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**АНГЛІЙСЬКА МОВА ДЛЯ
МАГІСТРАНТІВ**

Полтава, 2019

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Навчальний посібник розрахований на студентів освітнього рівня «магістр» Полтавського національного педагогічного університету імені В. Г. Короленка першого року навчання, як додатковий під час вивчення дисципліни «Іноземна мова у професійній діяльності (англійська)». Посібник містить тексти для читання професійного спрямування та завдання за тематикою програми вище зазначеної навчальної дисципліни.

CONTENT

UNIT 1	Curriculum Vitae (CV).	4
	<i>Reading: Education in the 21st century.</i>	
UNIT 2	Creating A Positive Professional Image	9
	<i>Reading: Academic degrees abroad.</i>	
UNIT 3	Business Card	14
	<i>Reading: Postgraduate training programmes</i>	
UNIT 4	Professional Resume	20
	<i>Reading: Career prospects for post-graduates</i>	
UNIT 5	Self-Presentation	26
	<i>Reading: How to write a speech introducing yourself</i>	
UNIT 6	Making Oral Presentations	33
	<i>Reading: The different types of body language</i>	
UNIT 7	Science And Technology	40
	<i>Reading: Role of science & technology in today's life</i>	
UNIT 8	Inventors And Inventions	45
	<i>Reading: Life-changing science discoveries</i>	
UNIT 9	Scientific Work	50
	<i>Reading: Writing your first scientific research paper</i>	
	Literature	56

MODULE 1.
UNIT 1. CURRICULUM VITAE (CV)

1. Writing:
Compose your own CV.

Curriculum Vitae

Personal Data

Surname, first name: Potzner, Andreas Marcus
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Telephone: + 49 (0) 611/ 532 42 57
Mobil: + 49 (0) 175/ 590 55 40
Date of birth: 08.09.1978
Place of birth: Hanau; Germany
Marital status: single
Email: a.potzner.ebs@supplyinstitute.org



Education

- since 10/04 **European Business School (ebs) International University Schloß Reichartshausen, Oestrich-Winkel (Germany)**
Postgraduate Assistant to the SVI-Endowed Chair of Purchasing, Logistics and Supply Chain Management, Supply Management Institute (SMI)
Strive for the degree: Dr. rer. pol. (April 2007)
- 10/99 - 05/04 **Johann Wolfgang Goethe-University, Frankfurt (Germany)**
Degree in Business Administration (Diplom-Kaufmann)
Majors: Supply Chain Management & Marketing, Business Informatics
Grade: 1.8 (passed with distinction)
Grade of diploma theses: 1.0
- 08/89 - 06/98 **Kopernikusschule, Freigericht (Germany)**
A-levels (high school graduation)
Grade: 2.2

Research Focuses / Title of Dissertation

Focuses Innovation management, Supply chain management, Aviation industry
Title Innovation Management along the Supply Chain of the European Aviation Industry

Teaching

- since 03/06 **Innovations along the Supply Chain**
Lecture
- 03/05 - 06/05 **Logistics & Supply Chain Management**
Case Studies
- 03/05 - 06/05 **Innovation management**
Seminar papers

Publications

- 10/05 **Jahns, Ch. and Potzner, A.: Innovationskooperationen in der Supply Chain.**
In: Blickpunkt Einkauf & Logistik, Forum Gelb GmbH, October 2005.

CURRICULUM VITAE (CV)

Name Surname Second name Family status Date of birth Place of birth Nationality Address Phone E-mail		PHOTO
Education	2018 – Poltava V. G. Korolenko National Pedagogical University, Master’s Degree in Physics 2014 – 2018 - Poltava V. G. Korolenko National Pedagogical University, Bachelor’s Degree in Physics	
Work Experience	2018 – (повна назва компанії, адреса, телефони, Ваша посада Position, обов’язки Responsibilities) 2016 – 2018 2014 – 2015	
Additional information: Languages Computer Skills Driving License Personal characteristics Hobbies		

If you are on an academic, scientific research, or medical career track in the United States, chances are good that you’ll be asked to provide a curriculum vitae rather than a typical resume. In Latin, the phrase “curriculum vitae” means “course of life”. Which is quite apropos if, as an entry-level candidate, you feel like you’ve spent your entire life in graduate school or medical school!

In modern English, the concept behind the curriculum vitae might better be translated as “the course of one’s professional education and career.” In short, institutions that request these documents are most interested in one’s well-rounded *credentials* for the job (as expressed through training and subsequent career experience). This differs from standard resumes, which focus more on *competencies*.

In the United States, a curriculum vitae is used primarily when applying for academic, education, scientific, medical, or research positions. It is also applicable when applying for fellowships or grants. When seeking a job in Europe, the Middle East, Africa, or Asia, expect to submit a CV rather than a resume.

Keep in mind that overseas employers often expect to read the type of personal information on a curriculum vitae that would never be included on an American resume, such as date of birth, nationality, marital status, and place of birth.

There are several differences between a curriculum vitae and a resume. A curriculum vitae is a longer (two or more pages), more detailed synopsis of your background and skills. As with a resume, you may need different versions of a CV for different types of positions.

Like a resume, a curriculum vitae should include your name, contact information, education, skills, and experience. In addition to these basics, however, a CV also includes research and teaching experience, publications, presentations, grants and fellowships, professional associations and licenses, awards and honors, and other information relevant to the position you are applying for.

Once you have made a list of the information you want to include, it's a good idea to create a custom curriculum vitae that specifically highlights the experience you have that is relevant to the job you are applying for. It takes more time to write a custom CV, but it's worth the effort – especially when you are applying for jobs that are a good match for your skills and experience.

Carefully rank and organize the sections of your resume according to what the institution you are applying for is seeking. For example, if you are applying to a university where research is emphasized, you should begin your list of publications on page one, right after your initial professional profile. If, on the other hand, you know that teaching is valued over publication by the department, you'll want to give your professional career history pride of place on the first page.

2. Reading

EDUCATION IN THE 21st CENTURY

Many countries consider education a major vehicle of social advancement. Training of highly qualified specialists, capable of solving the most complex problems of modern society is the main priority of higher education. The efforts of our scientists have always been focused on the fundamental problems of humanities, natural and social sciences. Knowledge, science and culture open the prospects into the future for every person.

At the end of the century the system of higher and further education in Ukraine underwent a process of great reforms. They were initiated to provide closer links between education and technological needs of industry. New goals were set to link higher education more directly to the economy, improve the quality of scientific research, provide educational and research institutions with more modern technology and new laboratory facilities. The major significance of the reforms was to move toward the democratization of university administration and the “humanitarization” of the educational process in terms of students’ individual aptitudes and needs.

A distinguishing feature of our universities is that they are becoming internationally oriented. We have joined the European Cultural Convention which enables us to participate in all projects concerning higher and further education, academic mobility and recognition of qualification. The universities also expand their

cooperation with such authoritative international organizations as UNESCO and the Council of Europe.

The need to make education more democratic and universal arises from the fact that our country is integrating with the European community. In this respect educators have to think of how our universities should educate their students about the rest of the world. The world in which most adult Belarusians grew to maturity no longer exists. The cold war is over. Issues such as environment, exchange rate, and economic competition, public health, national security, poverty, population control, and human rights affect every country domestically as well as internationally. Under these circumstances attending to domestic needs requires understanding of national, cultural, and socio-economic boundaries.

The characteristic feature and the main trend in modern higher and further education is not only to check students' knowledge but develop their abilities and creative thinking. Today's scientific and technological progress demands of the university graduates to be prepared to deepen their knowledge individually and adapt themselves quickly to the changes in the branches of science or industry they have chosen as their speciality or research. In addition to offering programs based on traditional academic disciplines, higher education must develop problem-focused programs of study that are more practical than theoretical and are oriented around problems of the real world.

Much has already been done and is being done to transform the national system of education. A wide range of non-state schools, colleges and institutes have been introduced. There have been certain curriculum changes starting from 1992. Some higher educational establishments began changing tuition in the above-mentioned direction.

Of course, university education in Ukraine still faces a great variety of problems, connected with implementation of new disciplines, retraining of the faculty, reorienting university policies and programs towards new goals. But if we want to prosper in the new environment of the 21st century, our universities must truly orient themselves around new goals. None of these goals will be achieved quickly and easily but the benefits of putting them in place will far exceed the efforts required.

3. Talking

1. What is the role of education in modern society? Has it changed a lot with a course of time?
2. At the turn of the century higher and further education underwent great reforms. What are these reforms aimed at?
3. What are the distinguishing features and the main trends in higher and further education?
4. What does the need to make universities more democratic and internationally oriented arise from?
5. Why is it necessary to develop creative thinking? What are the ways of achieving this goal?
6. What difficulties do we face on the way of reforming the system of education?

4. Grammar

WORD ORDER IN ENGLISH SENTENCES

Positive Sentences

- For simple sentences and clauses:
- Subject / Verb(s) / Indirect Object / Direct Object / Place / Time

Subject pronoun	Verb(s)	Indirect Object	Direct Object	Place	Time
I	will tell	you	the story	at school	tomorrow.

Negative Sentences

- The word order is the same as in affirmative sentences but with the inclusion of the negative in an auxiliary verb.
 - Simple tense: don't/doesn't/didn't/won't/aren't
 - Progressive: aren't/isn't/wasn't/weren't/won't be
 - Perfect: hasn't/haven't/hadn't/won't have
 - Perfect Progressive: hasn't been/haven't been/hadn't been/won't have been

Subject pronoun	Verb(s)	Indirect Object	Direct Object	Place	Time
I	won't tell	you	the story	at school	tomorrow

5.Exercises:

Put the correct word order.

1. she, won, easily, the game. 2. tennis, every weekend, Ken, plays. 3. quietly, the door, I, closed. 4. his name, after a few minutes, I, remembered. 5. a letter to her parents, Ann, writes, every week. 6. some interesting books, found, we, in the library. 7. across from the park, they, a new hotel, are building 8. to the bank, I, every Friday, go. 9. brightly, is, shining, sun, the. 10. in, lives, my, sister, New York.

UNIT 2. CREATING A POSITIVE PROFESSIONAL IMAGE

1. Writing:

Imagine your own ways of positive professional image creation.



FIVE TIPS FOR CREATING A POSITIVE PROFESSIONAL IMAGE

A positive professional image is essential to a successful career, no matter your age or field. Whether you are looking for a job, starting a new job, or a seasoned workplace veteran, it's a good idea to learn (or review) the basics of creating a positive professional persona. A professional persona includes four elements:

- Attire and clothing: How you look.
- Body Language: How you hold and present yourself.
- Attitude and behavior: How you think and act.
- Conversation and language: How you communicate and engage others.

Your professional image speaks volumes about you and will help you develop and establish a positive reputation. Here are some tips:

1. **First impressions are critical.** This is especially important for those entering the workforce, interviewing, or starting a new position. People form their first impressions in three seconds. In a flash, they are forming judgments about your competence, your personality, and your values. And once that impression is formed, it is very difficult to change. So be sure your first impression says what you want it to say – namely, that you belong.

2. **Look the part.** Dress for success by dressing like you belong at that company. Your professional attire should say, I belong here, not look at my cleavage. You want people to imagine you not just in the position you are in or interviewing for but running the show someday.

Of course, much depends on the profession and field. What is appropriate and professional for a television station may be different from an investment bank. So look around the organization. Who is really successful? How do they dress? What do their clothes say about them? Follow their lead. And remember: never out-status the person interviewing you or managing you.

3. **Act the part.** You need to exhibit a positive, respectful attitude. You want to be confident but not cocky, polite but not obsequious, friendly but not annoying. Are you someone they will want to hire or work with? Can you fit in and get along? Are you a team player? Be authentic, polite, and positive. Be your best self.

4. **Use positive body language.** Your body language is a crucial element of your image. It has to inspire trust, because business is a financial venture, and approachability, because business is conducted through social networks. Creating a professional persona through body language means:

- Carrying yourself confidently.
- Making eye contact when speaking.
- Offering a firm handshake.
- Sitting and standing up straight.
- Using open body language—facing the person speaking, squaring your body directly toward others, without folded arms.
- Smiling and saying hello to people.
- Putting away the iPod. When you listen to your iPod, others may view this as disengagement, and that is not the message you want to send.

5. **Make sure your e-life matches your professional image.** Say you've created this terrific professional image at work but your on-line image is that of a weekend boozehound, or you are notorious for sending annoying chain e-mails. That's a bad move professionally. Everything you post and send on-line – and everything posted about you by your friends – can and will be seen by your employers and colleagues.

Clean up your e-life. Do a search and take down anything that makes you look bad, and ask your friends to do the same. And make this a weekly thing – be proactive and regularly search for negative images and posts. Don't let your on-line life sabotage your well-crafted professional image. Be as careful on-line as you are in the office.

Your professional image involves the way you dress, speak, interact with others, hold your body, and use electronic media. Knowing the importance of image and the way others see you is the best way to project the professional image that will help you be successful.

2. Reading

ACADEMIC DEGREES ABROAD

A degree is an academic qualification awarded on completion of a higher education course (a first degree, usually known as Bachelor's degree) or a piece of research (a higher/further degree, doctorate and so on). There exists considerable diversity of degrees in various countries. But in spite of the lack of equivalence of

degrees some similarities can be found among certain groups of countries, particularly those of the British Commonwealth, continental Europe, America and the Far East.

One can distinguish the principal types of academic degrees – bachelor, master, and doctor which represent different levels of academic achievements. The naming of degrees eventually became linked with the subject studied, arts is used for the humanities, science – for natural and exact sciences.

The Bachelor's Degree is the oldest and best known academic degree. Some varieties of bachelor's, or baccalaureate, degrees are Bachelor of Arts (BA) degree and Bachelor of Science (BSc). Abbreviations vary between institutions. Other baccalaureate degrees offered by most universities are Bachelor of Education, Bachelor of Music, Bachelor of Business Administration, Bachelor of Divinity, Bachelor of Home Economics.

The Bachelor's degree can be attained by students who pass their university examinations, or in some cases other examinations of equivalent level. This normally involves at least three years of full-time study after passing the advanced level certificate of education at the age of about eighteen, so most people who become BA, BSc, etc. do so at the age of at least twenty-one. First degrees in medicine require six years of study, some others four.

It is now quite usual for students in subject such as engineering to spend periods during their degree courses away from their academic studies, in industrial location so that they may get practical experience. A student of a foreign language normally spends a year in a country where that language is spoken. Bachelors' degrees are usually awarded on the basis of answers to several three-hour examinations together with practical work or long essays or dissertations written in conjunction with class work. Degrees are classified. About a tenth (or less) of candidates win first-class, honours degrees, three quarters – second-class, and the rest – third class, or pass without fail. A person studying for a degree at a British university is called an **undergraduate**.

About 33 per cent of students continue to study for **degrees of Master** (of Arts, Science, Education, Business Administration, Music, Fine Arts, Philosophy, etc.). About 45 varieties of Master of Arts and 40 varieties of Master of Science degrees are reported. The degree of Master in general requires one or two further years of study, with examination papers and substantial dissertation. Bachelors' and Masters' degree can be conferred "with honours" in various classes and divisions, or "with distinction". This is indicated by the abbreviation "(Hons)" and is often a prerequisite for progression to a higher level of study.

A minority (about 15 per cent) goes on further, preparing theses which must make original contributions to knowledge, for the most advanced degree of **Doctor of Philosophy (Phd) or Doctor of Science (DSc)**. Abbreviations for degrees can place the level either before or after the faculty or discipline depending on the institution. For example, DSc and ScD both stand for the doctorate of science.

Doctor's degrees in many foreign countries are of two distinct types: **professional or practitioner's degrees, and research degrees**.

The former represent advanced training for the practice of various professions, chiefly in medicine and law. The principal ones are Doctor of Sc.Medicine, Doctor of Dental Science of Dental Surgery, Doctor of Veterinary Medicine, Doctor of Pharmacy, and Doctor of Jurisprudence. These degrees carry on implication of advanced research.

Quite different in character are the research doctorates which represent pro-longed periods of advanced study, usually at least three years beyond the baccalaureate, accompanied by a dissertation designed to be a substantial contribution to the advancement of knowledge. The most important of these is the Doctor of Philosophy, which represents advanced research in any major field of knowledge.

Second in importance and much more recent as a research degree is the Doctor of Sc. Education (Ed.D.) It was first awarded by Harvard in 1920, but was preceded by the equivalent Doctor of Pedagogy first conferred by New York University in 1891. The only other earned doctorates of the research type currently conferred by 10 or more institutions are the Doctor of the Science of Law and the Doctor of Business Administration.

3. Talking

1. What academic degrees do you know?
2. How to get a Bachelor's degree?
3. How to earn a Master's degree?
4. What Doctor's degrees do you know?
5. What is "further" education?

4. Grammar

TO BE GOING TO

Form



To form the future with *be going to*, use **am**, **is**, or **are + going to** + the **base form** of the verb.

Subject	Be Verb	going to	Base Form Verb + Other Words
I	am	going to	study Chinese.
Sandy	is	going to	visit museums.
They	are	going to	travel to Beijing.

5. Exercises:

1. Put the verbs into the correct form. Use going to.

— Where ... you ... (to leave) your car for this night?

— I ... (to leave) it in my cousin's garage.

2) — Where ... your parents ... (to spend) their holidays?

— They ... (to spend) their holidays in Turkey.

3) — What towns ... Sarah ... (to visit) during her tour?

— She ... (to visit) some towns in the south of France. She ... (also to spend) a week in Paris.

4) — What... Nellie ... (to cook) for supper tonight?

— She ... (to cook) a chicken with vegetables.

5) — ... Teddy ... (to repair) his old camera?

— No, he He ... (to buy) a new digital camera next week.

2. Use the correct form of will or going to.

1. My friend is travelling to the airport. She will /is going to catch a plane.

2. In the future we won't travel by plane. We're going to / will travel by spaceship.

3. It's raining outside so we will / are going to get wet.

4. In 2050 every person in the world will/ is going to have a mobile phone.

5. We're going to / will discover life on other planets in the future.

6. My dad's got a new job in London. We'll / 're going to move there in July.

7. I'll / I'm going to visit France next month Mum's already bought our tickets.

8. 'It's hot in here!' ' I will / I'm going to open the window.'

9. They booked their summer holiday last week. They will / are going to stay with their uncle.

10. 'It's a secret.' 'OK. I won't / 'm not going to tell anyone.'

11. 'Would you like cola or orange juice?' 'I will / 'm going to have cola, please.'

3. Translate the sentences.

1. Я збираюся на відпочинок.

2. Потяг невдовзі від'їжджає.

3. Коли ти йдеш по магазинам?

4. Мої друзі планують поїхати на море.

5. Ви плануєте купляти цю сукню?

6. Коли ти будеш готувати вечерю?

7. Я хочу купити нову машину.

8. Ти їдеш відвідати батьків?

4. Make the sentences into negatives and questions.

You will be at home tonight.

I'm going to see you tomorrow.

It will rain tomorrow.

She's going to be late tonight.

5. Tell about your plans for the future. Use Future Simple or to be going to.

UNIT 3. BUSINESS CARD

1. Writing:

Compose your own business card.

PURDUE UNIVERSITY®	DEPARTMENT, COLLEGE OR AREA
Jane Doe <i>Professor and Department Head</i> <i>Director of Special Programs</i>	
jdoe@purdue.edu	Division of Special Programs
O 765-xxx-xxxx	Purdue University Hall of Fame, Room xxxx
F 765-xxx-xxx	401 N. Grant Street
M 765-xxx-xxx	West Lafayette, IN 47907-2021
Optional information	www.purdue.edu

WHAT TO PUT ON A BUSINESS CARD

What to put on a business card? It's a tricky question. A business card that contains *just the right* information (and a stellar design) will grab attention and help you stand out. It's the thing that makes someone else remember you, or your pitch.

Even in a digital age, a business card is a popular—and necessary networking and communication tool. Having a great business card provides legitimacy to your or your business, it's a quick and easy way to exchange information, and can provide ways to help promote your work.

What you *put* on your business card says a lot to others. Here's a guide to what to put on a business card, with plenty of creative ideas to help you get started.

1. Identification and Contact Information

No matter how you decide to create the design, every business card should include the basics.

It almost goes without saying, but there are too many beautiful cards out there with no real information to identify the source. Equate this to an awesome website that loads slowly. You will just move on to something else.

There are a few vital elements that every business card needs:

- Name and business name (if you have one)
- Basic contact information such as an email address or phone number
- Something that tells people what you do – designer, photographer, web developer etc.
- Website URL to showcase your work

2. An Image That Shows What You Do

Look for an image that's sharp and easy to understand at a small size.

A great photo can take an average business card to the next level. Leave a visual impression with new connections by using an image that shows what you do or your work on the card itself.

This is a popular choice for photographers and artists, although it can be a little more tricky for web developers. Look for an image that's sharp and easy to understand at a small size. (Your canvas is probably no bigger than 3.5 inches by 2 inches if you opt for a standard size.)

Other ways to use creative imagery for a business card design includes using an image or illustration that shows what you do. Maybe you have a great "action" photo of yourself. Maybe you have a creative take on your job. Any stellar image can make an impression. The trick is to make sure it communicates exactly what you want to say visually.

3. A Location Map

If your clientele needs to come to you, a cool, funky or artistically represented map could be a great reverse side of your business card. (You are planning to use both sides of the card for the design, right?) Plus, people just love to look at maps.

Don't get hung up on a map that has to show a precise location. The map should give users a general idea of where your business is located. Instead, opt for a striking visual that provides basic information such as city and state or proximity to a well-known landmark.

Just make sure that if a map is a key element to include a physical address that people can use to Google your location as well. (You don't want to leave anyone wondering how to actually find you.)

4. Plenty of Color

Black and white business cards can be kind of boring. Create maximum impact with high color visuals that connect to your personal (or business brand) and personality.

High color designs can work for any part of the business card design.

One of the best tricks to make sure your card stands out is to use a thick paper with a color edge. Since most business cards will probably be on the thinner side (too many people do this to save a few bucks) and have a white edge.

A thick card with a color edge will be a lot more memorable, screams quality and will be easy to find in those endless stacks of cards that get collected at professional conferences or networking events.

High color designs can work for any part of the business card design. Look for ways to incorporate logo with a bright logo or typography on a white card or consider a color card with reverse lettering. (Just remember, the goal is to stand out professionally.)

5. Textured Effects

While these effects are some of the most costly in this list, there are ways to avoid breaking the budget.

Since a business card is a physical medium, make the most of it with something that users can see and feel.

Opt for a textured effect such as letterpress or foiling. Use high-quality printing (not copying) for production so there's a subtle raised quality to letters on the card.

You can even look for a laser cutout or curved or nontraditional edges to make the most of a tactile design. The longer a user holds on to your card to examine these features, the more likely it is that they will have a stronger memory of it – and what you do. It's an easy way to create a longer lasting impression.

While these effects are some of the most costly in this list, there are ways to avoid breaking the budget. Print two types of business cards – one is a more standard design at a lower price point (use these in mailing and non-contact marketing touches), then have a second card with a premium design for top clients and meetings that you hand out in person. Try to use a similar visual design for each.

6. Amazing Typography

There's almost no design project where great typography isn't a must-have element.

With something as small as a business card, typography is vital to creating a design that people can understand. A common flaw in business card design is typography that's too small.

A good business card design has a typography hierarchy and structure just like any other project. Don't be afraid to go big with important words such as your name or what you do.

Use clean, easy to read typography. This is especially important if your name is uncommon or your business name or location includes difficult words or spellings. Make it easy for the user.

7. Plenty of White Space

Don't cram your business card with too much stuff.

In addition to all the reasons why white space is good for the design, a bit of usable space can enhance business card usability. It allows the card recipient to make notes or write down information that they might need later.

If this is something you see happening a lot, consider a matte or flat finish so that taking notes directly on the card is easy and so that ink does not smear.

8. A Call to Action or Promo

Physical elements such as business cards don't come with the same measurable ROI or analytics that many of us are used to getting with digital products. Include a call to action or promo code for a product or service to help measure who is looking at and engaging with your card after a meeting.

It's not a surefire way to measure results – many people never redeem promos – but it can help you give users something in exchange for their time. An enticing call to action or promo can at the very least drive some traffic to your website or generate emails or phone calls, so why not try it out?

Conclusion

Just because you need a business card, doesn't mean you have to be boring. Make a great first impression with a strong business card design that lets people know who you are and what you are about. Use high-quality paper and printing techniques to solidify that impression.

And don't be afraid to get creative. In a creative field, your business card should not just tell people who you are; it should also showcase your style.

2. Reading

POSTGRADUATE TRAINING PROGRAMMES

All further education which comes after baccalaureate can be regarded as postgraduate education. It presupposes carrying a lot of research work, acquiring knowledge of new methodologies and new trends. It may lead to either a Master's degree (a three-year program of study) or PhD (usually a two-year course of study).

Postgraduate programmes are either research degrees or taught courses.

Taught courses last one or more years and are either designed so that you deepen your knowledge gained from your first degree or for you to convert your expertise to another field of study. Examples of these include changing to law to become a solicitor and training to become a teacher.

Degrees by instruction are very similar to undergraduate courses in that most of the time is devoted to attending lectures. This may take up the first eight or nine months of the course and is followed by written examinations. A period of research lasting from two or three months usually follows and the results of it are presented in the form of a thesis. Finally, an oral examination is held, lasting perhaps an hour or two, to test the knowledge accumulated throughout the year. Most programmes, which involve classes and seminars lead up to a dissertation.

Research course is quite a different type of study from a taught course. First of all it lasts longer, for about three years providing Master's or doctorate qualifications. They allow you to conduct investigations into your own topic of choice and are of use in jobs where there are high levels of research and development.

The most well-known research qualification is the Doctor of Philosophy (PhD, a three-year study programme). There is a shorter version called a Master of Philosophy (MPhil) which takes the minimum amount of time of two years. Both of these qualifications require the students to carry out a piece of innovative research in a particular area of study. Also possible is the research based on Master of Science (MSc.) and Master of Arts (MA) degrees. A recent development is the Master of Research (MRes), which provides a blend of research and taught courses in research methods and may be taken as a precursor to a PhD.

It is a common practice for students to be registered initially for the MPhil and to be considered for transfer to the PhD after the first year of study, subject to satisfactory progress and to a review of the proposed research. All research degree programmes involve an element of research training designed to ensure that students are equipped with the necessary skills and methodological knowledge to undertake original research in their chosen field of study. The training programme includes the development of generic skills relevant to the degree programme and a future career. Although the training element is not a formal part of the assessment for the degree, it constitutes an important basis for research and may take up a significant part of the first year.

The start of a research degree involves a very extensive survey of all previous works undertaken in that area. At the same time, if a student is planning to carry out any practical experimentations, the necessary equipment must be obtained.

This preliminary part of the study can take up to six months, but it is important to note that the process of keeping up to date with other work going on in the subject must continue throughout the entire period of the research.

The next stage of a research course usually involves collecting information in some way. This might be through experimentation, in the case of arts, social sciences or humanities degree. The important thing is that something new must be found.

This second part of the procedure takes about two years in the case of a PhD. The research is written up in the form of a thesis during the final six months of the three-year period. Typically, this will contain an introduction, methodology, results and discussion. As in the case with taught degrees, the research must then be examined orally. Occasionally, if the examiners are not completely happy with the work they may ask the candidate to rewrite parts of the thesis. Hopefully, a good supervisor will make sure this does not happen!

3. Talking

1. Why do we undertake postgraduate study?
2. What for the taught courses are designed?
3. What is research course?
4. What is education for you?

4. Grammar

PAST SIMPLE			
	Affirmative	Negative	Interrogative
I	played/ wrote	didn't play / write	Did I play?
you			Did you play?
He/She/it			Did she play?
we, they			Did we play?

5. Exercises:

1. Make the sentences in Future affirmative, interrogative and negative.

1. I (to do) morning exercises.
2. He (to work) at a factory.
3. She (to sleep) after dinner.
4. We (to work) part-time.
5. They (to drink) tea every day.
6. Mike (to be) a student.
7. Helen (to have) a car.
8. You (to be) a good friend.
9. You (to be) good friends.
10. It (to be) difficult to remember everything.

2. Make the sentences interrogative and negative.

1. She went to the library every Sunday, but now she has no time. 2. He had dinner at a restaurant, but now he hasn't got any money. 3. We lived in a small village, but now we live in London. 4. I was once a hockey player, but now I am a referee. 5. In the past she was a journalist, but now she is an actress. 6. This building was formerly a large department store. 7. In the past the climate was much warmer than it is now. 8. There was once a bridge across the river at this place. 9. I played tennis a lot, but now I'm too lazy. 10. When I was a child my mother would read me a fairy-tale each night before I went to bed.

3. Translate into English using the Past Indefinite Tense

1. Вона розмовляла з моєю сестрою учора.
2. Мені дуже сподобалася вечірка.
3. Він повернувся додому рівно о п'ятій годині.
4. Учора я отримала від нього телеграму.
5. Він вийшов з дому, взяв таксі й поїхав до аеропорту.
6. Він подивився на мене і посміхнувся.
7. Він палив.
8. Минулого року ми прочитали багато цікавих книжок.
9. На тому тижні він заходив до нас, а тепер у нього немає часу.
10. Минулого року ми часто відвідували виставки.
11. Що ви робили увечері?
12. Коли я був студентом, я зазвичай кожного дня ходив до бібліотеки.
13. Поїзд хвилину тому відійшов.
14. Як давно ви були у Москві?
15. Він не тільки чув, він бачив це.
16. Ми швидко подружилися з ним.
17. Я отримав від нього відповідь учора вранці.
18. Він і не думав про це тоді.

4. Put the verbs in brackets in the Past Simple or in the Present Perfect.

1. I _____ (never/ be) to the USA. I _____ (want) to go there last summer but I couldn't.
2. He _____ (live) in this street all his life.
3. His father _____ (come back) to London last Sunday.
4. Yan _____ (write) a letter to Nick two days ago.
5. He _____ (send) his letter yesterday.
6. They _____ (just/ buy) some postcards.
7. Maria (get) _____ some bad news last week. She (be) _____ sad since she (get) _____ the bad news.
8. I (start) _____ school when I was five years old. I (be) _____ at school since I (be) _____ five years old.
9. I (change) _____ my job three times this year.
10. I (change) _____ my job three times last year.
11. Tom (break) _____ his leg five days ago. He's in hospital. He (be) _____ in hospital since he (break) _____ his leg.

UNIT 4. PROFESSIONAL RESUME

1. Writing:

Compose your own resume.

Amanda Billings

10 Paper Road • Milltown, MA 70543 • (555) 123-1234 • amanda_billings@email.com

ACCOUNTING MANAGER

Highly organized and diligent professional drawing upon ten years of experience in accounting and finance to contribute to smooth and productive operations. Collaborate cross-functionally across organizational levels to build consensus, track benchmark achievement, and troubleshoot emerging issues.

- Core Competencies -

- Bookkeeping: AP, AR, Account Reconciliations, Payroll
- Oral and Written Communications
- Federal and State Tax Preparation
- Office Administration
- Positive Teamwork and Collaboration
- QuickBooks and Microsoft Office Suite

PROFESSIONAL EXPERIENCE

Barclay Professional Accounting Services, Inc., Milltown, MA

Practice Manager (October 2014 – Present)

Handle and optimize all administrative operations for 7-physician medical practice. Scope of responsibilities includes: accounts receivable / payable, accounting, budget review, and preparation of financials for CPA. *Selected Contributions:*

- Eliminated backlog in financial reporting responsibilities within **25 days of initial hiring**.
- Successfully project-managed acquisition and installation of state-of-the-art healthcare billing software that reduced errors **by 30%**.

Reddington Hardware, Wellington, MA

Accountant (August 2008 – October 2014)

Skillfully performed all office accounting tasks for small hardware store. Gathered and analyzed financial data, and processed accounts payable, accounts receivable, and payroll for workforce of 35 personnel.

Selected Contributions:

- Created monthly and annual budget and forecast reports that contributed to a **5% decrease in annual expenditures**.
- Migrated accounting system to a new software provider and integrated all accounting, bookkeeping, tax, and payroll functions into the new system.

EDUCATION & CREDENTIALS

Vermont State College, Rutland, VT

Bachelor of Science in Accounting, 2007

Graduated Magna cum Laude

HOW TO CREATE A PROFESSIONAL RESUME

Your resume needs to be professional and polished because, if not, your application materials probably won't get a second glance from any hiring manager.

An unprofessional resume – one that is difficult to read, confusing, covered in errors, or unrelated to the job the person is applying for – will get tossed in the trash right away. Hiring managers often get dozens, even hundreds, of applicants for each job. An unprofessional resume makes you look unprofessional as a job seeker and will cost you a possible interview.

Sloppy resumes that are riddled with typos will be ignored and resumes that are inconsistent – bullets in some places, dashes in others, bold in some headings, plain text in others – may not get a second look either.

Your resume, to be effective, needs to be consistent, concise, and clear and easy to read. Avoid tiny fonts, dense blocks of text, vague language or excessive jargon, and inconsistent formatting.

Tips for Creating a Professional Resume

Grab your current resume (or organize your work experience and education information) and give it a professional boost with these tips:

Select the Best Resume Type. There are several basic types of resumes used to apply for job openings. Depending on your personal circumstances, choose a chronological, functional, combination, or a targeted resume. Taking the time to choose the best type of resume for your situation is well worth the effort.

Make It Legible. Your resume should be easy to read. You want the hiring manager to easily read and absorb your work history and accomplishments. Therefore, use a legible font (such as Times New Roman, Arial, or Calibri). Make sure the font is not too big or too small (choose a size between 10 and 12). While examples, templates, and guidelines are a great starting point for your email, you should always tailor the email to fit the company and your situation.

Avoid dense blocks of text and use standard margins. Use white- or cream-colored paper if you are sending a physical resume; colored paper can be very distracting.

Be Consistent. Professional resumes need to have consistent formatting. For instance, if you use bullet points to describe your responsibilities and achievements at one position, be sure to use bullet points in all other positions as well. Also, make certain that the bullet points are formatted the same way throughout. For example, don't use circle bullet points in one section, and diamond bullet points in another section. Be consistent with font, font size, and style (such as the use of bold and italics).

Keep it Focused. It's important not to include extraneous information. More isn't necessarily better. Your resume should focus on the skills and attributes that qualify you for the job. It will be helpful to leave out anything that won't help you get the job you want.

A resume shouldn't be several pages long for the average job seeker, a one-page resume is probably enough, or two pages at most.

Give It a Makeover. Updating your resume will up your chances of getting it noticed by the hiring manager.

Use Resume Examples and Templates. Use a resume example or template to help you write your resume. An example can help you decide what information to include. Templates can help you format your resume. However, whenever you use a resume example or template, be sure to customize your resume, so it reflects your skills and abilities, and the jobs you are applying for. A simple copy/paste isn't enough.

Get Creative. If you're in a creative field, you might use a free resume website to build a creative resume that includes all the facets of a traditional resume, with add-ons like video, infographics, and links to your accomplishments. However, only do this if you are in a creative industry. Otherwise, you definitely need to stick to a traditional resume.

Carefully Edit Your Resume. Spelling and grammar errors can make an applicant seem inattentive to details. Review proofing guidelines to ensure that your resume is consistent and error-free. Then check it again. And, if you can, find someone else to look at it too, because it's so easy to miss your own typos.

Get resume help. Writing a resume is hard work and it's important to get help, or at least have your resume reviewed before you send it to employers. Consider using a career counselor or other professional resume service to help you make sure your resume is professional and polished.

Check your resume. Use a resume checklist to make sure you have included all relevant information in your resume. Avoid common mistakes on your resume and use writing strategies that lead to success in resume reviews.

2. Reading

CAREER PROSPECTS FOR POST-GRADUATES

Just getting a university degree isn't enough nowadays. Employers are increasingly looking for graduates who can hit the ground running. Post-graduate courses are monitored to match the needs of employers and make you "work ready". Each degree has been developed in response to current market demands for specific skills. Employers look for graduates who can demonstrate both breadth and depth of subject knowledge. Combining subjects in a degree programme is a popular way of tailoring a course to reflect your career aspirations. Work experience plays a key role in making yourself employable. Some of the benefits are: the chance to put theory into practice; development of key skills; greater understanding of career choices; valuable career contacts for the future. Business is increasingly dependent on international trade, and employment opportunities demand well developed language skills. The course of foreign language will provide a broad range of language training opportunities for all students whatever course they are taking. To find the right career for you, you need to think about the occupations and jobs available – the skills, qualifications, experience and aptitudes you need and whether they are right for you. A postgraduate qualification from the PNPU will be one that is recognized globally and will provide an excellent route to better career prospects. Major companies say they would rather employ students from the PNPU. The University's graduates benefit from our tradition of strong ties with business and industry.

The PNPUs high quality facilities and teaching and its interdisciplinary approach to research will enable you to make the most of research and learning opportunities available whilst studying for your scientific degree. It provides exceptional opportunities for research with commercial applications, drawing upon decades of working relationships with business and industry. All students here receive “appropriate and relevant preparation, training and support for their development, helping them both to complete a high-quality doctoral thesis and to develop a range of knowledge, understanding and skills necessary for their future employment”.

There are undoubtedly scenarios in which a generic or interdisciplinary approach would yield interesting results: for example, one could imagine how networking, team working, and some communication skills could be enhanced through contact with others outside one’s subject area. Such elements of training must, however, be carefully handled, because the current crop of PhD students are surely busier than their predecessors, and are being required to professionalize earlier. Not only are they working to finish their dissertations within the three-year period of their awards; but also often teaching, attending conferences, making research trips, attending meetings, and engaging in other activities entirely appropriate to their stage of career.

It is clear that development of communication skills and participation in a research seminar are linked to an important professional activity: going to a conference and speaking about one’s work. Students are explicitly prepared for this experience in a special session on ‘conference culture’, in which they are given pointers about how to propose and present a paper, and are taught the conventions of an oral text. They are encouraged to use the conference as a way of raising their individual profiles, and as a springboard for future publications. The delicate issue of networking is also addressed. The session is also an appropriate opportunity to plant in their minds the idea of running a conference themselves, thus further enhancing their organizational skills. Conference activity forms an important part of the career of any academic; for postgraduates it is an important way of participating in academic debate, and ‘showcasing’ their own work.

By the end of the second year of the program it can be seen together: the postgraduates are taught to make practical progress in the number of key areas of academic endeavor, with a view to having a significant body of experience by the time they complete their degrees. Introducing this information in the second year also helps to focus students’ minds on the key question of whether or not these postgraduates pursue academic careers, they will almost certainly be required to undergo an interview in order to obtain gainful employment.

3. Talking

1. What are your plans for future career ?
2. In what way our University helps you?
3. Do you want to get PhD? Why?
4. In what way PhD usually helps in future career?

4. Grammar

MODAL VERBS

MODAL	EXAMPLES	USES
CAN	He can find any street in London. You can take a taxi. Can you take me to Victoria Station?	<i>Ability</i> <i>Suggestion</i> <i>Request</i>
BE ABLE TO	He is able to find any street in London.	<i>Ability</i>
CAN'T	That story can't be true.	<i>Certainty that something is impossible</i>
COULD	I could play tennis when I was younger. Could you take me to Victoria Station? You could take a taxi.	<i>Ability</i> <i>Request</i> <i>Suggestion</i>
MAY	It may be quicker to travel by train. May I come in?	<i>Possibility</i> <i>Formal request/Permission</i>
MIGHT	It might be quicker to travel by train.	<i>Possibility</i>
MUST	You must be back at 10 o'clock. Look at the snow. It must be cold outside.	<i>Obligation</i> <i>Certainty that something is true.</i>
HAVE TO	You have to be back at 10 o'clock.	<i>Obligation</i>
NEED TO	You need to study a lot.	<i>Obligation.</i>
NEEDN'T	You needn't have a university degree.	<i>Lack of obligation.</i>
MUSN'T	You mustn't drive without a license.	<i>Prohibition</i>
DON'T HAVE TO	You don't have to call a taxi.	<i>Lack of obligation</i>
SHOULD	You should drive more carefully.	<i>Opinion/Advice</i>
OUGHT TO	You ought to drive more carefully.	<i>Opinion/Advice</i>

5. Exercises:

1. Make the sentences interrogative and negative.

1. You must stop smoking.
2. The party was great. You should have come.
3. You can solve this problem.
4. You ought to visit your sick friend.
5. You ought to have visited your sick friend, but you didn't.
6. Would you like some more tea?
7. I had to do that.
8. I don't know why we hurried. We needn't have hurried.
9. I'd like to go with you.
10. You may do everything you want.
11. Olga needs to pay more attention to her English classes.
12. I'm not sure but he may be wrong.
13. He was allowed to borrow his father's car last Friday.
14. I can count to fifty in Spanish.

2. Add tag questions.

1. She can skate.
2. We can help them.
3. If necessary, my brother could speak English.
4. Now they can hear us.
5. I couldn't see this picture last year.
6. We can't use the definite article with this noun.
7. Your sister can't speak English.
8. His son can't be out after nine o'clock.
9. You couldn't change the time of the meeting.

3. Change into future.

1. Everybody can do this work.
2. He can write to me.
3. We can see the performance tonight.
4. I can't buy this book. I haven't got enough money about me.
5. Which of your students can take part in the concert?
6. Can you go to the South in the summer?
7. When can they go some- where for a holiday?
8. I am sure he can make a good report.

4. Translate into English.

1. Чи ви можете мені допомогти? 2. Що я можу для вас зробити? 3. Я знав, що він зможе зробити цю роботу. 4. Я не міг піти додому тому, що йшов дощ. 5. Хто з ваших студентів зможе працювати перекладачем? 6. Він не міг запросити так багато людей. 7. Один з моїх друзів вміє грати у шахи. 8. Вони нічого не можуть обіцяти. 9. Я знав, що можу відповісти на це запитання. 10. Чи зможете ви дістати квитки на цю виставу? 11. Ви можете пообідати зі мною сьогодні, чи не так? 12. Він міг заповнити бланки до ланчу. У нього був час. 13. Не може бути, щоб він залишив університет.

UNIT 5. SELF-PRESENTATION

1. Writing:

Compose your self-presentation.



Self-presentation is inherently goal-directed; people present certain images because they benefit from the images in some way. The most obvious benefits are interpersonal, arising from getting others to do what one wants. A job candidate may convey an image of being hardworking and dependable to get a job; a salesperson may convey an image of being trustworthy and honest to achieve a sale. People may also benefit from their self-presentations by gaining respect, power, liking, or other desirable social rewards. Finally, people make certain impressions on others to maintain a sense of who they are, or their self-concept. For example, a man who wants to think of himself as a voracious reader might join a book club or volunteer at a library, or a woman who wishes to perceive herself as generous may contribute lavishly to a charitable cause. Even when there are few or no obvious benefits of a particular self-presentation, people may simply present an image that is consistent with the way they like to think about themselves, or at least the way they are accustomed to thinking about themselves.

Much of self-presentation is directed toward achieving one of two desirable images. First, people want to appear likeable. People like others who are attractive, interesting, and fun to be with. Thus, a sizable proportion of self-presentation revolves around developing, maintaining, and enhancing appearance and conveying and emphasizing characteristics that others desire, admire, and enjoy. Second, people want to appear competent. People like others who are skilled and able, and thus another sizable proportion of self-presentation revolves around conveying an image of competence.

2. Reading

HOW TO WRITE A SPEECH INTRODUCING YOURSELF

First impressions have a big impact on how others perceive you, so how you introduce yourself to others is extremely important. Many people call an introductory speech an elevator speech, because it should be succinct enough that you could

introduce yourself and tell someone about your goals or interests in the time it takes to ride an elevator. It may also be called an "icebreaker" speech, as it breaks the ice and lets others get to know you. Consider your words carefully when you write a speech introducing yourself. Crafting a good self-introduction can either build or harm your credibility.

Part 1 **Preparing Your Speech**

1. Make an outline of your speech. Start by making a skeletal draft of your main points. Strip the speech down to its bare bones to determine what is most important to say, and in what order you should deliver those facts. This is the basic structure which you will build your speech around.

- State your name in the very first sentence of your speech. This can be very straightforward: "Good afternoon!/Good morning! My name is Deshawn Smith, and I am a computer programming student at the University of Arkansas."
- If the introduction is work-related, mention your interests and your career goals together in the same sentence. This will save on time and convey that your personal interests can serve your professional goals. For example, "I am working on an app that allows people to order pizza from their Twitter account."
- You may want to mention your education or professional training background, if it is relevant and appropriate. "This is the fifth app I've designed. My second app, which helped people locate dog parks near them, won an award at my university."

2. Mention hobbies or outside interests. Depending on the scenario, you may also want to mention any relevant hobbies or additional experience you have. Mentioning interests and hobbies could help cement your authority on a certain subject, or it could feel tangential, depending on the purpose of your introductory speech.

- If you are explaining your passion or goal and how it helped formed your progression up to this point, that can help you tell a compelling story about yourself. For example, if you're writing a speech for your college speech class, you might want to explain how you got into computers at an early age and why they're important to you now as you pursue your career goals.
- If, however, you are introducing yourself to potential clients at a business lunch, they are probably not interested in your hobbies. They will want to know what you are doing right now and what your skills are.
- Try writing one draft with your experience/hobbies and one without, and run both versions by an objective listener who can give you feedback before your speech.

3. Sell yourself. If you are trying to make a good first impression in a professional context, it's important that your speech conveys your capabilities and skills. You can accomplish this without sounding self-congratulatory by tying your past accomplishments with your future goals and aspirations, letting others know that

your anticipated contributions in the future are grounded in your contributions from the past.

- Highlight the qualities, skills and experience you have that are most relevant for the audience and occasion. For example, "Because of my background in app writing and my extensive network of professional connections, I have a strong grasp of what today's young professionals are looking for. My apps offer convenience and immediate gratification."
- You are trying to present yourself as a professional while making a strong and lasting impression.
- If you're trying to sell yourself to a group of new colleagues, you probably won't need to tell them about your family life, or anything outside of work that isn't directly relevant.

4. Set yourself apart from your peers. Present yourself honestly, but do so in a way that makes your story stand out from all the rest. If you played an important role in a big project, mention that role. Go further by extrapolating what you have learned from the experience, and explain what ideas you have about how the project could be performed more effectively if it were to be repeated.

- You can simultaneously demonstrate your skills and experience, while presenting yourself as a forward-looking person who is always learning and developing. For example, you could say, "I spend a lot of time attending app conventions and conferences so I can learn what audiences are looking for. I pride myself on staying on the cutting edge of app design."
- Try to tie this into your broader outline of your career goals and personal development.

Part2 Revising and Practicing Your Speech

1. Trim your speech down. Some career service advisors recommend keeping your self-introductory speech as short as two or three sentences. Others suggest aiming for five to seven minutes in length. If it is not possible to make your speech this short, or if time permits you to give a longer introduction, you should still trim down your speech to be as concise, yet informative, as possible.

- Make sure that if this is an assignment, you stay within the assigned guidelines.
- If your speech is supposed to be 3-5 minutes, a 7-minute speech and a 2-minute speech are equally inappropriate.
- If you are giving a brief introductory speech in an interview, be certain that you don't go over the recommended time.

2. Use short, simple sentences. Remember that your speech is going to be spoken out loud, and your audience will not be able to go back and re-read your words if something is confusing. Deliver your speech in such a way that no one will be uncertain of what you are trying to say.

- Avoid long rambling sentences, and use direct and concise prose as much as possible.
- Think about your sentence structure carefully. Reading your speech out loud will help you determine when you have overly long sentences that need to be restructured.

3. Practice your speech. You should run through your speech out loud well before the actual introduction. Practice different inflections and experiment with how you pace yourself during the speech. You can practice alone by reading at first, but to get some feedback it's a good idea to perform the speech in front of a friend, family member or colleague.

- Practicing in front of other people will enable you to gauge whether your speech captures the interest of your listeners.
- Think about which parts of the speech were successful and which parts weren't.
- Try to get as much detailed feedback as possible by asking specific as well as general questions after your speech.
- As well as saying "how did you like the speech?", ask specifically what parts were the strongest and weakest.
- Check that you delivered a clear message by asking your practice audience what they took away from the speech.

4. Memorize your speech. Know what you're going to say, and how you're going to say it, well in advance. Although in some instances it is common practice to read from a piece of paper, try to memorize your speech and read it with minimal prompts. Presenting without reading a paper can create a stronger impression of control, knowledge and confidence. It will also help keep your audience's attention.

- If you are staring down at a piece of paper all the time, the audience might struggle to truly engage with what you are saying.
- You can, however, bring an index card with bullet points, just in case you freeze up. You shouldn't write your whole speech on the card, just the main points you hope to cover.
- Think of the card as a point of reference, rather than a backup for your speech.

Part3 Planning Your Speech

1. Determine your audience. If you are writing an introduction for yourself in a professional setting, you will probably choose a different message, and use different language, than if you were introducing yourself to peers in a casual setting. Before you get started on planning your speech, ask yourself the following questions:

- Who is the intended audience?
- What is the purpose of my introduction?
- What are the expectations others may have?

2. Decide what's relevant. If you had all the time in the world, you could probably think of a lot of interesting and relevant things to say about yourself. But the key to a successful self-introduction is being brief and to the point. That means you will need to decide what are the things that are most important or relevant for your listeners to know about you. You will need to deliver that information in the shortest possible length of time.

- Stick to one or two main points you want to convey about yourself. You can always add more if time allows it.
- Depending on the audience and function of your speech, you shouldn't allow the focus to become too narrow. For example, if you're introducing yourself to

a crowd of prospective investors, you'd focus on your skills to build their confidence in you. If you're introducing yourself to a general audience -- say, for a speech class in college -- you can be a bit more wide-ranging.

- Remember that you're introducing yourself in general, and you want to present yourself as an interesting and rounded individual.
- That doesn't mean you should spend time talking about your love of baseball when you are introducing yourself in a professional scenario.

3. Consider the purpose and tone. Whenever you plan a speech, you should always be keenly aware of what your intended goals and outcomes are. Ask yourself what kind of message you are hoping to convey to your listeners. Is your self-introduction to network with others professionally, or just casually (with new friends)?

- Are you hoping to win someone over to your point of view with this introduction, or to inspire/motivate someone to work hard under your leadership?
- All of these will affect the things you say in your introduction and the way you say them.

Part4 Delivering Your Speech

1. Try to relax. If you find that you get especially nervous before making a speech, you might consider using relaxation techniques shortly before you're due to talk. Find a quiet place and take a few minutes to prepare yourself. Take some deep breaths, focus on your breathing, and count the seconds that pass as you breathe in slowly, then exhale slowly.

- You can also try some visualization techniques to help ease your nervousness and give you confidence for your speech.
- Imagine the way you will feel when you have finished delivering your speech and are met with smiling faces and resounding applause. Then channel that confidence into the actual speech you are about to deliver.

2. Have good body language. It may seem like a minor point, but a slouching posture could make you appear less confident or less professional, and it may be distracting to your audience. Stand up straight and try to project a strong image. You may find it helpful to push your chest out and suck your stomach in a little to help you keep a straight back, but try to keep it natural-looking.

- Avoid crossing your arms or clutching your hands.
- Don't stare down at the ground or cling to the table or lecture in front of you.
- Make eye contact across the room in a measured and controlled way. Avoid lingering on one person, but also avoid darting your eyes back and forth restlessly.
- Try making eye contact with one person on the left side of the room, then one person on the right side of the room. Shift across the room, but in a controlled way that feels natural and relaxed.

3. Don't rush. You don't want to drag out your speech, but you also don't want to stumble over your words or read so fast that nobody can understand you. Try to find a balance and speed that you are comfortable with. You need to speak slowly

enough that everyone can follow along and understand what you're saying, but not so slowly that it makes your speech lag.

- Aim for a comfortable, conversational pace of dialogue.
- Practicing your speech in front of other people, or recording it and listening back are great ways to judge the tempo of your speech.

4. Use humor if you make a mistake. If you make a mistake while delivering your speech, don't panic. Apologizing profusely draws attention to your mistakes and makes them seem more significant. Instead, if you feel like you need to address the mistake, make a humorous remark and then let it go. This will show comfort and confidence.

- Self-deprecating humor can help you come across as humble and likable. For example, if you've accidentally skipped forward in your speech and have to circle back, you could say something like, "And now I'm going to cycle back and tell you something I forgot before. If you wanted to get to know the "real me," you're seeing it now!"
- You can also make a quick, humorous nod to your mistake and move on. For example, if you come out and you mess up the very first line, you could say something like, "Wow, excuse me. Here I am so excited to tell you about myself that I've mixed up all my words. Let me try that again."
- Don't be too self-deprecating, however. You are still trying to ensure people remember you for your strengths and competencies. Move on quickly.

3. Talking

1. What is self-presentation?
2. How to practice your speech?
3. What is body language?
4. What is the best way to deliver your presentation?

4. Grammar

PASSIVE VOICE

TENSE	ACTIVE	PASSIVE
Present Simple	I make a cake	A cake is made
Present Contin.	I'm making a cake	A cake is being made.
Past Simple	I made a cake.	A cake was made.
Past Continuous	I was making a cake.	A cake was being made.
Present Perfect	I have made a cake	A cake has been made.
Past Perfect	I had made a cake.	A cake had been made.
Future Simple	I will make a cake.	A cake will be made.
Future be going to	I'm going to make a cake.	A cake is going to be made.
Modal	I must make a cake.	A cake must be made.
Modal Perfect	I should have made a cake.	A cake should have been made.

5. Exercises:

1. Make the sentences passive if possible.

1. Queen Victoria considered him a genius.
2. They elected him president.
3. We regarded him as an expert.
4. Most people saw him as a sort of clown.
5. The other children called him stupid.
6. The manager asked me to send a letter.
7. I told him not to come back.
8. The doctor allows us to visit Harry once a week.
9. We expect him to come on time.
10. I know her to be very careful.

2. Use the Continuous tenses in passive.

Example: They are solving a difficult problem now.

— The problem is being solved now.

1. Don't come in! The professor is examining students.
2. Can I read the article? — No, the secretary is typing it.
3. We had to hurry. They were waiting for us.
4. It was noisy. Nobody was listening to him.
5. Does he realize that they are laughing at him?
6. Look at this man. I think he is following us.
7. Listen carefully! He is giving a very interesting talk.
8. The waiter is serving us rather fast.

3. Use the Perfect in passive.

Example: They have already brought the medicine.

— The medicine has already been brought.

1. You have repaired our house lately. 2. When the fire brigade came, the fire had destroyed the building. 3. The athlete has shown much better results since this coach trains him. 4. I will have answered all the business letters by noon. 5. The president of the board has signed the document. 6. Is she washing the floor? — No, she has already washed it. 7. By his arrival they had repaired his car. 8. He has booked the tickets and the clerk will have brought them by 2 o'clock.

4. Use the modals in passive.

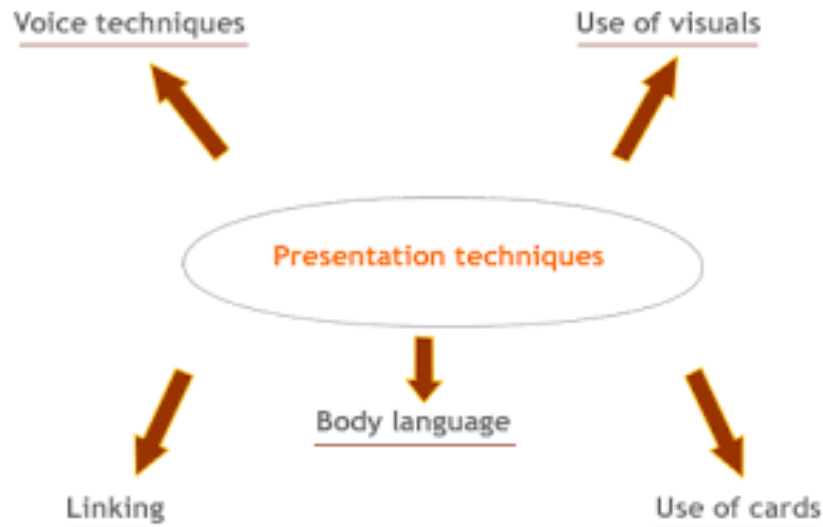
Example: He can do this work. — The work can be done (by him).

1. She can find a job easily.
2. The matter is urgent. They should phone her immediately.
3. The boss wants Mr. Black. You must find him.
4. I can make an interesting offer to you.
5. He's get a pay rise and LOW they can buy a new house.
6. You must send the document as quickly as possible.
7. The weather is warm. She may plant the flowers.

UNIT 6. MAKING ORAL PRESENTATIONS

1. Writing:

Prepare your oral self-presentation. Mind your body language and visuals.



No one should ever underestimate the importance of body language in public speaking and presentations. Give off the wrong vibes, and you'll end up pushing your audience away. But with the right body language, you can just as easily win them over.

Some people just want to get their presentations 'over and done with' without giving any thought to gestures and body language. Since you're reading this article, then good for you for being proactive and for wanting to know more about how you can use body language to your advantage!

What Is Body Language? Simply put, body language is your body's way of communicating without the use of spoken words. It's the combination of facial expressions, gestures, and movements that convey what goes on in your mind. Body language is often unconscious, meaning you can verbally agree or disagree with something, but your body language will say the exact opposite.

When it comes to presentations, body language has the power to help us succeed or fail. We can *succeed* if we observe and put our body language to good use, and *fail* if we let our body language get the better of us.

When you practice your speech, it's important to also work on your body language. On the day of your presentation, you'll be comfortable, relaxed and confident that you have what it takes to ace your presentation! Now, the thing is that there are actually two sides when it comes to body language in presentations. There's the presenter's body language (that's you), and there's your audience's body language.

2. Reading

THE DIFFERENT TYPES OF BODY LANGUAGE

Being aware of your body language throughout your entire presentation is necessary if you want people to continue paying attention to what you're saying. There's a reason why you're presenting in front of an audience – you want people to *listen* to your message, whatever it may be. If you send out the wrong vibes (no thanks to your negative body language), then you're essentially wasting everybody's time (yes,

including yours). With that said, here are the different types of body language you need to be aware of:

1. Eye contact

If you think you're exempt from eye contact just because you're on a stage, then you're in for a reality check. No matter how small or big your audience is, you *will* need to make eye contact. No, you don't need to look at every single person, of course, but you can scan the audience and try to make eye contact with someone, anyone, in the crowd. If anyone's brave enough to look back at you (*some people may look down at their laps the moment you look at them*), then hold their gaze for a second or two. No need to stare at them for longer than a moment, unless you want to scare off or intimidate them. Staring at people for prolonged periods can make people uncomfortable, so do your best to avoid doing that.

Eye contact helps you assess how that person is receiving your message. Do they look interested in what you're saying or not? Do they look like they're trying to stifle a yawn? In most places, it's considered rude to yawn when someone's looking at you directly, so they'll probably try to avoid letting you see their mouths wide open!

Good eye contact is also key to assuring your audience you know what you're talking about. As the old adage goes, *the eyes are the windows to the soul*. People can tell if you're being sincere or not.

2. Facial expressions

Having a very expressive face can both be positive and negative. It's *positive* if you make it work for you, if you use it to help get your message across. However, it's a *negative* if you can't control what your face says. Your face says so much about you. In fact, your face literally says it all.

3. Head movements

The way you move your head during your presentation can be interpreted any number of ways. For instance, when you tilt your head to the side, it can mean you're interested or listening intently. When you lower your head, it can mean you're exhausted, or you're just waiting for the right opportunity to say something.

When you look up at the ceiling when you talk, that is, you avoid making eye contact with your audience, then that *doesn't* look good, does it? You can also nod along to emphasize a point you just made. It lets your audience know you just said something you strongly believe in, or something you think will be beneficial for your listeners.

4. Hand gestures

Hand gestures play an important role in presentations. Some people like to move their hands a lot, while others keep their hands still. Which is the right thing to do?

Let's say you're outlining a few points in your presentation. For each point, you'll say something like, "So, on to the first point" or "The second point I want to make is..." When you say "first point," you hold up one finger. When you get to your second point, you hold up two fingers, and so on.

5. Body posture

You may have mastered your poker face, and your facial expressions reveal nothing about your true emotions. But if you don't pay attention to your posture, then you could still be sending out negative vibes to your audience.

If your shoulders are slouching or your back is all rigid and tense, then your posture isn't exactly reassuring to your audience. It speaks volumes about your fear of presenting, and maybe even your insecurities. If you think you're not good enough, then your posture will tell that story. When your audience gets clued in, then you could very well lose your credibility.

Powerful Body Language Tips For Your Presentation

1. Smile often

Have you ever come across someone who looked to be strict and unapproachable, but when they smiled at you, your perception instantly changed? Smiling, quite literally, can instantly change the way someone perceives you.

I know it's hard to muster a genuine smile when you're nervous and all, but why don't you try it? When you smile, people often feel compelled to smile back at you. You don't need to flash your pearly whites, lifting the corners of your mouth is often enough. It will cause your eyes to crinkle at the corners and light up your whole face.

It's easier to engage with your audience when you smile all throughout your presentation. They'll be more likely to reciprocate your smile and pay attention to what you're saying.

2. Stand up straight

If you're physically capable of standing up straight, then make sure you stand tall and straight during your presentation. You'll get an instant jolt, and you'll feel a lot more energized than if you slouch your shoulders.

Standing up straight is really easy. Simply pull your shoulders back, tuck your stomach in, and lift your chin up. Now hold this position during your entire presentation, and you'll realize you're able to deliver your message more confidently. It's also easier to look at your audience when your chin's up, not down!

3. Assume power poses

You want your power poses to look as natural as possible. Therefore, you should try practicing your poses before your actual presentation. You want to appear authoritative in front of your audience, you can't achieve this look if you appear meek and helpless. One of the most popular power poses you can assume is the 'Superhero' pose. This is where you stand with your feet shoulder-width apart, put your hands on your hips, and put your chin up. Of course, you can move your hands around (and you should as you'll read later on in this article). But the point is, this pose will help assert your authority in front of your audience.

4. Put space to good use

The stage is yours for the taking, so put it to good use. Moving around on stage tells your audience you're comfortable in your own skin. You don't want to stay in one place all throughout your presentation. Rather, you want to move around from one spot to another. Move naturally though, you don't want to look like you're moving around just for the sake of it!

Even if you've got a podium, you don't want to hide behind it. Sure, that can be your starting point, but after one slide or two, you may want to step out from behind and show yourself to your audience. Some people use podiums as barriers to put a distance between themselves and their audiences. If you want to engage with your audience, then

it's really a good idea to be as open as possible – this means minimizing barriers between you and your audience!

5. *Be facially expressive*

Facial expressions can do so much to help your audience connect with you as a person. When people see you're sincere in whatever it is you're talking about, they'll be more likely to engage with you. When you look like you truly believe in your cause, then you'll get more people to join you than if you look like you're only doing lip service.

Try talking in front of a mirror. Or better yet, video yourself while you practice your speech. Then analyze your facial expressions. Do you look like you believe in what you're saying? Or are you only going through the motions of presenting? Your face will tell your audience whether you're someone they can trust. So, show them and use facial expressions appropriately.

6. *Speak clearly and confidently*

Stuttering and mumbling are but natural side effects of nervousness. If you want your message to be heard, then you need to stop for a moment and gather your thoughts. Take a deep breath before speaking. You've practiced your speech a hundred times, you can't let your fear of public speaking get in the way. Just imagine you're talking to a bunch of friends, only that you're speaking *in front* of them, not with them.

Speak loudly, speak clearly, speak confidently. This is how great presenters do it. They don't let their nervousness get the better of them.

7. *Don't forget to breathe*

If you feel like you're talking too fast or you seem unable to speak, take deep breaths to help yourself relax. Clear your mind and focus on the present as you take deep breaths. Be aware of your breathing – tell yourself to inhale and exhale.

Breathing properly will help you pause or stop between ideas. It will also help you use the right pitch in your presentation. When your voice sounds high-pitched and strained, then you're probably not using the right amount of air. So, stop for a moment and breathe until you find yourself back in control.

8. *Face your audience*

Some presenters are afraid of facing their audience, they tend to *show their backsides* more often than not. This right here is an example of bad body language during a presentation! It's just rude, plain and simple. What's even worse is when you continue talking while your back is turned to your audience!

If you need to go do something on stage, you can try walking sideways – this will at least allow your audience to still get a glimpse of your face. You don't want to break your connection with your audience, so please, avoid turning your back on them!

9. *Point at your presentation slides*

It might sound simple enough, but many presenters forget this simple tip. Pointing at your presentation slides will help your audience focus on you. If they've been distracted by something, your movement and your hand gestures will help them re-focus and pay attention back to your slides.

Using Visuals in Your Presentation

Visuals can impact your presentation dramatically. These images, photos, objects, charts, diagrams, tables, graphs or illustrations have the potential to make or break your presentation. Used sloppily, they can damage your credibility and reputation. Designed

wisely, they can strengthen your verbal message and enable you to achieve your objective. Why? Because a picture really is worth a thousand words.

According to research done by Professor Albert Mehrabian, a leading communications expert, we take in about 55% of visual information, versus only 7% of textual information. This means that whenever possible, you should use visuals such as photos, charts, graphs, and tables in your presentation. Also, eliminate sentences unless you are showing a quotation. Reduce the number of words or bullet points you use on your slides. They only distract your audience members and encourage them to read the slides, instead of listening to your words.

Hi-Tech or Low-Tech?

Today's rapidly evolving technology enables us to add strong state-of-the-art audio-visual elements to our presentations. When planning a presentation before a huge audience, consult with your technical team (or, at least, your teenagers!) to come up with the best options. Yet, hi-tech technological components are not always the answer. In meeting rooms around the world, millions of people give presentations every day with or without the aid of laptops and powerpoint software. Remember the purpose of the visuals is to add interest and enhance your message. Yet, you are still the star, the primary focus. No amount of technology can cover up a poor performance.

Handling Equipment & Visuals

When you handle the equipment and visuals, you are still performing for your audience. Make sure you remain calm when using unfamiliar equipment or solving technical glitches. Remember the audience is watching and listening to the way you treat technicians and assistants. Speak respectfully to all who come up to help you. Practice, to ensure you can move confidently and seamlessly between your speech and your visuals, without fuss or delay. Rehearse the visual part of your presentation, just like other parts of your speech.

Benefits of Visuals

A study at the Wharton Research Centre also revealed that participants remembered 50% of the visual information, but only 5% of the bulleted points. Visuals can help you clarify points, reinforce your message, and create greater interest and enthusiasm for your subject. What's more, visuals encourage audience interaction and provide a change from just hearing, to seeing and hearing.

As a presenter, you can be more relaxed and active when you show a slide. You may walk around, gesture, or point out key relationships in the information you are presenting graphically. Visuals take some of the attention off you and allow people to focus on your information. In this way, they are beneficial to you and your audience. According to research, audiences retain 10% of what was presented orally, 35% of what was presented visually alone, and 65% of what was presented visually and orally. The bottom line is that incorporating visuals can add to your bottom line.

Developing Visuals

Visuals include a variety of communication tools such as flip charts, overhead transparencies, slides, and videos. Powerpoint slide presentations are often the most popular, though not always what's necessary. What you use depends on the size of your audience. If you are presenting for up to 50 people, you could use boards, flipcharts, overhead transparencies, handouts, and slides. If you are presenting for about 125

people, it is best to stick to overhead transparencies and slides. If you are presenting for 125 people or more, use slides alone.

When considering which type of visuals to use, take into account time and cost factors. Determine the number of times the slides can be used. Decide if professional development is necessary.

Plan a maximum of one transparency for every five minutes of your presentation. Don't run after your visuals by trying to pack in too many in a short period of time. Let your visuals support your message and not the other way around.

If you are planning to develop your own visuals, keep the following points in mind:

- Emphasize only one thought or comparison on each slide. If you include more than one message, it may confuse your audience.
- Number your slides in case they get mixed up.
- Keep visuals brief and simple.
- Create visual material that is bold and easily seen from a distance.

Remember that research has shown that people remember most when there is only narration and graphics. In other words, they learn less when there is narration alone and they learn less when there is narration, graphics, and text. Check the effectiveness of your visuals by seeing if they can tell the story without added written information.

3. Talking

1. What means body language in oral presentations?
2. How to use body language effectively?
3. What types of body language do you usually use in your presentations?
4. How to use visuals in presentations effectively?
5. What visuals do you use in your presentations?

4. Grammar

CONDITIONAL SENTENCES

Conditional Type	If Clause	Main Clause
Zero General truths	<i>if + Simple present,</i> If you touch a flame,	<i>Simple present</i> you burn yourself.
Type I Possible and likely to fulfill (future)	<i>if + Simple present,</i> If I find her address,	<i>Will (Future)</i> I will send her an invitation.
Type II Possible and unlikely to fulfill (present)	<i>if + Simple Past,</i> If you went to bed earlier,	<i>Would, could + Infinitive</i> you would not be so tired.
Type III Impossible to fulfill (past)	<i>if + Past Perfect,</i> If I had studied ,	<i>Would, could, might + have + Past Participle</i> I would have passed.

5. Exercises:

1. Put the verbs in brackets into the correct form:

a) 1. If I find your passport, I (*telephone*) you at once. 2. You can use my phone if yours (*not work*). 3. She will be absolutely furious if she (*hear*) about this. 4. If London airport is clear of fog, we (*land*) there. 5. If you (*not know*) the meaning of a word, you may use a dictionary. 6. If he (*work*) hard today, can he have a holiday tomorrow?

b) 1. I (*keep*) a horse if I could afford it. 2. I should come and see you off if I (*not live*) so far away. 3. I should be disappointed if they (*not come*). 4. If you (*paint*) the walls white, the room would be much brighter. 5. If he (*be*) here, he would answer you. 6. If we had no luggage, we (*walk*) home. 7. I would drive to the country if the weather (*be*) fine.

c) 1. If I (*have*) a map, I would have been all right. 2. If I had realized that the traffic lights were red, I (*stop*). 3. If I (*be*) ready when he called, he would have taken me with him. 4. If you had arrived a little earlier, you (*find*) me there. 5. If you had prepared for the exam more thoroughly, you (*get*) a better mark. 6. The man (*be killed*) if the train hadn't stopped quickly.

d) 1. You'll get pneumonia if you (*not change*) your wet clothes. 2. If she hadn't changed so much, I (*recognize*) her. 3. If someone offered to buy you one of those rings, which you (*choose*)? 4. If you (*read*) the instructions carefully, you wouldn't have answered the wrong question. 5. If I had been ready when he called, he (*take*) me with him. 6. If I (*be*) you, I should have apologised to her. 7. We (*stay*) at home if we had known he was coming.

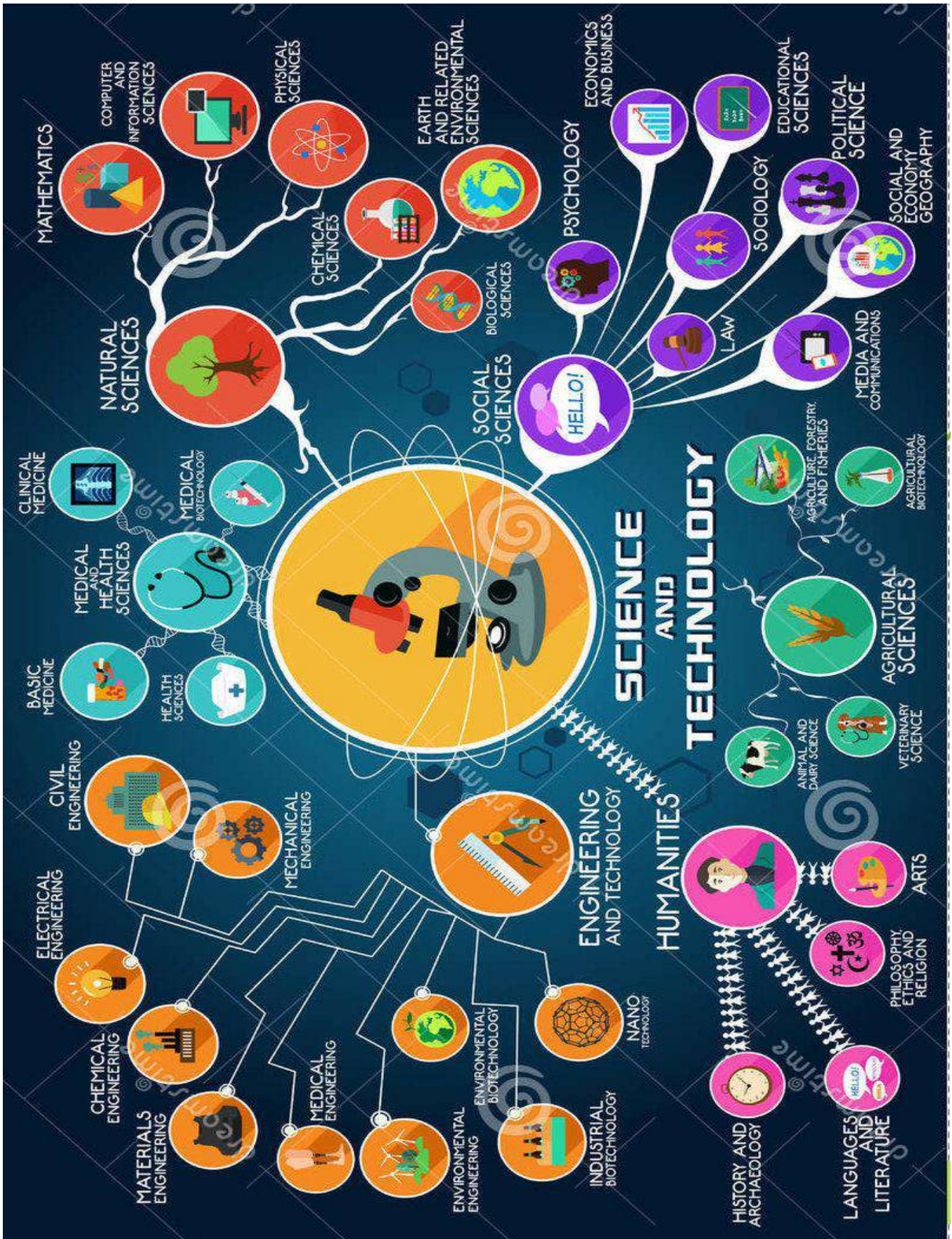
2. Translate into English:

1. Якби автомобіль не їхав так швидко, нещасного випадку не сталося б.
2. Якщо він не прийде завтра, надішліть йому телеграму.
3. Якщо я буду там і побачу його, я скажу йому про нові вікна.
4. Цього б не сталося, якби ви були там.
5. Йому доведеться піти в лікарню завтра, якщо йому не буде ліпше.
6. Було б дуже люб'язно з вашого боку, якби ви могли це зробити для мене.
7. Чому ви не покликали його? Я певен, що він прийшов би, якби його покликали.
8. Мені потрібно було багато часу, щоб перекласти цю статтю. Якби ви мені дали хороший словник, я б витратив менше часу.
9. Вона б не губила гроші так часто, якби не була такою неухажною.
10. Якби ви сіли на більш ранній поїзд, ми б змогли подорожувати разом. згодні допомогти йому.
11. Якби вона приїхала вчора у місто, вона б взяла участь у конференції.
12. Якби я була вчора в театрі, я б зустріла там свого давнього друга.
13. Якби він знав цю людину, він би давно запитав її про вас.
14. Якби вона не прийшла, я б зробила це сама.

UNIT 7. SCIENCE AND TECHNOLOGY

1. Writing:

Write about the importance of science and technology in our life.



2. Reading

ROLE OF SCIENCE & TECHNOLOGY IN TODAY'S LIFE

In today's world, the role of science and technology is indispensable. We need Science and Technology in every sphere of our life like to treat diseases such as cancer or even to book a cab or train/flight ticket. In fact, without technology (integrated with science), we cannot imagine our life *per se*.

One of the most important aspects of Science and Technology is that it has solution to the difficult of the difficult problems, the problems which have the potential to become major bottlenecks to the overall growth of the country. Some of these problems could be –

- Health aspects
- Standard of education
- Availability of healthy food and safe drinking water
- Infrastructure

On the other hand, once mitigating solutions are found for these problems, then the second major issue is the under-development in the field of scientific research and technology that directly affects the development of the country's economy, infrastructure, higher education, and a few other fields listed below –

- Development of nuclear technology
- Defense technology
- Development of satellites
- Biotechnology
- Meteorological science
- Space technology
- Nanotechnology
- Wireless communication, etc.

All these technologies, in turn, provide favorable conditions for the country's growth and increase healthy competition nationally and also internationally. In today's world, more often, we get to read or listen that developed countries, developing countries, underdeveloped countries, or even third-world countries, all these designate the level of development of Science and Technology in other countries, they have the influence on. Government has also created an exclusive department to emphasize on the development of Science and Technology and a separate budget is also allocated for the same.

How is science important in daily life?

Science is creating wonders almost every day. What was once sheer fantasy is now almost a reality by virtue of the recent achievements of men of science. Almost everything that makes eases our daily life are the wonders of modern science. Science has conferred many gifts on modern life. Indeed, they are far too many to be counted.

Computers: Computers is widely used by common people for recording their day-to-day transactions. It is also used in controlling and processing the activities of factories and plants.

Medical Science: Scientists have invented so many wonder drugs. The effects of these drugs are so miraculous. By means of these drugs, fatal diseases could be controlled. Many deadly diseases can be cured by the application of medicine in

proper time. Human heart-transplantation is a significant achievement in the field of surgery. In fact, transplantation of human organs is quite possible now to save the lives of men.

Television: Television has become a medium of the audio-visual method of learning. It remains one of the most significant contribution of science to the society.

Travelling: We use buses, trams, motor cars, trains and airplanes to travel from one place to another. Science has narrowed the vast distance of the world.

Newspaper: We read newspaper to get the news of the world. We stay in touch with the world.

Comfort during summer days: Electronic fans and air-conditioners gives us comfort during summer days.

Mobile Phones: We cannot think of living without our mobile phones. Apart from talking to a distant friend, we can browse internet on our smartphones.

Camera: When we go out on holidays, we can take photographs through a camera.

Distant images: Television photographs about the movement of astronauts on the moon were seen on earth. By the device of electromagnetic waves, photographs of Venus and Mars, millions of miles away, were transmitted by spacecrafts to the earth.

Power and Electricity: Adequate Power (Electricity) is a necessity for every one of us. Most of our everyday works are dependent upon electricity. The thermal, hydro and gas power plants are important mediums that allow uninterrupted supply of electricity to common people.

Nuclear energy: Nuclear energy is being harnessed by modern science to peaceful purposes to achieve many more wonders in life. Thus, atom is energy is producing electrical power and the radioactive isotopes and tracers are doing marvels in the fields of agriculture and industry.

Tracking calories in foods and drinks – If you're watching your figure, or if you're looking to improve your physique, tracking and monitoring your daily calorie consumption is a great way of ensuring you remain in a calorie deficit, which will then result in weight loss or maintenance. Whether you are tracking them manually, using an app or piece of software, the only reason you are able to know exactly how many calories are in each food and drink item you consume, is again due to science. A calorie is a unit measurement of energy, and manufacturers work out how much each item contains using a complex chemistry process, as they have determined that a calorie is the exact amount of energy needed to increase the temperature of 1 kg of water by a single degree C.

The role of science is significant in our daily life. The various gifts of science has made our life more comfortable. The wonderful inventions of science such as electricity, fans, air-conditioners, television, mobile phones, motor-vehicles, etc. has eased our life, and now it has become almost impossible to live without using them.

3. Talking

1. What is the most important technological device for you?
2. What should be invented in future?

4. Grammar



Infinitive vs Gerund



Infinitive: to do

1. After verbs:

agree, appear, arrange, attempt, decide, expect, fail, hope, need, offer, promise, refuse, want, wish

Ex. I wanted to meet him.

2. After verb+object combinations:

advise, allow, ask, cause, encourage, forbid, force, instruct, invite, order, permit, persuade, prefer, recommend, remind, require, teach, tell, tempt, warn

Ex. I asked him to come.

3. After adjectives:

- feelings: anxious, eager, delighted, etc.

Ex. I'm sorry to be a nuisance.

- probability: certain, likely, possible, etc.

Ex. Is it necessary to go there?

Gerund: doing

1. After verbs:

avoid, bear, consider, deny, detest, dislike, endure, enjoy, imagine, involve, mention, mind, miss, practice, resent, risk, postpone, stand

Ex. I enjoy shopping.

2. After prepositions:

Ex. Is he still interested in dancing?

3. As subjects and complements:

Ex. Gambling is a waste of time.

Ex. What really gets on my nerves is singing out of tune.

4. With verbs stop, remember, forget, regret, go on

- future action

Ex. Remember to pick up your dry cleaning

(first remember, then pick up)

- previous action

Ex. I remember visiting my great-grandmother.

(first visited, then remember)

5. With verbs like, love and hate

- occasional action

Ex. I hate to interrupt you but there's a phone call for you.

- regular likes/dislikes

Ex. I like dancing.

5. Exercises:

1. Complete the following sentences using gerunds.

1. (Be) free and alone is a good thing if you are tired of big cities. 2. (Find) you here was a quite a surprise. 3. If this is what you intend (ask) me, stop (waste) your time. 4. They kept on (talk) though the band began (play). 5. Everyone enjoyed (swim) in the river. 6. My watch needs (repair). 7. He never mentioned (live) in Prague. 8. He does not seem to mind (air) the room.

2. Open the brackets and use the proper gerund either in the active or passive voice.

1. The speaker was annoyed at (interrupt) every other moment. 2. He showed no sign of (hurt). 3. They showed no sign of (recognize) us. 4. He insists on (pay) for his work done. 5. We did not want to speak to the correspondent and tried to avoid (interview) by him. 6. Excuse me for (give) so much trouble to you. 7. After (examining) by the doctor I was given a sick leave. 8. They deny (rob) the bank, but admit (make) plans about it. 9. The problem is not worth (speak of). 10. Why does he avoid (meet) journalists?

3. Complete the following sentences using Infinitive.

1. They seemed (to quarrel): I could hear angry voices from behind the door. 2. They are supposed (to work) at the problem for the last two months. 3. The only sound (to hear) was the snoring of grandfather in the bedroom. 4. Her ring was believed (to lose) until she happened (to find) it during the general cleaning. It turned out (to drop) between the sofa and the wall. 5. They seemed (to wait) for ages. 6. I hate (to bother) you, but the students are still waiting (to give) books for their work. 7. He seized every opportunity (to appear) in public: he was so anxious (to talk) about. 8. Is there anything else (to tell) her? I believe she deserves (to know) the state of her sick brother.

4. Open the brackets and choose the Infinitive in the Active or Passive Voice.

1. They are glad (invite/be invited) to the party. 2. I don't like (interrupt/be interrupted). 3. He will be happy (see/be seen) you. 4. I was glad (meet/be met) at the station. 5. Children like (tell/be told) tales and always (listen/be listened) to them with interest. 6. I did not think (interrupt/be interrupted) you. 7. He is glad (send/be sent) abroad. 8. He likes (ask/be asked) his professor questions. 9. He does not like (ask/be asked) questions because he does not know how to answer them.

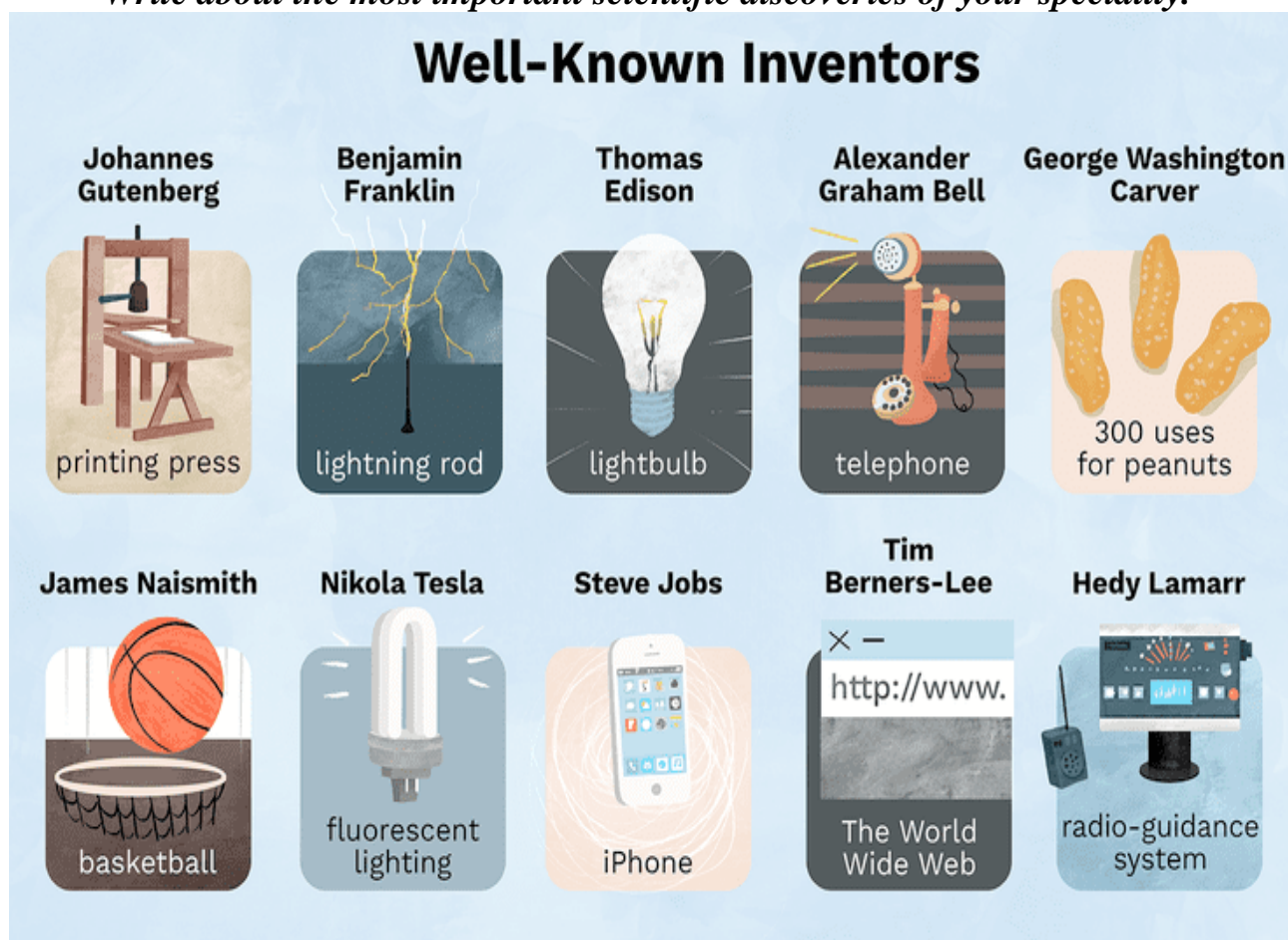
5. Use Infinitive or -ing form.

1. It was quite late when they saw Martin ... (come) up the other side of the street. They saw him ... (pause) in front of his house, ... (look) up at it and ... (knock) at the door. 2. My parents let me (stay) at Molly's house last weekend. They agreed ... (take) me to his place in the car and they made me (promise) to behave myself. 3. Mel hates (answer) the phone. And very often Mel just lets it ... (ring). 4. At first Jenny enjoyed ... (listen) to Steven but after a while she got tired of ... (hear) the same story. 5. Polly can't (go) to the cinema today. She's busy ... (study) for her exam, which is next week, but she's decided ... (take) a break and ... (phone) Megan. 6. I tried ... (listen) carefully and in order (not/show) how I was embarrassed, I did my best ... (keep) the conversation ... (go) on one topic and another.

UNIT 8. INVENTORS AND INVENTIONS

1. Writing:

Write about the most important scientific discoveries of your speciality.



A long slow sequence of invention and discovery has made possible the familiar details of our everyday lives. Mankind's programme of improvements has been erratic and unpredictable. But good ideas are rarely forgotten. They are borrowed and copied and spread more widely, in an accelerating process which makes the luxuries of one age the necessities of the next.

The story is a disjointed one, since inventions and discoveries occur in a random fashion. They are described here in an approximately chronological sequence.

Two million years of stone technology represent the first long era of discovery at the start of human history. The use of fire, more than 500,000 years ago, is also a discovery. And some Stone Age artefacts (such as winged arrow-heads to stick in the flesh of the prey, or hooks carved in bone) have almost the quality of inventions. But these are developments of such an extended nature that they seem different in kind from the discoveries and inventions of more recent history.

Needle and thread: from 15,000 years ago.

In districts where warm clothing is necessary, Stone Age people stitch skins together with threads of tendon or leather thongs. For each stitch they bore a hole and then hook the thread through it.

The development of a bone or ivory needle, with an eye, speeds up the process immeasurably. The hole is now created by the same implement which then pulls the

thread through, in an almost continuous movement. Needles of this kind have been found in caves in Europe from the late palaeolithic period, about 15,000 years ago. Several are so thin as to imply the use of materials such as horsehair for the thread.

The bow and arrow: from 15,000 years ago

The sudden release of stored energy, when a forcibly bent strip of wood is allowed to snap back into its natural shape, is more rapid and therefore more powerful than any impulse of which human muscles are capable - yet human muscles, at a slower rate, have the strength to bend the strip of wood.

The principle of the bow is discovered about 15,000 years ago. Bows and arrows feature from that time, no doubt both in hunting and warfare, in the regions of north Africa and southern Europe. The wood is usually yew or elm. Stone Age technology is capable of producing sharp flint points for the arrows, often with barbs to secure them in the victim's flesh.

Making fire: more than 10,000 years ago

At some unknown time, before the beginning of settled life in the Neolithic Revolution, humans learn how to make fire. No doubt the discovery happens at many different times in many different places over a very long period. The knowledge of how to create a spark, and to nurture it until it develops into a flame, is an intrinsic skill of human society.

Almost without exception Stone Age tribes, surviving into modern times, have evolved in isolation their own methods of making fire. It is likely that the same was true when all humanity lived in the Stone Age.

The most common way of making fire is by friction, using a fire drill. This consists of a stick of hard wood, pointed at one end, and a slab of softer wood with a hole in it. If the point is placed in the cavity and rapidly twirled (by rubbing between the palms, or by means of a bow string looped round and pulled back and forth), the softer wood begins to smoulder. Shreds of dry tinder, placed in the smouldering cavity, can be carefully blown into a flame.

2. Reading

LIFE-CHANGING SCIENCE DISCOVERIES

Try to imagine life without antibiotics. We wouldn't live nearly as long as we do without them. Here's a look at some discoveries that have changed the world. It's impossible to rank their importance, so they're listed in the order they were discovered.

The Copernicum System

In 1543, while on his deathbed, Polish astronomer Nicholas Copernicus published his theory that the Sun is a motionless body at the center of the solar system, with the planets revolving around it. Before the Copernicum system was introduced, astronomers believed the Earth was at the center of the universe.

Gravity

Isaac Newton, an English mathematician and physicist, is considered the greatest scientist of all time. Among his many discoveries, the most important is probably his law of universal gravitation. In 1664, Newton figured out that gravity is

the force that draws objects toward each other. It explained why things fall down and why the planets orbit around the Sun.

Electricity

If electricity makes life easier for us, you can thank Michael Faraday. He made two big discoveries that changed our lives. In 1821, he discovered that when a wire carrying an electric current is placed next to a single magnetic pole, the wire will rotate. This led to the development of the electric motor. Ten years later, he became the first person to produce an electric current by moving a wire through a magnetic field. Faraday's experiment created the first generator, the forerunner of the huge generators that produce our electricity.

Evolution

When Charles Darwin, the British naturalist, came up with the theory of evolution in 1859, he changed our idea of how life on earth developed. Darwin argued that all organisms evolve, or change, very slowly over time. These changes are adaptations that allow a species to survive in its environment. These adaptations happen by chance. If a species doesn't adapt, it may become extinct. He called this process natural selection, but it is often called the survival of the fittest.

Louis Pasteur

Before French chemist Louis Pasteur began experimenting with bacteria in the 1860s, people did not know what caused disease. He not only discovered that disease came from microorganisms, but he also realized that bacteria could be killed by heat and disinfectant. This idea caused doctors to wash their hands and sterilize their instruments, which has saved millions of lives.

Theory of Relativity

Albert Einstein's theory of special relativity, which he published in 1905, explains the relationships between speed, time and distance. The complicated theory states that the speed of light always remains the same—186,000 miles/second (300,000 km/second) regardless of how fast someone or something is moving toward or away from it. This theory became the foundation for much of modern science.

The Big Bang Theory

Nobody knows exactly how the universe came into existence, but many scientists believe that it happened about 13.7 billion years ago with a massive explosion, called the Big Bang. In 1927, Georges Lemaître proposed the Big Bang theory of the universe. The theory says that all the matter in the universe was originally compressed into a tiny dot. In a fraction of a second, the dot expanded, and all the matter instantly filled what is now our universe. The event marked the beginning of time. Scientific observations seem to confirm the theory.

Penicillin

Antibiotics are powerful drugs that kill dangerous bacteria in our bodies that make us sick. In 1928, Alexander Fleming discovered the first antibiotic, penicillin, which he grew in his lab using mold and fungi. Without antibiotics, infections like strep throat could be deadly.

DNA

On February 28, 1953, James Watson of the United States and Francis Crick of England made one of the greatest scientific discoveries in history. The two scientists

found the double-helix structure of DNA. It's made up of two strands that twist around each other and have an almost endless variety of chemical patterns that create instructions for the human body to follow. Our genes are made of DNA and determine how things like what color hair and eyes we'll have. In 1962, they were awarded the Nobel Prize for this work. The discovery has helped doctors understand diseases and may someday prevent some illnesses like heart disease and cancer.

Periodic Table

The Periodic Table is based on the 1869 Periodic Law proposed by Russian chemist Dmitry Mendeleev. He had noticed that, when arranged by atomic weight, the chemical elements lined up to form groups with similar properties. He was able to use this to predict the existence of undiscovered elements and note errors in atomic weights. In 1913, Henry Moseley of England confirmed that the table could be made more accurate by arranging the elements by atomic number, which is the number of protons in an atom of the element.

X-Rays

Wilhelm Roentgen, a German physicist, discovered X-rays in 1895. X-rays go right through some substances, like flesh and wood, but are stopped by others, such as bones and lead. This allows them to be used to see broken bones or explosives inside suitcases, which makes them useful for doctors and security officers. For this discovery, Roentgen was awarded the first-ever Nobel Prize in Physics in 1901.

Quantum Theory

Danish physicist Niels Bohr is considered one of the most important figures in modern physics. He won a 1922 Nobel Prize in Physics for his research on the structure of an atom and for his work in the development of the quantum theory. Although he help develop the atomic bomb, he frequently promoted the use of atomic power for peaceful purposes.

Atomic Bomb

The legacy of the atomic bomb is mixed: it successfully put an end to World War II, but ushered in the nuclear arms race. Some of the greatest scientists of the time gathered in the early 1940s to figure out how to refine uranium and build an atomic bomb. Their work was called the Manhattan Project. In 1945, the U.S. dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki. Tens of thousands of civilians were instantly killed, and Japan surrendered. These remain the only two nuclear bombs ever used in battle. Several of the scientists who worked on the Manhattan Project later urged the government to use nuclear power for peaceful purposes only. Nevertheless, many countries continue to stockpile nuclear weapons. Some people say the massive devastation that could result from nuclear weapons actually prevents countries from using them.

3. Talking

1. What is the most important discovery to mankind to your mind?
2. Do you want to discover something? Why / Why not?
3. Choose any discovery and say what would the world be like without it?

4. Grammar

REPORTED SPEECH

DIRECT SPEECH:	REPORTED SPEECH:
Present simple: I'm a nurse , she said	Past simple: She said she was a nurse
Present continuous: I'm not going , he said	Past continuous: He said he wasn't going
Past simple: Tony did it , she said	Past Perfect: She said Tony had done it
Present perfect: I haven't read it , she said	Past perfect: She said she hadn't read it
Past continuous: I was lying , he said	Past perfect continuous: He said he had been lying
Will: I will get it , she said	Would: She said she would get it
Can: I can speak french , he said	Could: He said he could speak french
May: I may be late , she said	Might: She said she might be late
Must: I must go , he said	had to: he said he had to go

5. Exercises:

Change direct speech into reported speech.

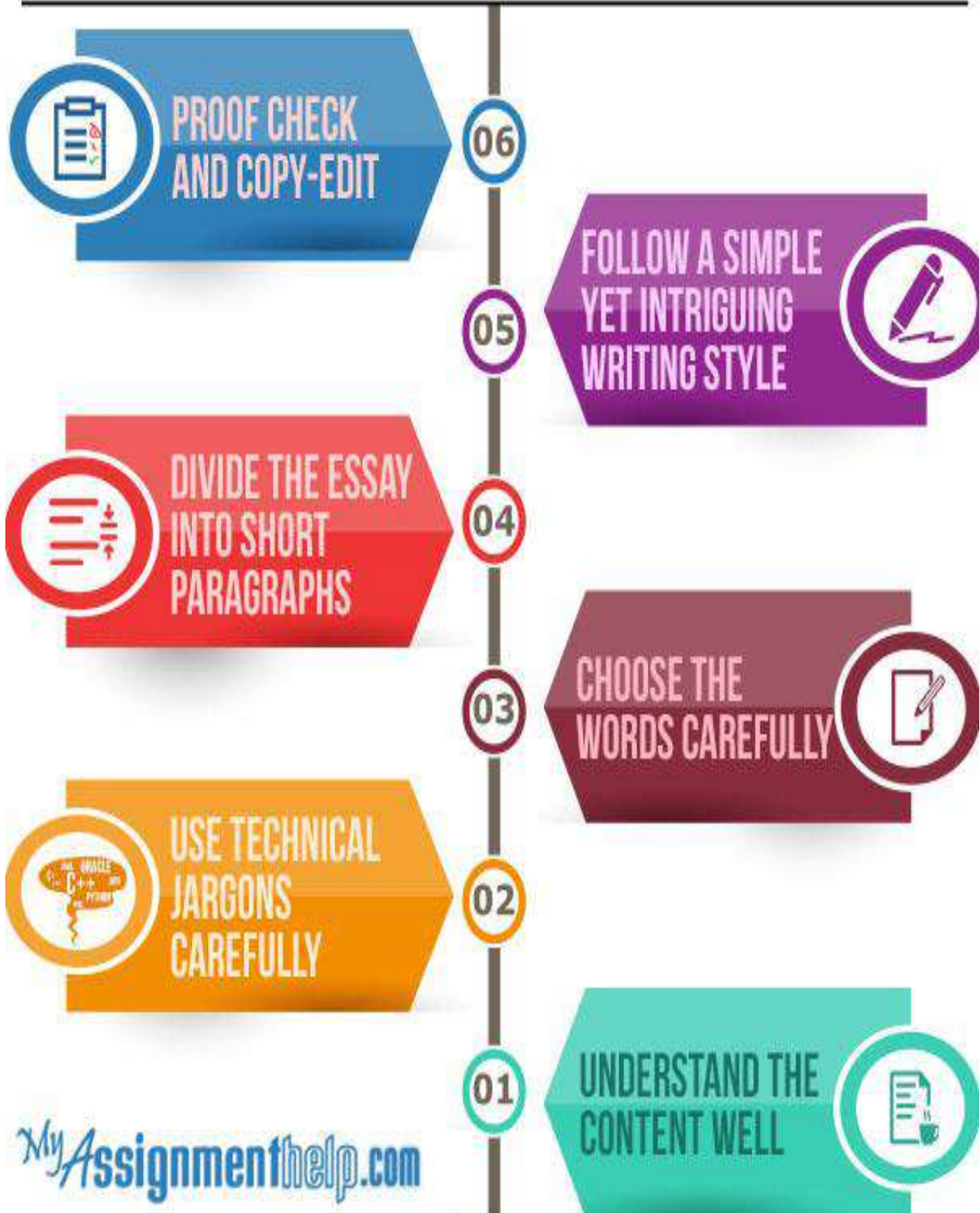
1. "Please show them round the city", Peter said to him. 2. "Don't call me up before Wednesday", Mr. Dobson said to him. 3. "Please phone Mr.Petrov", Mr. Dodd said to the secretary. 4. "Please show me another pair of shoes", the customer said to the shop-assistant. 5. "Don't buy any bread today", Mary said to her son. 6. "Please don't come back very late", Peter said to his daughter. 7. "Please try on these shoes", the shop-assistant said to the customer. 8. John asked a passer-by, "Is it far from here?" 9. Jane asked, "Is there a bus from here to the National Gallery?" 10. Peter asked, "Does this bus go to the station?" 11. John asked an old man, "Can you tell me where to get off?" 12. Ann asked one of the passengers, "Is this the right bus for the Town Hall?" 13. Peter asked me, "What are your plans for tomorrow morning?" 14. He asked me, "What are you doing in the afternoon?" 15. Pete said to his friends: "When are you leaving St. Petersburg?" 16. He said to them: "Who will you see before you leave here?" 17. They said to them: "What time does the train start?"

UNIT 9. SCIENTIFIC WORK

1. Writing:

Write about your scientific work.

6 TIPS TO WRITE A GOOD RESEARCH PAPER



SCIENTIFIC PAPERS

Scientific papers are for sharing your own original research work with other scientists or for reviewing the research conducted by others. As such, they are critical to the evolution of modern science, in which the work of one scientist builds upon that of others. To reach their goal, papers must aim to inform, not impress. They must be highly readable – that is, clear, accurate, and concise. They are more likely to be cited by other scientists if they are helpful rather than cryptic or self-centered.

Scientific papers typically have two audiences: first, the referees, who help the journal editor decide whether a paper is suitable for publication; and second, the journal readers themselves, who may be more or less knowledgeable about the topic addressed in the paper. To be accepted by referees and cited by readers, papers must do more than simply present a chronological account of the research work. Rather, they must convince their audience that the research presented is important, valid, and relevant to other scientists in the same field. To this end, they must emphasize both the *motivation* for the work and the *outcome* of it, and they must include just enough evidence to establish the validity of this outcome.

Papers that report experimental work are often structured chronologically in five sections: first, *Introduction*; then *Materials and Methods*, *Results*, and *Discussion* (together, these three sections make up the paper's body); and finally, *Conclusion*.

- The *Introduction* section clarifies the motivation for the work presented and prepares readers for the structure of the paper.
- The *Materials and Methods* section provides sufficient detail for other scientists to reproduce the experiments presented in the paper. In some journals, this information is placed in an appendix, because it is not what most readers want to know first.
- The *Results* and *Discussion* sections present and discuss the research results, respectively. They are often usefully combined into one section, however, because readers can seldom make sense of results alone without accompanying interpretation – they need to be told what the results mean.
- The *Conclusion* section presents the outcome of the work by interpreting the findings at a higher level of abstraction than the *Discussion* and by relating these findings to the motivation stated in the *Introduction*.

Although the above structure reflects the progression of most research projects, effective papers typically break the chronology in at least three ways to present their content in the order in which the audience will most likely want to read it. First and foremost, they summarize the motivation for, and the outcome of, the work in an abstract, located before the *Introduction*. In a sense, they reveal the beginning and end of the story – briefly – before providing the full story. Second, they move the more detailed, less important parts of the body to the end of the paper in one or more appendices so that these parts do not stand in the readers' way. Finally, they structure the content in the body in theorem-proof fashion, stating first what readers must remember (for example, as the first sentence of a paragraph) and then presenting evidence to support this statement.

2. Reading

WRITING YOUR FIRST SCIENTIFIC RESEARCH PAPER

For first-time authors, the prospect of writing their very own scientific research article may be both exciting and overwhelming. Faced with a mountain of data, notes, and other remnants of the research process, it may be difficult to figure out where and how to begin the manuscript writing process. However, if the research has been done well and the topic is appropriate for classroom submission or journal publication, authors will be off to a good start by approaching the writing process in a methodical way. Above all, scientific writing must aim for clarity, simplicity, and accuracy. These should be the touchstones or benchmarks for authors of research articles, particularly in the field of science, which has a reputation for being difficult to understand. It is a fine balance that authors of scientific writing must maintain: achieving the recognition and respect of those in their field as well as making sure their work is comprehensible to a wider audience.

Clarity – Work is unambiguous and free of extraneous detail or conjecture

Simplicity – Language and sentence and paragraph structure are easy to understand and follow without losing authority or scientific credibility

Accuracy – Data, Tables and Figures, and References and Citations are represented honestly and verifiably

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Structure of a Scientific Manuscript

New authors are, no doubt, familiar with the structure of a scientific research paper – there is a standard in academic publishing. However, writing within that structure requires a deeper understanding of the role of each section. The following was discussed in an online resource from Bates College.

Section	Purpose/Description
Title	Gives a clear and enticing introduction to the topic
Authors	Names each major contributor to the work
Abstract	Summary of paper's main focus – short
Introduction	Reveals main problem or question
Materials & Methods	How the problem or question was approached specifically
Results	Reveals the findings
Discussion	Talks about what the findings mean
Acknowledgements	Optional – may recognize people or institutions who assisted with the research
References/Literature Cited	Account for all supporting documentation
Title and Abstract	– focus on drawing in the reader with clear and concise language

Introduction – highlight the key issues of the research, providing some context for the main question or problem

Methods and Materials – describe specific protocols for and details of the experiment/research, which should be explicit enough that the research can be duplicated

Results and Discussion – thorough yet succinct sections, focusing on critical findings, including those that were unexpected

References/Literature Cited – need to match references within the body of the manuscript precisely. It is best to be selective when choosing which literature to cite, avoiding the use of too many references and selecting the most current literature when appropriate.

Writing Tips

The goal of any piece of writing is to communicate the author's message. For authors of scientific manuscripts, academic publishing requires that they adhere to a certain structure, but the goal is the same – to communicate the author's message or findings.

Achieving Clarity

Clarity in writing is achieved through proper sentence structuring and correct language and grammar usage. Shorter paragraphs and sentences allow the reader to grasp concepts more easily. No one wants to go back and re-read a sentence or paragraph several times, just to grasp what the author is trying to say. This is both discouraging to the reader and potentially off-putting to a journal editor. It is possible to write simple, informative sentences without sounding choppy or unsophisticated.

Proper language and grammar usage help improve the flow of the manuscript and enhance the readers' experience. This prevents a reader's bias against the author. No matter how excellent the research, poor language and grammar usage in manuscripts may cause the reader to question the author's educational background and assume that the research article is somewhat less worthy of consideration.

Time Management

Writing manuscripts is a massively time-consuming affair. For authors who are making their first attempt at writing a research article, it will be imperative to carve out time on a daily basis to work on specific sections of the article – make a schedule and stick to it.

Editing

Scientific research and manuscript writing is bound to be complicated and detailed. Each section of the research article will require re-reading and editing. It is likely that writers will grow weary of their article before it is ready to be handed to a professor or submitted to a journal. For this reason, it is helpful to ask peers to review the work and offer comments and suggestions for changes. Writers always benefit from the feedback received from the peers and in the end, the manuscript is significantly improvised.

3. Talking

1. How to plan and to organize scientific work?
2. What is the topic of your scientific work?
3. What is time management?
4. What are the main parts of scientific thesis?
5. How to achieve clarity while writing?

4. Grammar

ALL ENGLISH TENSES

Tenses	Structure	Example
01. Simple Present Tense	Subject + Verb (v1) + es/es	She reads book in library.
02. Present Continuous Tense	Subject + is/am/are + Verb(+ing)	I am studying in a high school.
03. Present Perfect Tense	Subject + Has/have + Verb (v3)	He has made this colorful chart.
04. Present Perfect Continuous Tense	Subject + Has/have + been + Verb(+ing)+ since/for	She has been working there since 2017.
05. Simple Past Tense	Subject + Verb (v2) or irregular verb	He completed the assignment.
06. Past Continuous Tense	Subject + was/were + Verb(+ing)	He was reading the book.
07. Past Perfect Tense	Subject + had + Verb (v3)	I had finished my home work.
08. Past Perfect Continuous Tense	Subject + had + been + Verb(+ing)	I had been playing football since morning.
09. Simple Future Tense	Subject+ will/shall+ verb(v1)	I shall go to park for a walk.
10. Future Continuous Tense	Subject + will/shall be + verb(+ing)	He will be playing football.
11. Future Perfect Tense	Subject + will have + verb(v3)	He will have played football.
12. Future Perfect Continuous Tense	Subject + will have been + verb(+ing)	He will have been watching the TV for fifty minutes.
13. Past Future Tense	Subject + would + verb (v1)	I told that I would leave in one hour.
14. Past Future Continuous Tense	Subj + should/would be + Verb(+ing)	I told that I would be doing my work all the day long.
15. Past Future Perfect Tense	Subj.+ should / would have + Verb(v3)	She said that she would have done her work.
16. Past Future Perfect Continuous Tense	Subject + would have been + Verb(+ing)	He said that I should have been working here for two hours by that time.

5. Exercises:

1. Put the following sentences into the correct tense: Simple Past, Simple Present, Present Continuous or Past Continuous, Present Perfect.

1. I _____ (listen) to the radio while Mary _____ (cook) dinner.
2. You _____ (buy) this book yesterday?
3. Last Friday Jill _____ (go) home early because she _____ (want) to see a film.
4. When your brother usually _____ (get) home in the evening?
5. Jane always _____ (bring) us a nice present.
6. What those people _____ (do) in the middle of the road?
7. You _____ (read) this book?
8. While Fred _____ (sleep), Judy _____ (watch) TV.
9. When I _____ (be) young, I _____ (think) Mary _____ (be) nice — but now I _____ (think) she's fantastic.
10. Jill _____ (walk) home when she _____ (see) her husband's car outside the cinema
11. Look there! Sue and Tim _____ (run) to school.
12. Jack's father _____ (not work) in London — he _____ (not speak) English.
13. Joe _____ (buy) a car yesterday.
14. Their father often _____ (go) to rock concerts.
15. While you _____ (sleep), mother _____ (arrive).

2. Put the verbs in brackets in the correct tense form (Present Simple, Present Perfect, Present Continuous, Past Simple, Past Continuous).

1. Alice ... (not to take) the bus to school every day. She usually ... (to walk) to school... 2. (to take) ... you the bus to get to school or ... (to walk) you? 3. Who is this man? I ... (to think) that I ... (to know) him, but I ... (to forget) his name. 4. The children ... (to have) a good time in the park yesterday. They ... (to give) small pieces of bread to the ducks. Then they ... (to take) pictures of themselves. 5. Where are the children? They ... (to watch) TV in the room now. Some minutes ago they ... (to play) a game.

3. Choose the correct answer.

1. I am writing in connection with the advertisement which appeared / has appeared on 12 April. 2. I originally studied/ have studied chemistry at university. I graduated / have been graduating with a first-class degree. 3. I now completed / have now completed a postgraduate degree in administration. 4. I've been trying / I've tried to find a permanent job for a considerable time. 5. Indeed, I have already worked / I have already been working for several companies on a temporary basis. 6. In my first job, I was / have been responsible for marketing. 7. I've been applying / have applied for several posts this year but I did not manage / have not managed to find what I'm looking for. 8. The last job I applied / have applied for required applicants to speak some Japanese. 9. I started learning / have been learning Spanish a few months ago I did not obtain / have not obtained a qualification in it yet. 10. I did not apply / have not applied for a job with your company before. 11. I hoped / have hoped that you would consider my application favourably.

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