, чинити 6) переслідувати судовим порядком (against) 7) одержувати вчений ступінь
produce	1) продукувати, виробляти; виготовляти; створювати 2) представляти, пред'являти <i>produce your tickets</i> – пред'явіть квитки 3) написати, видати (книгу) 4) викликати, бути причиною
provide	1) постачати; забезпечувати 2) вживати заходів (проти чогось - against); передбачати (for) 3) заготовляти, запасати(ся) 4) надавати, подавати <i>his father provided him with a good education</i> – батько дав йому добру освіту 5) висувати як умову (that)
reduce	1) зменшувати, знижувати; скорочувати; послаблювати 2) доводити до певного стану; примусити (щось зробити) <i>to reduce to elements</i> – розкласти на складові частини 3) понизити на посаді <i>to reduce to the ranks</i> – розжалувати в солдати
refer	1) приписувати (чомусь) , пояснювати (чимсь) 2) відсилати, надсилати (до когось, до чогось - to); направляти (за інформацією тощо) 3) звертатися 4) передавати на розгляд 5) стосуватися 6) посилатися (на когось, на щось - to) 7) згадувати; говорити (про щось)
regard	1) дивитися на; розглядати 2) брати до уваги, зважати 3) ставитися 4) вважати 5) стосуватися, мати відношення
rely	покладатися, довіряти; бути впевненим (on, upon)
require	1) вимагати; наказувати 2) потребувати, мати потребу <i>it requires careful consideration</i> – це потребує старанного розгляду
satisfy	1) задовольняти, відповідати (вимогам)

	2) сплачувати, погашати (борг)
	3) виконувати (зобов'язання)
	4) вгамовувати (голод, цікавість тощо)
	5) переконувати (в чомусь - of; that) <i>to satisfy oneself</i> – упевнитися, переконатися <i>I am satisfied that ...</i> – я не маю більше сумніву (я переконаний) в тому, що ...
specify	1) точно визначати (встановлювати) 2) вказувати, відзначати 3) спеціально згадувати; уточняти 4) специфікувати; давати специфікацію; наводити номінальні (паспортні) дані 5) надавати особливого характеру
suppose	1) припускати, гадати, думати <i>what do you suppose this means?</i> – що це, по-вашому, означає? 2) мати певні обов'язки <i>she is not supposed to do the cooking</i> – приготування їжі не входить до її обов'язків
transfer	1) переносити, переміщати (з - from, в - to) <i>to transfer a child to another school</i> – перевести дитину в іншу школу 2) переносити малюнок на іншу поверхню 3) передавати (майно тощо)
utilize	утилізувати, використовувати
yield	1) родити, давати (плоди, врожай, прибуток) <i>this land yields poorly</i> – ця земля погано родить 2) поступатися, погоджуватися (на щось) <i>to yield a point</i> – зробити поступку (в суперечці)

1.2. LOGICAL CONNECTORS

Logical connectors are linking words establishing the logical relationship between ideas within a sentence or between sentences.

accordingly	відповідно, згідно; так, таким чином, у такий спосіб
although	хоч; коли б навіть; незважаючи на те, що
as	тоді, коли; в той час як тому що, оскільки, через те що, бо
as a matter of fact	по суті, фактично; справді
as a result	в результаті
as far as	наскільки
as to	як, згідно з; щодо
at the same time	у той же час
because of	через, з-за, заради
consequently	отже, тому, в результаті
conversely	з іншого боку
despite	незважаючи на
due to	завдяки, через те, що
finally	зрештою, кінець кінцем
firstly	по-перше
for example	наприклад
for instance	наприклад
furthermore	до того ж; крім того

hence	отже
however	проте, однак; незважаючи на це (те)
in addition	на додаток до; крім того, до того ж
in brief	коротко, стисло, в небагатьох словах
in conclusion	на закінчення
in contrast	на протипагу
in fact	справді
in other words	інакше кажучи
in spite of	незважаючи на, всупереч
in this case	у такому випадку
likewise	подібно
meanwhile	тим часом; між іншим
moreover	до того ж, крім того
nevertheless	проте, все-таки; як би там не було
notwithstanding	незважаючи на, проте, однак
on the contrary	на протипагу
on the other hand	з одного боку ..., з іншого боку
on the whole	в цілому
otherwise	інакше, по-іншому, іншим способом
regarding	щодо, стосовно
similarly	так само, у такий самий спосіб
since	з того часу як; відколи, через те що; оскільки
therefore	тому, отже
thus	так, отже, таким чином; тому; так, наприклад
whereas	1) тоді як 2) беручи до уваги, оскільки
while	доки, в той час як, незважаючи на те, що; тоді як
yet	проте, однак; все ж, все-таки; незважаючи на це

Appendix 2. ACADEMIC CORRESPONDANCE

2.1. SAMPLE OF THE ENVELOPE

Put the destination address in the center of the envelope

Put the return address in the upper left corner.

Use the same addresses on the envelope for the heading and inside address of the formal letter.

Use the zip code if you know it.

J. Wilhelm 410 Lawrence Street, Apt. 5 Ann Arbor MI 48105 USA	Stamp REGISTERED MAIL AIR MAIL
Mr. J. R. Smith 400 S 5th Avenue, Suite # 80 Detroit, MI, 48202-2831 USA	

2.2. ABBREVIATIONS USED IN ACADEMIC CORRESPONDANCE

Apt	Apartment	Mo./ Mon.	Monday	Jan./ J.	January
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Ave.	Avenue	Tues.	Tuesday	Feb.	February
Bldg.	Building	Wed.	Wednesday	Mar./ M.	March
Blvd.	Boulevard	Thurs.	Thursday	Apr.	April
Dr.	Drive	Fri.	Friday	M.	May
Pkwy.	Parkway	Sat.	Saturday	J.	June
Pl.	Place	Sun.	Sunday	J.	July
P. O.	Post Office			Aug.	August
P. O. B.	Post-Office Box			Sept.	September
Rd.	Road			Oct.	October
Rte.	Route			Nov.	November
Rw., Rwy.	Railway			Dec.	December
Sq.	Square				
St.	Saint				
St.	Street				

2.3. EXAMPLES OF COMPLIMENTARY CLOSE

Best regards/ Regards,	Truly yours,
Cordially yours,	Very cordially,
Cordially,	Very sincerely yours,
Devotedly yours,	Very sincerely,
Faithfully yours,	Very truly yours,
Most cordially yours,	Yours cordially,
Most sincerely yours,	Yours faithfully,
Respectfully yours,	Yours sincerely,
Sincerely yours,	Yours truly,
Sincerely,	Yours very truly,
	Yours,

2.4. EXAMPLES OF PHRASES USED IN BUSINESS CORRESPONDANCE

of

- ... thank you for your letter **of** 6 June 2001...
- ... I have received a consignment **of** 4 computer printers...
- ... I have instructed one **of** my employees to...
- ... please find enclosed the latest catalogue **of** our products...
- ... your product has been showing signs **of** deterioration...
- ... because **of** the damage caused by wrong transport, we were not able to...
- ... I have three years experience **of** C language programming
- ... people **of** five countries are taking part in the conference

by

- ... the first draft of the project should be submitted **by** 28 May
- ... because of the damage caused **by** wrong transport, we were not able to...
- ... they have agreed to pay **by** invoice
- ... this shop is run **by** our company

About

- ... I am sorry **about** the inconvenience you have experienced...
- ... thank you for your letter of ... in which you enquired **about** terms of payment

in

- ... the type you have chosen is currently not **in** stock...

... our company will be able to send you the product **in** the near future
 ... there would certainly be no trouble **in** supplying you from our wide selection of software products...

... thank you for your interest **in** our PCs...
 ... prior to taking my current post, I worked **in** A&B Software...
 ... my experience **in** the fields of C and Pascal languages...
 ... during my study I was involved **in** the development of...
 ... please confirm if you can take part **in** the conference...

on

... It is essential that we deliver this consignment to our US customers **on** time...
 ... let me apologise for your order not being delivered **on** the due date...
 ... please send me a detailed report **on** Mr Browns program...
 ... the sum will be paid **on** delivery...

to

... please find enclosed further details related **to** the program of the conference...
 ... I am writing **to** you with reference **to** our meeting on...
 ... I look forward **to** seeing you soon...
 ... In reply **to** your letter of 21 May, I am pleased to inform you that...
 ... please complete the enclosed form and send it **to** us...
 ... the program is tailored **to** customers needs

for

ÖThank you **for** your letter of...
 ... from 1999 to 2001 I worked **for** MDC Software...
 ... We have arranged **for** the consignment of computers to be sent to...
 ... We have enclosed the application form **for** you to complete and send to us
 ... We have been dealing with your company **for** ten years...

from

... In 1999 I graduated **from** the Faculty of...
 ... **from** the information in your letter, we can confirm that...
 ... **from** 1995 to 2000, I studied at the Faculty of...

2.5. LETTER TYPES

Type	Purpose	Format	Points to Remember
Acceptance	Letters accepting a job offer	Accept the job; identify the job; state the salary. Indicate moving and reporting for work dates. Conclude stating that you are looking forward to working, etc.	
Acknowledgement Letters	Letting someone know you have received something sent to you	Short, polite note mentioning when the item arrived and expressing thanks.	

Adjustment Letter	Response to a complaint letter	<p>Open with whatever you believe the reader will consider good news.</p> <p>Explain what caused the problem.</p> <p>Explain specifically how you intend to make the adjustment.</p> <p>Express appreciation to the customer for calling your attention to the situation.</p> <p>Point out any steps you may be taking to prevent a recurrence.</p> <p>Close pleasantly. Avoid recalling the problem in your closing.</p>	<p>Tone is critical.</p> <p>Emphasize what you are doing to correct it.</p> <p>Know company's policies.</p> <p>Avoid law admissible, condemning terms.</p>
Application Letter	A sales letter, marketing your skills, abilities and knowledge	<p>Identify an employment area or state a specific job title. Point out your source of information about the job.</p> <p>Summarize your qualifications for the job, tailored to job requirements.</p> <p>Refer the reader to your resume.</p> <p>Ask for an interview, stating where you can be reached and when you will be available for an interview.</p>	<p>Catch the reader's favorable attention.</p> <p>Convince the reader you are qualified.</p> <p>Be sincere and honest.</p> <p>Don't duplicate the resume.</p> <p>Request an interview.</p>
Complaint Letters	Customers asking that certain situations be corrected.	<p>The opening includes all identifying data.</p> <p>The body explains logically and clearly what happened.</p> <p>Conclusion should be friendly and request action.</p>	<p>Be sure of your facts.</p> <p>Include copies of any support information.</p> <p>Avoid overtones of accusations.</p>
Inquiry Letters	To request assistance, information, or merchandise	<p>Keep questions concise, but specific and clear.</p> <p>Phrase questions so that the reader will know immediately what type of information you are seeking, why you are</p>	<p>Include the address to which the material is to be sent.</p> <p>Improve response by enclosing a stamped, self</p>

		<p>seeking it, and how you will use it.</p> <p>If possible, present your questions in a numbered list.</p> <p>Keep questions to a minimum.</p> <p>Offer inducement for the reader to respond.</p> <p>Promise to keep responses confidential (where appropriate).</p> <p>Express appreciation.</p>	addressed return envelope.
Reference Letters	Recommending someone for employment	<p>Identify yourself: name, title or position, employer and address.</p> <p>State how long you have known the applicant and the circumstances of your acquaintance.</p> <p>Address specifically the applicant's skills, abilities, knowledge and personal characteristics in relation to the requested objective.</p> <p>Conclude with a statement of recommendation and a brief summary of the applicant's qualifications.</p>	<p>Be familiar with the applicant's abilities to offer an evaluation.</p> <p>Truthfully communicate that evaluation to the inquirer.</p>
Refusal Letters	Refuse some kind of request	<p>A buffer beginning.</p> <p>A review of the facts.</p> <p>The bad news, based on the facts.</p> <p>A positive and pleasant closing.</p>	Place yourself in the reader's position.
Resignation Letter		<p>Start on a positive note.</p> <p>Explain why you are leaving in an objective and factual manner. Avoid recriminations.</p> <p>Give enough notice to allow for replacement.</p> <p>Close positively.</p>	Don't burn bridges.

2.6. THE TWENTY-EIGHT MOST COMMON LETTER-WRITING ERRORS

If you've ever seen a batch of letters sent in response to a want ad, you know they can be hysterically funny. A random sampling usually demonstrates every mistake in the

book (like sending the letter to the wrong company). Here are twenty-eight common errors to avoid:

1. Addressing letters, "Dear Sir:" or "Dear Sirs:" As you know, many readers today are women. If gender is unclear, the salutation should be something like "Dear Hiring Manager," or "Dear Human Resources Manager."

2. Addressing letters, "To whom it may concern." Find out who will receive the correspondence, and address it personally. One company received a letter addressed to "Dear Whomever," to which an employee replied, "I'll answer to anything but this!"

3. Enclosing a photo. Skip the photo unless you're a model or an aspiring actor.

4. Handwriting or typing over an old resume or letterhead. If you've moved, start over. Changes on old documents aren't acceptable.

5. No signature. Even if you type your name at the end of correspondence, you should sign the page in your own handwriting to give it a personal touch.

6. Spelling errors. One applicant said he was well suited for "writting and editing chores... contac t (sic) me at the adrws (sic) below." Would you give him your editing work? Another writer said she would enjoy "hearing form (sic) us." Word processing spell checkers make mistakes; so proof everything.

7. Not checking grammar. One person wrote, "It sounds exciting and give me (sic) the opportunity to use my skills." Check your letters for correct sentence structure. Have friends review them too.

8. Handwriting letters. Brief 30-word thank you notes can be handwritten, if legible. All other correspondence should be typewritten or word processed, even if you have to borrow a word processor or pay a secretarial service. Handwritten letters don't say "business."

9. Using a Post-It Brand Note as a letter. Post-It Brand Notes aren't letters. Using one says, "This isn't important. I was too busy to write a real letter."

10. Using the word "I" too much. Some letters are filled with 20 or 30 I's. Make sure yours aren't. Advertising is about "you." Emphasize "you" rather than "I."

11. FAXing letters unexpectedly.

12. Forgetting to include your phone number. One woman wrote, "Please call me at home," but didn't include a phone number.

13. Cluttered desktop publishing. With the advent of PCs, some job seekers feel the urge to "be creative" using various type sizes and fonts. Avoid this in business correspondence. Except in rare cases, business letters should look conservative. If you want to be creative, do so in your choice of words.

14. Using a post office box as an address. Except in rare cases, such as conducting a confidential job search, use a street address. Post office boxes seem "transient."

15. Oddball phrasing, such as "an opportunity to expand my strengths and delete my weaknesses . . ." Or, "You may feel that I'm a tad overqualified." Or, "Enclosed herewith please find my resume." Do you talk that way? You should write the way you talk. Avoid bad phrasing by having others critique your letters.

16. Typos, like "thankyou for your assistance."

17. Mailing form letters. Some letters contain "fill in the blanks." Generic forms don't work well.

18. Not saying enough. One want ad letter read, "Please accept my enclosed resume for the position of Executive Director. Thank you." That's too short. A letter is an opportunity to sell. So say something about yourself.

19. Ending with "Thank you for your consideration." EVERYONE ends their letters this way, so please don't. Try something different, like "I'm excited about talking further," or "I know I could do a good job for you." The same goes for "Sincerely," and "Sincerely yours." EVERYONE uses them. Find something different like "Good wishes," "With best regards," or "With great enthusiasm."

20. WRITING IN ALL CAPS. IT'S HARD TO READ. DON'T DO IT.

21. Abbreviating Cir., Ave., Dec., and all other words. Take time to spell words out. It looks so much better.

22. Forgetting to enclose your resume. If you say you're enclosing one, then do.

23. Justifying right margins. When you "justify right," you create large gaps between words inside your sentences.

24. Forgetting the date and/or salutation.

25. Using lousy printers. Whenever possible, use a laser printer, even if you have to borrow one.

26. Talking nonsense. "I work in instilling proper conduits for mainstream educational connections while also encouraging individual creative forms." What?

27. Forgetting to put the letter in the envelope (one company once received an empty FedEx package).

28. The 300-word paragraph. The worst mistake in marketing is writing too long. Limit sentences to seven or eight words, and limit paragraphs to four or five lines. In letter writing, short is usually better. I try to limit my own letters to one page, seldom two. I believe if I can't say it well in one page, I probably can't say it well at all.

Appendix 3.

TIPS TO SELF-ASSESS YOUR FOREIGN LANGUAGE LEVEL

LISTENING

A 1: I can understand familiar words and very basic phrases concerning myself, my family and immediate surroundings when people speak slowly and clearly.

A 2: I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main points in short, clear, simple messages and announcements.

B 1: I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main points of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

B 2: I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.

C 1: I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.

C 2: I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.

READING

A 1: I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.

A 2: I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.

B 1: I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.

B 2: I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

C 1: I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.

C 2: I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.

SPEAKING

Spoken interaction

A 1: I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.

A 2: I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.

B 1: I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

B 2: I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.

C 1: I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.

C 2: I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.

Spoken production

A 1: I can use simple phrases and sentences to describe where I live and people I know.

A 2: I can use a series of phrases and sentences to describe, in simple terms, my family and other people, living conditions, my educational background and my present or most recent job.

B 1: I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.

B 2: I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

C 1: I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

C 2: I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

Writing

A 1: I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.

A 2: I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.

B 1: I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

B 2: I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

C 1: I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.

C 2: I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

The self-assessment grid can be accessed from the website of the Council of Europe (www.coe.int/portfolio).

Notes: Instructions for using the Europass curriculum vitae - <http://europass.cedefop.europa.eu>

Обов'язковою вимогою до самостійної роботи студентів освітньо-кваліфікаційного рівня "магістр є підготовка папки зі зразками ділових паперів різного рівня, оформлених на ім'я чи від імені студента, що повинна містити:

1. Вправи для самостійного опрацювання (виконані письмово).
2. Матеріали:
 1. Анотації статей зі спеціальності
 2. Анотацію магістерської роботи
 3. Бібліографію англійських джерел до теми магістерської роботи
 4. CV
 5. Діловий лист
 6. Відповідь на діловий лист
 7. e-mail повідомлення
 8. Індивідуальне навчальне завдання.

Індивідуальне навчальне завдання (проект, презентація) включає такі види завдань (на вибір студента), спрямованих на відтворення інформації тематичного змісту та розвиток комунікативних компетенцій студентів: виконання проектів (бібліографічний опис, анотування та рецензування спеціальної літератури, аналіз текстів сучасної англійської мови з погляду дотримання у них норм ділового стилю тощо), презентацій, виконаних у Microsoft Power Point (обсяг – до 20 слайдів).

Орієнтовна тематика проектів та компаративних завдань:

1. English as the World language of business and research.
 2. Cautious writing (grammar and vocabulary).
 3. English and American terms. Main differences.
 4. English and Ukrainian formal style.
 5. Documents. Classification and main claims.
 6. Business communication. Yesterday and today.
- Cultural differences in business correspondence

Оцінювання проходить автоматично за сумою даних 2 семестрів, які розглядаються у відсотковому відношенні. Якщо студент не згоден з оцінкою його навчальних досягнень, він має право на проходження процедури екзамену. Формою рубіжного контролю якості знань студентів є екзамен, який паралельно оцінюється за національною шкалою та шкалою ECTS.

Перелік розмовних тем на екзамен (topics).

1. English writing.
2. Formal and informal writing.

3. Formal style. Its main features.
4. Academic English writing.
5. Formal style: grammar and vocabulary.
6. English academic texts.
7. List of references.
8. Summary.
9. Steps in summarizing.
10. The Curriculum Vitae.
11. Resume.
12. Planning a letter.
13. Writing an effective letter.
14. Parts of a business letter.
15. Letter structure: dateline, address.
16. Letter structure: salutation, paragraphs.
17. Letter structure: complimentary close and signature.
18. E-mail English.
19. Academic presentations.
20. Formal telephone conversations

Зразки матеріалів самостійної роботи студентів освітньо-кваліфікаційного рівня “магістр”¹

ТИТУЛЬНИЙ АРКУШ.

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
PAVLO TYCHYNA UMAN STATE PEDAGOGICAL UNIVERSITY**

Foreign languages department

**MASTERING ENGLISH
FOR ACADEMIC PURPOSES**

EXAMINATION MATERIALS

*Iryna Ivanova
Group 61
Department of Arts*

¹ Всі матеріали оформляються від імені студента

*Department of Physics, Mathematics and Computer Science
Department of Professional and Technological Education
History Department
Institute of Economics and Business Education
Natural Sciences Department
Preschool Education Department
Primary Education Department
Social and Psychological Education Department
Ukrainian Philology Department*

Uman - 20__

1. АНОТАЦІЇ (ABSTRACTS) СТАТЕЙ ЗІ СПЕЦІАЛЬНОСТІ.

Natalia LAVRYCHENKO

WORLDVIEW BACKGROUND TO EDUCATION FOR CITIZENSHIP IN GREAT BRITAIN

The article shows the place and role of education for citizenship curriculum at British schools. Both historical background and modern factors of forming main worldview concepts in British education for citizenship have been presented. Main trends in changing this educational branch have been demonstrated.

Key Words: education for citizenship, worldview background, curriculum, civil responsibility, social inclusion.

Yaroslava LOGVINOVA

COMPETENCE APPROACH TO EDUCATION IN THE UKRAINIAN AND INTERNATIONAL RESEARCH

The article presents different views of international organizations experts and Ukrainian research specialists of the term «competence» as a systemic category of the competence approach to education. The reasons for introducing the approach have been cited. The innovativeness of the approach has been argued in the research works. Some peculiarities of the competence approach and its practical application pointed out in foreign sources have been given in the article.

Key Words: competence, competencies, the competence approach, the diyal'nisniy approach, the personality oriented approach, the kul'turocentrichniy approach.

Zophiya FRONCHEK

TEACHER TRAINING IN THE CONTEXT OF MODERN EDUCATION

Article is dedicated to the current problem of axiological maturity of a man who defines his life choice and style of interpersonal relationships. The possibility of a positive influence on achievement of individual axiological

maturity is determined by consciousness and axiological maturity of the teacher-educator.

Key Words: axiological maturity, educational problems, academic environment.

2. АНОТАЦІЯ (SUMMARY) МАГІСТЕРСЬКОЇ РОБОТИ.

Dubtschak G.M. The inner conflicts of the students during the study in the higher school: Master's thesis in Psychology. - Pavlo Tychyna Uman State Pedagogical University. - Uman, 2014.

The thesis deals with theoretical and experimental research of intrapersonal students youth conflicts problem. It was established that conditions of origin of students' intrapersonal conflicts during their study at Higher School are located at the personality sphere. Different interrelations of significance and accessibility of life values produce intrapersonal conflicts, seizing the row of personal life spheres. These values are stated to be the sense of students' intrapersonal conflicts during the whole period of study from the 1st to the 5th year. Several differences of students' intrapersonal conflicts psychological peculiarities were determined. First of all, the presence of negative connection within "Me-real" and "Me-ideal" as a sign of intrapersonal conflicts. The level of anxiety is considered to be a measure of non-adequacy of "Me-real" and "Me-ideal". The correlative analysis of the research results proves satisfactory internal accordance between them.

Key words: inner conflict, contradiction, significance, intrapersonal conflicts.

Skoryk V.A. Methods of constructing of the controllability functions and the positional controls: Master's thesis in Mathematics. - Pavlo Tychyna Uman State Pedagogical University. - Uman, 2014.

The thesis is devoted to constructing of the set of restricted positional controls solving the synthesis problem for a linear differential equation and a non-linear equation at the first approximation in the Hilbert space and to the problem of synthesis of inertial positional controls for systems in finite-dimensional spaces. On the basis of the controllability functional (function) method the constructive solution of the problems is obtained. It is shown that if the function is non-increasing non-negative on the non-negative semiaxis then it generates a restricted positional control solving the synthesis problem for equations in Hilbert space. From this class of functions (with respect to certain parameter) the family of functions which generates the positional control solving the synthesis problem of inertial controls for systems in finite-dimensional spaces is extracted. The results of the thesis are of a theoretical

character. The constructive character of proofs the numbers of the results can form the basis for new numerical methods.

Keywords: synthesis problem, positional control, inertial control, controllability functional (function) method.

3. БІБЛІОГРАФІЯ АНГЛОМОВНИХ ДЖЕРЕЛ ДО ТЕМИ МАГІСТЕРСЬКОЇ РОБОТИ (BIBLIOGRAPHY)

1. Bentley J. Traditions and Encounters a Global Perspective on the Past / J. Bentley. – New York : McGraw-Hil. – 2006. – P. 331.

2. Encyclopedia of children, adolescents, and the media / [Jeffrey Jensen Arnett]. – USA : Sage Publications, 2007. – 978 p.

3. Encyclopedia of Educational Psychology / Neil J. Salkind. – Los Angeles, London : SAGE Publications, 2008. – 1022 p.

4. Louisiana Department of Education. What are the LEAP, iLEAP, GEE and End-of-Course tests? // [Electronic resource]. – URL : <http://www.doe.state.la.us/lde/saa/2273.html>

5. Palmer G.H. The Ideal Teacher / George Herbert Palmer. – Boston, New York and Chicago. – P. 9-11.

6. Practical Handbook of School Psychology: Effective Practices for the 21st Century / Gretchen Gimpel Peacock, Ruth A. Ervin, Edward J. Daly III, Kenneth W. Merrell. – New York, London : The Guilford Press, 2010. – 626 p.

7. Ravitch D. National standards: “50 Standards for 50 States” is a formula for incoherence and obfuscation / D. Ravitch // Education Week. – 2006. – [Electronic resource]. – URL : <http://www.edweek.org>

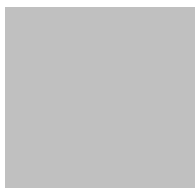
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9. Seglin Jeffrey L. The AMA handbook of business letters / Jeffrey L. Seglin. – 3rd ed. – USA, 2002. – 519 p.

10. The Cambridge Encyclopedia of the English Language / David Crystal. – London, New York, Sydney, Toronto : Cambridge University press, 1995. – 489 p.

4. CURRICULUM VITAE

PERSONAL INFORMATION




Betty Smith

📍 32 Reading Str., Birmingham B 26 3QJ United Kingdom

☎ +44 2012345679 📠 +44 2012385334

✉ smith@kotmail.com

 [AOL Instant Messenger betty.smith](#)

 Replace with type of IM service Replace with messaging account(s)

Sex Female | Date of birth 01/03/1975 | Nationality English

JOB APPLIED
FOR
POSITION
PREFERRED JOB
STUDIES
APPLIED FOR
WORK

European project manager

EXPERIENCE

August 2002 -
Present

Independent consultant

British Council

123, Bd Ney, 75023 Paris (France)

Evaluation of European Commission youth training support measures for youth national agencies and young people

March 2002 -
July 2002

Internship

European Commission, Youth Unit, DG Education and Culture

200, Rue de la Loi, 1049 Brussels (Belgium)

-evaluating youth training programmes for SALTO UK and the partnership between the

Council of Europe and European Commission

-organizing and running a 2 day workshop on non-formal education for Action 5 large scale projects

focusing on quality, assessment and recognition

-contributing to the steering group on training and developing action plans on training for

the next 3 years. Working on the Users Guide for training and the support measures

Business or sector European Institution

EDUCATION
AND TRAINING

1997-2001

PhD -Thesis Title: 'Young People in the Construction of the Virtual University', Empirical research on e-learning

Brunel University, London United Kingdom

1993-1997

Bachelor of Science in Sociology and Psychology
Brunel University, London United Kingdom

- sociology of risk
- sociology of scientific knowledge / information society
- anthropology

PERSONAL
SKILLS

Mother tongue(s)

English

Other language(s)

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
French	C1	C2	B2	C1	C2
German	A2	A2	A2	A2	A2

Communication skills

- team work: I have worked in various types of teams from research teams to national league hockey. For 2 years I coached my university hockey team
- mediating skills: I work on the borders between young people, youth trainers, youth policy and researchers, for example running a 3 day workshop at CoE Symposium 'Youth Actor of Social Change', and my continued work on youth training programmes
- intercultural skills: I am experienced at working in a European dimension such as being a rapporteur at the CoE Budapest 'youth against violence seminar' and working with refugees.

Organisational / managerial skills

- whilst working for a Brussels based refugee NGO 'Convivial' I organized a 'Civil Dialogue' between refugees and civil servants at the European Commission 20th June 2002
- during my PhD I organised a seminar series on research methods

Computer skills

- competent with most Microsoft Office programmes
- experience with HTML

Other skills

Creating pieces of Art and visiting Modern Art galleries. Enjoy all sports particularly hockey, football and running. Love to travel and experience different cultures.

Driving licence
ADDITIONAL

A, B

INFORMATION

Publications 'How to do Observations: Borrowing techniques from the Social Sciences to help Participants do Observations in Simulation Exercises' Coyote EU/CoE Partnership Publication, (2002)

5. ДІЛОВИЙ ЛИСТ (BUSINESS LETTER)

45 Charlotte Street
Bristol
BS2 6ZX

16 June 2006

Mr Michael Crossley
Human Resources Manager
Bristol Zoo
P.O.Box 100
BS99 1PB

Dear Mr Crossley,

I have seen your advertisement in the May issue of *City Life* magazine, and I would like to apply for the part-time position of Zoo Guide.

I am 18 years old, and have recently completed my A-levels in French, Biology and Social Studies. I hope to study Zoology at Reading University from September, and I am currently looking for a summer job before my course starts. I would be able to start work from 17 July and will be available until the end of August.

I have gained valuable experience of working with animals at my parents' farm in Gloucestershire, where I grew up, and in my last two years I have been studying Biology quite extensively in preparation for my A-level examinations. I also enjoy working with people, and I had the responsibility of dealing with customers in my part-time job last summer as a Box Office Assistant at the Natural History Museum in London. I have a good command of French, both in writing and speaking, and I also speak some Spanish. I am enclosing my CV with details of my previous education and work experience.

I believe I would be a useful member of your team at the Bristol Zoo, and I hope you will consider my application for the position.

I look forward to hearing from you soon.

Yours sincerely,

Claire Harris

Claire Harris

6. ВІДПОВІДЬ НА ДІЛОВИЙ ЛИСТ (ANSWER TO BUSINESS LETTER).

Bristol Zoo
P.O.Box 100
BS99 1PB

30 June 2006

Claire Harris
45 Charlotte Street
Bristol
BS2 6ZX

Dear Claire Harris,

We appreciate your interest in our organization and the position of Zoo Guide for which you applied. We are reviewing applications currently and expect to schedule interviews in the next couple of weeks. If you are selected for an interview, you can expect a phone call from our Human Resources staff shortly.

Thank you, again, for your interest in our organization. We do appreciate the time you invested in this application.

Regards,
Michael Crossley
Mr Michael Crossley
Human Resources Manager

7. ЕЛЕКТРОННЕ ПОВІДОМЛЕННЯ (E-MAIL MESSAGE).

From: sped@mail.ru
To: ol_dm@ukr.net
Subject: Invitation to Conference
Date: 28 March 2014, 21:08:29

Dear Olena Dmytrivna!

We invite you to participate in the Second International Internet Conference «Current trends in Yan Amos Komenskyi's didactic ideas». The conference will be held on 12 May 2014 in Pavlo Tychyna Uman State Pedagogical University, 28 Sadova Street, aud. 48.

Detailed information can be found at <http://dydcom.udpu.org.ua>

Yours sincerely,
Iryna Ivanova,
Group 62m
Preschool Education Department

LITERATURE

1. Васильева Л. Деловая переписка на английском языке / Л. Васильева. – М. : Рольф, Айрис- пресс, 1998. – 352 с.
2. Граматика англійської мови: теорія. практика. тести (підручник для студентів вищих закладів педагогічної освіти) / [Н.М. Бріт, О.А. Голобородько, Г. О. Грабова, Н. В. Гут, Г. П. Іванчук, О. А. Заболотна, С. П. Шумаєва, І. Ю. Щербань]; [укл. Н. В. Гут, О. А. Заболотна]. – Умань : Візаві, 2012. – 400 с.
3. Ільченко О.М. Англійська для науковців. The Language of Science: Підручник / Видання друге, доопрацьоване. – К. : Наукова думка, 2010. – 288с.
4. Колесникова Н.Л. Business communication : Учебное пособие / Н. Л. Колесникова. – 2-е изд. – М. : Флинта, 2004. – 152 с.
5. Колесникова Н. Л. Business communication : Учебное пособие / Н. Л. Колесникова. – 2-е изд. – М. : Флинта: Наука, 2004. – 152 с.
6. Яхонтова Т. В. Основи англomовного наукового письма : навч. посібник для студентів, аспірантів і науковців. – Вид. 2-ге. – Львів : ПАІС, 2003. – 220 с.
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12. <https://student.unsw.edu.au/using-powerpoint>
13. http://word-mart.com/html/resume_versus_curriculum_vitae
14. <http://europass.cedefop.europa.eu/en/documents/curriculum-vitae>