



**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНИЙ ТРАНСПОРТНИЙ УНІВЕРСИТЕТ
Факультет менеджменту, логістики і туризму
Кафедра іноземних мов**

АНГЛІЙСЬКА МОВА НАУКОВОГО СПІЛКУВАННЯ

НАВЧАЛЬНИЙ ПОСІБНИК

для здобувачів технічних спеціальностей

другого (магістерського) рівня

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Навчальний посібник укладено на засадах кредитно-трансферної системи навчання. Мета посібника – розвиток іншомовних мовленнєвих та комунікативних компетентностей у сфері автомобільного транспорту, що сприятимуть ефективному функціонуванню в полікультурному навчальному, науковому й професійному середовищі та стануть запорукою конкурентоспроможності випускників освітнього ступеня «магістр» технічних спеціальностей на сучасному ринку праці. Призначається для студентів закладів вищої технічної освіти.

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ПЕРЕДМОВА

Одним із завдань сучасної вищої школи є підготовка компетентного, конкурентоспроможного фахівця, здатного успішно здійснювати професійну діяльність та розв'язувати проблемні завдання, вміти пристосовуватись до швидких змін, який володіє достатнім рівнем іншомовної комунікативної компетентності для роботи у полікультурному середовищі. Отже, розвиток іншомовної комунікативної компетентності особистості стає провідною метою вивчення іноземної мови студентами закладів вищої освіти, а використання іноземної мови як засобу міжкультурного спілкування та збагачення досвіду фахової підготовки – кінцевим результатом.

Навчально-методичний посібник *«Англійська мова наукового спілкування»* призначений для здобувачів технічних спеціальностей закладів вищої освіти *другого (магістерського) рівня* та сприяє розвитку професійної іншомовної компетентності студентів через зміст спеціальних дисциплін (content-based second language instruction), змістовно-мовної інтеграції у навчанні (CLIL – Content and Language Integrated Learning) та іншомовного занурення (immersion), що створює відповідні умови оптимізації для вивчення дисципліни *«Іноземна мова наукового спілкування»*. Використання цих методик та автентичного англійського матеріалу сприяє формуванню лінгвістичної та комунікативної компетенції в тому навчальному контексті, у якому відбувається формування професійних знань, умінь та навичок, а саме для вирішення конкретних комунікативних задач, надбання умінь для спілкування науковою іноземною мовою у професійній сфері, занурення у штучно створене мовне середовище, засвоєння певних мовних конструкцій і розширення словникового запасу здобувачів вищої освіти.

Зміст посібника спрямований на розвиток мовної компетенції та гнучких навичок (soft skills) здобувачів, зокрема вмінь взаємодіяти в академічному та професійному середовищах, продукувати ділову кореспонденцію та різні тексти професійного та наукового характеру, висловлювати та аргументувати свої думки, використовуючи відповідні мовні засоби під час дискусій; здійснювати чітке та докладне усне, письмове, мультимедійне повідомлення на наукову тематику.

У сучасних умовах розвиток іншомовних мовленнєвих та комунікативних компетентностей у сфері автомобільного транспорту є необхідним для ефективного функціонування в полікультурному навчальному, науковому і професійному середовищі та конкурентоспроможності випускників освітнього ступеня «магістр» з автомобільного транспорту на ринку праці. Набуті знання можуть бути використані здобувачами у процесі ефективного спілкування іноземною мовою у професійному, академічному та науковому середовищах; під час підготовки публічних виступів у розрізі галузевих проблем; для пошуку нової текстової, аудіо- та відео-інформації, яка міститься в іншомовних професійних матеріалах, що є необхідною для виконання професійних завдань та прийняття професійних рішень; для перекладу іншомовних професійних текстів на рідну мову.

Посібник має чітку структуру та складається з 22 тематичних блоків (Units), розділених на 4 модулі, вправи на закріплення та систематизацію матеріалу, модульні контрольні роботи, питання для самоконтролю, додатки та покликання на джерела. Додатки містять довідковий матеріал для виконання завдань та самостійного ознайомлення з певними темами курсу. Джерелом інформації стали сучасні матеріали, запропоновані провідними фахівцями з автомобільної інженерії, зокрема матеріали онлайн-видань та офіційних сайтів різних автомобільних компаній.

Автори вдячні колегам і фахівцям кафедр автомобілів, двигунів і теплотехніки, виробництва, ремонту та матеріалознавства, екології та технологій захисту навколишнього середовища, теоретичної та прикладної механіки, технічної експлуатації автомобілів та автосервісу Національного транспортного університету за корисні поради та пропозиції, які стали у нагоді при підготовці цього видання.

Посібник буде корисним не лише здобувачам технічних спеціальностей ЗВО, а й особам, що прагнуть вивчати англійську мову наукового спілкування.

CONTENTS

MODULE I. BUSINESS ENGLISH FOR SCIENTIFIC CAREER

Unit 1.	Self-assessment and career exploration	6
Unit 2.	Education and internship searching	15
Unit 3.	Writing resumes / CVs	22
Unit 4.	Cover letters.....	46
Unit 5.	Reference letters	56
Unit 6.	Motivation letters	66
Unit 7.	Job interviewing	71
	Self-assessment module test	78

MODULE II. TERMINOLOGY IN ENGINEERING

Unit 1.	Scientific and technical terms.....	81
Unit 2.	Main techniques of translation.....	88
Unit 3.	‘False friends’ and confusing words.....	94
Unit 4.	Abbreviations.....	100
Unit 5.	Symbols and signs in Engineering.....	104
	Self-assessment module test.....	112

MODULE III. WRITING FOR SCIENCE

Unit 1.	Scientific style of writing. Types of scientific papers.....	115
Unit 2.	Structure of the articles. Plagiarism.....	126
Unit 3.	Master’s thesis.....	141
Unit 4.	Abstracts	152
Unit 5.	References.....	163
	Self-assessment module test.....	173

MODULE IV. REPRESENTATION OF RESEARCH

Unit 1.	Visual representation of data.....	178
Unit 2.	Presentations.....	193
Unit 3.	Networking, etiquette and netiquette.....	203
Unit 4.	Conferences.....	209
Unit 5.	Meeting, agenda, minutes.....	214
	Self-assessment module test.....	223
	Questions for self-control	226
	Self-assessment of English writing skills.....	228
	Appendices.....	230
	REFERENCES.....	246

MODULE 1

BUSINESS ENGLISH FOR SCIENTIFIC CAREER

UNIT 1

SELF-ASSESSMENT AND CAREER EXPLORATION

1. An ideal career consists of all the elements essential to a person's happiness and fulfillment. Once the elements are in place, you can design your unique life and / or career. Consider the following and tell what elements you want in your ideal career:

1. What you love to do (activities that give you a feeling of joy and fulfillment).
2. Your unique gifts and talents, your aptitudes.
3. Skills that you have and wish to utilize (or further develop) in your next job.
4. Fields of interest/industries in which you want to work.
5. Work values (what is most important to you in your workplace?).
6. Your essence, your natural qualities.
7. Life mission, vision, spiritual path.
8. What kind of people do you prefer to work with / for?
9. Salary / benefits / schedule / other factors.
10. Working conditions/environment/location.

2. Read the text and write self-assessment using questions from the text.

SELF-ASSESSMENT BEFORE JOB HUNTING

The starting point in the career development process is identifying your skills, values, interests, and preferences to determine what types of positions are of interest and would be a good fit.

As a job seeker, you should have a well-thought-out plan in order to reach your job search goal. Self-assessment before job hunting is key. You already know what you want to do, where you want to work and what you have to offer. When you sit down for an interview, they are going to want you to be able to tell them who you are, what you know and what you can contribute. If you are unable to immediately describe your skills and abilities, interests and passions, motivations and aspirations, you're not going to get the job. So, making time for self-reflection can help you stand out from other applicants.

The first set of questions to ask

1. What do you want to do? What can you do? (Skills and Occupations) Along with a list of specific skills, note down general occupations that interest you.
2. Whom do you want to work for? What industries interest you? What type of employer? (Industries and Employer Preferences) Add specific companies you've always wanted to work for.

3. Where do you want to live and work? (Location)

The second part of the assessment is to understand what you have to offer before actively pursuing any opportunities. In times of tough competition, too many job hunters immediately jump into the search without considering what they have to offer. It is inefficient to market yourself without knowing what makes you the ideal “product”. **Identifying your unique skill sets** will give you a distinct advantage over your competition and make you far more attractive to a potential employer.

Job readiness assessment

Jumpstart your job search by first identifying your core strengths and competencies – what you are good at. Learn how to identify your strongest skills and articulate them effectively. Think about your interests and how they relate to your skill sets. Combining your interests and skills will increase your motivation and make you a stronger candidate – always important, but especially critical in a tough job market.

The 3 critical self-knowledge points for self-assessment before job hunting

Personality

If I asked you what your best personality traits were, what would you say? Understanding your personality will help you focus your job hunt and sell yourself during interviews. There are both general and work-related aspects of your personality:

a) General personality traits provide insight into your overall personality, both inside and outside the workplace. Descriptions such as positive, creative, people-oriented, competitive, driven, empathetic, assertive, flexible, and motivated are examples of general personality strengths.

b) Work-related personality traits are more relevant to the workplace and on-the-job performance. Descriptions such as team-oriented, goal-oriented, a strategic thinker, a natural leader, conscientious, detail-oriented, and a problem solver are examples of job-related personality strengths.

Technical skills

These are skills that relate to a specific technical competency. Examples might be proficiency in computer software programs, fluency in a foreign language, or the ability to use a certain type of mechanical equipment. Look back throughout your career and make a list of your key competencies and knowledge.

Transferable skills

These are skills related to how you interact or communicate with other people. Examples could be presentation skills, supervisory skills, or writing skills. Transferable skills are also sometimes called “soft” skills because they are needed in a variety of different work environments and career fields.

Cognitive skills describe the capabilities of your mind and personality and provide insight into your thought processes. Examples include problem-solving skills, interpersonal skills, and creative skills.

Functional skills describe what you are physically capable of doing on the job. Examples include managing people, reducing expenses, implementing rollouts, developing budgets, quality control, generating reports, large account sales, graphic design, and customer service.

Identifying your positive attributes is half the battle won.

The second aspect is your ability to translate how they will benefit your potential employers. Think about some of the jobs for which you might want to interview. Put yourself in the shoes of an interviewer. If you were the interviewer, what kind of strengths and competencies would you want your ideal candidate to possess? Why? Then, think about how these skills and aptitudes would benefit the company. What would you come up with?

Some people prefer to take a more “measured” and “scientific” approach to figuring out what they are meant to do and they may be interested in taking a standardized test. Please note that these tests, although helpful and informative, will not give you the ultimate answer to what career path you should pursue, but they may provide you with ideas and clues about viable career options for individuals with your traits.

Thus, there are many self-assessment tools that can be used to help with this process. Some of these can be self-administered – for free or for a fee – and others must be administered by a counselor who is trained and can assist you with interpreting the results.

These tools will NOT tell you what career or position is the perfect match but they will help you gain insight about yourself so that you can articulate what is important to you, focus your job search, and assist you in evaluating options.

2. Collocate the following words and then explain their meaning.

fulfil	attend	have	operate	broaden
handle	work	show	graduate	gain

1. to a course
2. to initiative
3. to a word processor
4. to one’s potential
5. to from university
6. to shifts
7. to one’s horizons
8. to an inquiring mind
9. to experience
10. to clients

3. Dictionary work. Below you can see a list of adjectives denoting some personal qualities, translate them and then make a list of positive and negative qualities.

Grumpy, intelligent, crabby, tactful, competent, vindictive, understanding, democratic, weak, strict, just, responsible, lazy, calm, proud, optimistic, energetic, imaginative, bright, friendly, ignorant, aggressive, stable, honest, cowardly, creative,

open-minded, loyal, reliable, well-organized, dynamic, adaptable, accurate, punctual, self-motivated, good at making decisions and solving problems, active, hard-working, enthusiastic, having a good commercial sense, having excellent administrative (interpersonal, analytical, negotiation, presentation) skills, people-oriented, having excellent communication skills, having a capacity for strategic thinking, diplomatic, good at team work.

4. Complete the following sentences using words and expressions from the table.

people-oriented	capacity for strategic thinking	responsible and loyal
commercial sense	excellent communication skills	punctual
hard-working	open-minded	team-work

1. He is never late; he is very
2. Jane is always ready for new ideas; she is quite
3. Their Chief Executive Officer is; he thinks about people first.
4. To be good at starting new businesses you must have a
5. Working in trade requires a good
6. The position of a Public Relations Manager requires
7. Being in business is a hard job so success is for people only.
8. You cannot do everything alone, to succeed you must be good at
9. This job deals with confidential information; only a person, can be appointed to this position.

5. Here are a few specific questions in some of the categories listed above. Work in pairs and compare your answers. Try to use the collocations from the exercises above when answering the questions.

EXPLORING PERSONAL INTERESTS:

1. What do you enjoy doing (which projects, volunteer work)?
2. What were your favorite subjects in school?
3. What are your hobbies?
4. What kinds of books and magazines do you read?
5. What types of activities do you participate in?
6. Was there any activity you were involved in that you especially enjoyed?
7. What are your most memorable accomplishments?
8. What made them memorable?
9. What do you like to talk to your friends about?
10. Is there something you always wanted to do, but because of family, money, children, or other factors, you put it aside?

6. SKILLS AND STRENGTHS. Take a look at your past jobs, volunteer work and hobbies. For each job or experience, list the major skills and strengths that you use (e.g., management). List the specific skills that make up that skill (e.g., leadership, conflict resolution, computer, communication, team management, etc.).

- What have you learned about yourself from this exercise?
- Are there certain trends or categories of skills that you use most often?
- Which skills do you enjoy using the most? The least?
- Which skills would you like to acquire at your next job?

7. Learn the information in Appendix 1 and fill in Career Planning Worksheet.

8. Match the terms with their definitions:

- | | |
|-------------------------|---|
| 1. accounting | a) the process of designing and building executable computer software to accomplish specific tasks or solve problems |
| 2. writing | b) the practice of recording, classifying, and summarizing financial transactions to provide information about a business's economic activities |
| 3. leadership | c) the systematic examination and interpretation of data to extract meaningful insights and inform decision-making |
| 4. computer programming | d) the skill of organizing and planning how to allocate time effectively to maximize productivity and efficiency |
| 5. communication | e) the exchange of information or ideas between individuals through speaking, writing, or non-verbal means |
| 6. data analysis | f) the capacity to generate original ideas or concepts, often resulting in innovative solutions or artistic expressions |
| 7. time management | g) languages that are not native to a speaker, often learned for communication in different cultural contexts |
| 8. problem-solving | h) the cognitive process of identifying solutions to complex issues or challenges by analyzing information and evaluating options |
| 9. foreign languages | i) the act of composing text for various purposes, including storytelling, informing, or persuading an audience |
| 10. teamwork | j) collaborative effort among a group of individuals working together to achieve a shared goal or complete a task |
| 11. creativity | k) the ability to guide, influence, or inspire others toward achieving common goals or objectives |

9. Read the text and answer the questions:

1. Why are hard skills considered indispensable for engineers in today's professional landscape?
2. How do industry-specific technologies contribute to the success of engineers in their field?
3. What role do soft skills play in the career advancement of engineers?
4. How can critical thinking benefit engineers in their decision-making processes?
5. Why is adaptability crucial for engineers working in a rapidly changing technological environment?
6. How does the interplay between hard and soft skills enhance an engineer's professional toolkit?
7. What advantages do engineers gain by developing both hard and soft skills in their careers?

HARD SKILLS vs. SOFT SKILLS

Employers are looking to hire employees who have the right mix of two different types of skills: soft skills and hard skills.

Hard skills are abilities specific to the job and/or industry that can be learned and measured. Generally, these are more technical skills that you learn in school, certification programs, training materials or experience on the job. Hard skills might include proficiency in things like:

- Software
- Foreign languages
- Operating certain equipment or machinery
- Data analysis
- Accounting
- Writing

Soft skills, on the other hand, are personal qualities and interpersonal abilities that can be applied in any job. They are often harder to quantify but essential for success in many fields. Soft skills may be referred to as “people skills” or “social skills” and include proficiency in things like:

- Communication
- Customer service
- Problem-solving
- Time management
- Leadership
- Teamwork
- Creativity

Hard skills are often acquired through formal education or training, while soft skills are typically developed through experience, practice, and personal development. Both hard and soft skills are valuable in the workplace, and a combination of both is often necessary for career success.

In today's rapidly evolving professional landscape, engineers must cultivate a balanced array of competencies to excel. Hard skills, those technical proficiencies honed through education and practice, form the bedrock of an engineer's expertise. Among these, proficiency in software applications like CAD programs, understanding of complex mathematical principles, and the ability to analyze data effectively are indispensable. Equally important is the mastery of industry-specific technologies that are constantly advancing. These skills are essential for developing innovative solutions and maintaining competitiveness within the technical realm.

Conversely, engineers cannot solely rely on hard skills to thrive in their careers. Soft skills, often underestimated, have become increasingly vital. These non-technical abilities include communication, teamwork, and problem-solving aptitudes that facilitate collaboration and drive projects to successful completion. An engineer capable of articulating technical concepts to non-experts, negotiating with colleagues from diverse backgrounds, or leading a cross-functional team holds a significant advantage.

Moreover, the capacity for critical thinking cannot be overstated. An engineer must assess the efficacy of solutions, forecast potential challenges, and strategize accordingly. Adaptability, too, is paramount in navigating the ever-shifting technological landscape. Engineers are often required to learn new methods quickly, integrating those skills seamlessly into their existing repertoire.

In essence, the interplay between hard and soft skills enriches an engineer's professional toolkit. Each skill set complements the other, resulting in a more versatile and effective professional. Thus, aspiring engineers are encouraged to pursue a holistic approach to skill development, ensuring they remain relevant and innovative in the dynamic world of engineering. This equilibrium of abilities not only enhances career prospects but also contributes significantly to the advancement of the engineering field as a whole.

As a job seeker, it is important to highlight your best hard and soft skills to position yourself as a well-rounded candidate. It is also helpful to consider how the two types of skills relate to one another and the job so you can speak to this in your next interview.

10. Put skills under the appropriate heading.

Hard Skills <i>(technical knowledge or training that you have gained through any life experience, including in your career or education)</i>	Soft Skills <i>(personal habits and traits that shape how you work, on your own and with others)</i>

Bilingual or multilingual, Adobe software suite, integrity, database management, dependability, effective communication, open-mindedness, network security, SEO/SEM marketing, teamwork, creativity, problem-solving, statistical analysis, data

mining, mobile development, critical thinking, user interface design, marketing campaign management, storage systems and management, adaptability, organization, programming languages (Perl, Python, Java, Ruby), empathy, willingness to learn.

11. Watch the video ‘Hard Skills vs Soft Skills in the Data World | Which is More Important?’ (https://www.youtube.com/watch?v=Xkb6h3YXl_c) and answer the following questions:

1. How are hard skills and soft skills defined?
2. Why did the speaker initially believe that technical skills were the most important aspect of being a data analyst?
3. What role do hard skills play in getting a job as a data analyst?
4. What is necessary to take into account working with different teams?
5. Why is maintaining professional relationships in a tech job important?
6. Which set of skills is more important when actually working in a job - hard skills or soft skills?
7. Can you explain how certain jobs may require a balance between hard skills and soft skills, using the speaker's experience as an example?

12. Choose the best summary of the video:

- A. In the video, the focus is on the balance between hard skills and soft skills in the professional world. It delves into the importance of technical expertise for securing a job and excelling in the role. However, the video also touches on the significance of adaptability and emotional intelligence in navigating workplace dynamics. While hard skills are emphasized, the video hints at the value of continuously developing both technical and interpersonal skills to thrive in a competitive work environment.
- B. In the video, it's clear that hard skills are vital for getting a job, but soft skills are not as important. The video suggests that technical skills are all that matter in the workplace, downplaying the significance of personal traits like communication and critical thinking. While hard skills are highlighted as crucial during the job search process, the video fails to acknowledge the importance of soft skills in maintaining professional relationships and collaborating with teams. Ultimately, the video implies that hard skills outweigh soft skills in both getting a job and succeeding in the workplace.
- C. In the video, the importance of hard skills versus soft skills in the workplace is discussed. Hard skills refer to technical skills needed for the job, while soft skills are personal traits like communication and critical thinking. The video emphasizes that hard skills are crucial for getting a job, but soft skills play a significant role during interviews and in the workplace. Overall, hard skills are considered more important when initially trying to secure a job, but both hard and soft skills are essential for success in the workplace.

13. Fill in the gaps:

1) are technical skills or job-related knowledge needed to perform a job. 2) are personal traits and characteristics linked to personality. 3) are crucial for getting a job, while 4) play a bigger role in interviews. 5) are about 65-75% important for getting a job initially. 6) become crucial when working in a job, especially in communication and teamwork. 7) are more important in the workplace, but 8) are also necessary for maintaining professional relationships. Certain jobs may require more 9) or 10), depending on the role and responsibilities.

14. Study the diagram and the information below on 10 popular soft and hard skills employers may be seeking. Add some more examples of most common skills.



1. **Active listening skills:** asking questions, note-taking, organization, punctuality, verbal/nonverbal communication.
2. **Communication skills:** active listening, constructive criticism, interpersonal communication, public speaking, verbal/nonverbal communication, written communication.
3. **Computer skills:** typing/word processing, fluency in coding languages, systems administration, spreadsheets, email management.

4. **Customer service skills:** active listening, empathy, interpersonal skills, problem-solving, reliability.
5. **Interpersonal skills:** communication, empathy, flexibility, leadership, patience.
6. **Leadership skills:** ability to teach and mentor, flexibility, risk-taking, team building, time management.
7. **Management skills:** decision-making, project planning, task delegation, team communication, team leadership.
8. **Problem-solving skills:** attention to detail, collaboration, communication, patience, research.
9. **Time management skills:** delegating tasks, focus, goal setting, organization, prioritization.
10. **Transferable skills:** ambition, creativity, empathy, leadership, teamwork.

15. Choose one of the tasks and do it in the written form:

1. Write a professional email to a potential employer highlighting your top hard skills and soft skills as an engineer. Explain how these skills make you a valuable candidate for the job.
2. Craft a detailed blog post discussing the importance of both hard skills and soft skills in the field of engineering. Provide examples of how each type of skill is essential for success in the industry.
3. Create a social media post advocating for the development of soft skills alongside hard skills in engineering education. Use persuasive language to emphasize the benefits of a well-rounded skill set for engineers.

UNIT 2

EDUCATION AND INTERNSHIP SEARCHING

1. Work with the partner and answer the following questions:

1. Do you think it is easier to learn as a child or as an adult? Why?
2. Which is more important: the skills you learn in school or in real life? Explain.
3. Which languages are taught in educational institutions? What do you find difficult when learning any language?
4. When did you last speak English (outside the classroom)? What did you talk about? What is the best way to improve your English?
5. Would you rather start making money at 18 or continue studying?
6. Which are the best universities in our country? Why are they popular with students? Would you consider studying abroad? Why? Where?
7. Does education guarantee a good job?
8. Once you graduate, should you stop learning?
9. What is a language exchange programme? Would you like to go on one? Why?
10. Should we all speak the same language? Which one? Is this possible and would this make the world a better place and education easier?

2. Work with a partner and discuss the following quotes. Choose the statement that you fully agree and illustrate it with specific examples.

- 'Most of what you learn at school and university is useless. Besides, most teachers are out of touch with the real world.'
- 'What we learn with pleasure, we never forget.'
- 'Practice is the best of all instructors.'
- 'Education is the most powerful weapon you can use to change the world.'
- 'An investment in knowledge pays the best interest.'
- 'The more you learn, the more you earn.'
- 'Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning.'
- 'Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young.'

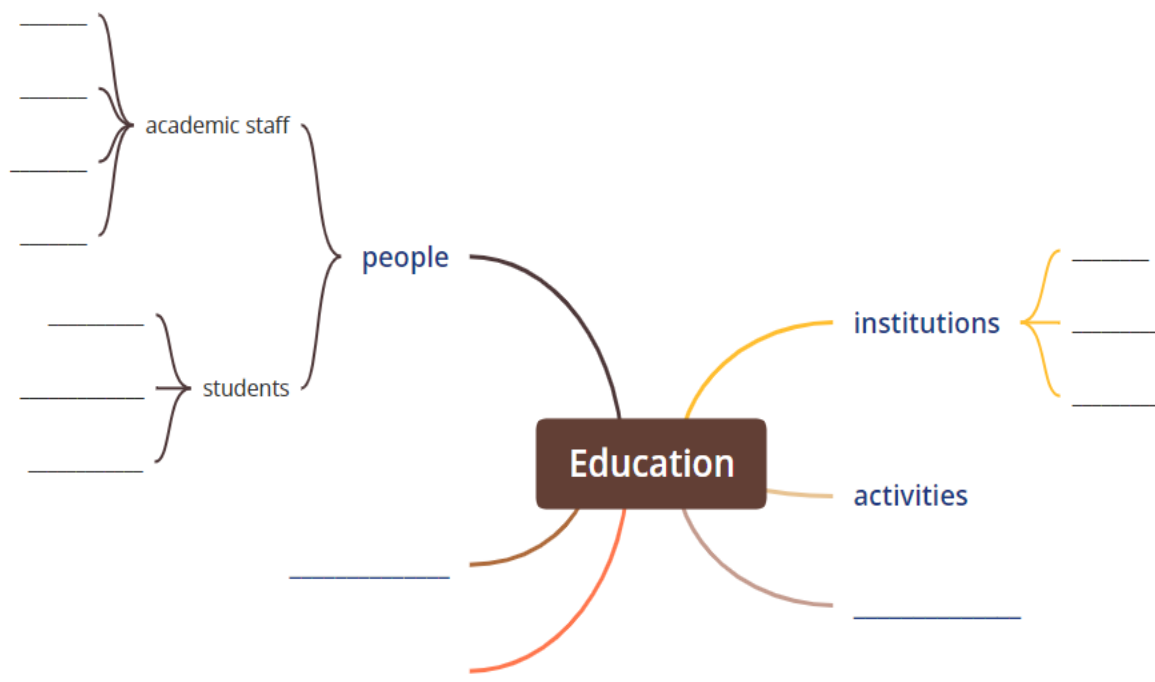
3. Match the following words with their definitions:

- | | | |
|------------------|---|---|
| 1. to major | A | any official or formal program to provide practical experience for beginners in an occupation or profession; a temporary job in which students can gain practical work experience |
| 2. to minor | B | the temporary posting of someone in a workplace to enable them to gain work experience; the act of assigning a student to internship or apprenticeship |
| 3. postgraduate | C | to specialize in (a particular subject) at college or university |
| 4. to appreciate | D | a person who is learning a trade from a skilled employer, having agreed to work for a fixed period at low wages or at no cost |
| 5. placement | E | a university student who has not yet taken a first degree |
| 6. internship | F | to be grateful for (something) |
| 7. apprentice | G | an academic award conferred by a university or college on successful completion of a course or as an honorary distinction |
| 8. undergraduate | H | a student who has already received one degree and is studying at university for a more advanced degree |
| 9. graduate | I | to study as or qualify in a subsidiary subject at college or university |
| 10. degree | J | a person who has successfully completed a course of study or training, especially a person who has been awarded an undergraduate or first academic degree |

4. Fill in the gaps with the correct words from Exercise 3 in the correct forms.

1. He spent a year studying Japanese in Tokyo, followed by a six-month work with the Japanese government.
2. I'd any information you could give me.
3. The standards are the same for both programmes: and whether delivered online or on campus.
4. She had a long before starting her own recording studio.
5. As a(n) of the School, you will be prepared to work as a manager in a variety of contexts, including the media, marketing, retailing and manufacturing.
6. Students may select an optional subject of specialization to complement their field.
7. Around 70% of the senior management team at Airbus in the UK began their careers as, underlining the potential for career progression in an apprenticeship over more academic routes.
8. Taking his master's he followed the other 'university wits' to London.

5. Complete the education mind map with your own ideas and concepts:



6. Read the text and answer the questions:

1. What is master's degree?
2. What does it usually require?
3. How are master's degrees commonly titled?
4. Which are the two most common titles of master's degrees?
5. What is the difference between **MA** and **MS**?
6. What is the difference between **MS** and **MEng**?

A master's degree is an academic degree awarded by universities or colleges upon completion of a course of study demonstrating mastery or a high-order overview of a specific field of study or area of professional practice. A master's degree normally requires previous study at the bachelor's level, either as a separate degree or as part of an integrated course. Within the area studied, master's graduates are expected to possess advanced knowledge of a specialized body of theoretical and applied topics; high order skills in analysis, critical evaluation, or professional application; and the ability to solve complex problems and think rigorously and independently.

Master's degrees are commonly titled using the form '**Master of ...**', where either a faculty (typically Arts or Science) or a field (Engineering, Physics, Chemistry, Business Administration, etc.) is specified. The two most common titles of master's degrees are the Master of Arts (MA/M.A./A.M) and Master of Science (MSc/M.Sc./M.S./S.M.) degrees, which normally consist of a mixture of research and taught material.

A **Master of Arts** (abbreviated **MA** or **AM**) is the holder of a master's degree awarded by universities in many countries. The degree is usually contrasted with that of Master of Science. Those admitted to the degree have typically studied subjects within the scope of the humanities and social sciences, such as history, literature, languages, linguistics, public administration, political science, communication studies, law or diplomacy; however, different universities have different conventions and may also offer the degree for fields typically considered within the natural sciences and mathematics. The degree can be conferred in respect of completing courses and passing examinations, research, or a combination of the two.

A **Master of Science** (abbreviated **MS**, **M.S.**, **MSc**, **M.Sc.**, **SM**, **S.M.**, **ScM** or **Sc.M.**) is a master's degree in the field of science awarded by universities in many countries or a person holding such a degree. In contrast to the Master of Arts degree, the Master of Science degree is typically granted for studies in sciences, engineering and medicine and is usually for programs that are more focused on scientific and mathematical subjects; however, different universities have different conventions and may also offer the degree for fields typically considered within the humanities and social sciences. While it ultimately depends upon the specific program, earning a Master of Science degree typically includes writing a thesis.

A **Master of Science** (MS) degree and **Master of Engineering** (ME) degree are two separate credentials can be earned after completing an undergraduate program in either discipline. Typically, an engineering degree focuses on building practical skills that apply to both engineering and business management, and engineering professionals can often advance to lead engineering and design teams. A MEng programme is typically a two-semester course spanning over a year. In comparison, a MS programme can take a longer duration to complete; typically up to 4 semesters or 2 years.

7. Imagine that you want to study abroad. What potential questions should you ask yourself? Read the questions below, try to answer them and add some more.

1. What should I do first?
 2. What are the general admission requirements that international applicants must submit?
 3. Will they want to know about my university grades?
 4. What IELTS score should applicants have?
 5. When is an IELTS or TOEFL score not needed?
 6. Are any grants or scholarships available for international students?
- 8. Read the e-mail from Tania to Liam. Tania is applying to study at Wanstow University. Why does the university want each of these things: a personal statement, financial guarantees, the names of two referees?**

Hi Liam,

At last I've filled in my application form and sent it off. It took ages. As well as all my personal details they wanted the names of two referees, financial guarantees, and I had to attach a personal statement saying why I wanted to go to Wanstow. Anyway, the deadline is next Friday, then the website said they'd take about six weeks to process the application after they acknowledge it, then I might be called for an interview.

By that time the references have to be in. I'm just hoping that because I'm a mature student I might have a good chance of being offered a place — Wanstow has a lot of mature students and they have a strong equal opportunities policy. The fees are pretty high, but I can get a student loan if I get in.

Love, Tania

9. Number the actions to show the order to enter university.

- wait for the application to be processed
- find an appropriate course
- attend an interview
- attach a personal statement to the form
- decide on what career they would like to do
- be offered a place
- be called for an interview
- ask referees if it is all right to put their names on the application form
- check that they fulfill the necessary entry requirements
- fill in an application form

10. Read the text and answer the questions:

1. What are some strategies recommended for finding the perfect internship?
2. Why is it suggested to start searching for internships in advance?

3. How can networking help in securing an internship?
4. When employers write an internship or job description, what does it represent?
5. What key questions should you consider before beginning your job search for an internship?
6. How can narrowing down what you are looking for help create a targeted approach in your job search?
7. What factors should you consider when determining your preferred type of work environment and supervisor?

WAYS TO FIND AN INTERNSHIP

You stand the best chance of finding the perfect internship if you employ several different strategies. Networking, attending career fairs, looking for internship listings online, and identifying potential employers through classified ads, the local Chamber of Commerce, or by searching online are all ways to begin conducting your internship search. Finding an internship requires time and planning, but the results are definitely worth the effort. Here are some recommendations for those seeking an internship.

Key Takeaways

- If you are trying to find an internship, start searching months or weeks in advance of when you hope to start. Sometimes application deadlines are much earlier than you might think. Internships and jobs are posted year-round and organizations have different recruitment timelines. It is recommended that you start the search process early because some organizations (typically larger organizations) start their recruitment process several months in advance. Also, it often takes most job seekers about 3-5 months to find a job. A suggested timeline is that if you are looking for a summer internship or if you are seeking a full-time job for after graduation, you should begin to actively search and apply in January/February (or even earlier)!
- Network with professionals on campus, at events to see if they can connect you with an internship at their company.
- Internships can give you the experience that you may need in order to land a job in the future.

When employers write an internship or job description, it is their wish list of what they are seeking, so don't be put off if you don't have 100% of the preferred qualifications they are looking for if you have about 70% of the qualifications you should consider applying. It is rare to see a job posting seeking zero years of experience, most will say at least 1-3 years – these are the entry-level positions you should be applying for because your coursework, internship, part-time job experience, etc. counts as experience!

Creating a Targeted Approach

Before you begin your job search, take time to narrow down what you're looking for so that you can create a targeted approach that will lead to effective results.

Some key questions to consider:

- What are my values, interests, identities, personality, skills/competencies, strengths, and needs?

- What are my key educational, work, volunteer, and leadership experiences?
- What is my preferred type of work environment (e.g., team-oriented staff, long-term projects, fast-paced atmosphere, etc.)? What type of supervisor am I seeking?
- What geographic location am I targeting?
- What type of career field do I want to work in (e.g., government, nonprofit, business, etc.)?
- What type of position/job category/job title am I seeking, such as: banking, editing, engineering, human resources, teaching, computer science, etc.?
- What are the ways to begin conducting your internship search?
- Do you remember any recommendations for those seeking an internship?
- Why is it important to start searching months or weeks in advance?

11. Watch the video ‘How to get an internship with NO experience’ (https://www.youtube.com/watch?v=KynMm9uC94&ab_channel=AlexisChoi) and answer the questions below:

1. How can a person without experience find an internship?
2. What steps are recommended for identifying the area of internship?
3. Who should you contact for help finding internship opportunities?
4. Where did the speaker look for job opportunities when searching for internships?
5. How can using platforms like LinkedIn help in networking for internship opportunities?
6. What advice does the speaker give for forming networks and connecting with professionals in desired companies or roles?
7. Why is it important not to immediately ask for referrals or positions when reaching out to professionals on LinkedIn?

12. Choose the best summary of the video:

- A. In the video, the focus is on the steps to secure an internship without any prior experience in the field. Alexis provides insights on how to identify your area of interest and utilize resources like LinkedIn and school career pages. Additionally, she emphasizes the importance of networking with professionals to increase your chances of securing the internship. By following these steps diligently, you can successfully secure an internship even without relevant work experience.
- B. In the video, Alexis discusses how easy it is to secure an internship even without any relevant work experience. She highlights the importance of using job sites like LinkedIn and Google Jobs to find opportunities. Alexis also mentions the significance of utilizing school career pages like Handshake to differentiate you from other applicants. By networking with professionals in the industry, you can increase your chances of landing the internship you desire.

- C. In the video, Alexis shares her experience and tips on how to secure an internship without prior relevant work experience. She emphasizes the importance of identifying the area of work you are interested in and utilizing resources like LinkedIn and school career pages. Alexis also suggests networking with professionals in the industry to increase your chances of landing the internship of your dreams. By following these steps and staying proactive in your search, you can increase your chances of securing an internship successfully.
13. **Visit the website of any English-speaking university that interests you. What information do they provide about applying to that university? Make notes of useful vocabulary you find there. Apply for one of the foreign universities.**

UNIT 3

WRITING RESUMES / CVs

1. Work with the partner and discuss the questions.

1. Have you ever written a CV / resume? When?
2. Is there a standard format for CVs / resumes in Ukraine?
3. What is the difference between CV and resume?
4. Which of the following do you think are essential to mention in your CV?
 - A. website addresses of companies you have worked for
 - B. details of pre-university qualifications
 - C. a photograph
 - D. date of birth
 - E. postal address
 - F. telephone number and email address
 - G. names of referees
 - H. internship / work placements
 - I. software used
 - J. charity work
 - K. interests
 - L. positions of responsibility
 - M. title, e.g. *Mr / Miss / Ms*
 - N. achievements
 - O. interpersonal skills
 - P. statements of self-praise
5. How should the information be presented in a chronological resume?
6. Why do employers prefer a chronological type of resume? What problems can applicants have while preparing a chronological resume?

7. What does a functional resume focus on? When is better to use it?
8. What is the difference between a targeted and inventory CV?

2. Read the text and check your answers.

In the U.S., a resume and CV are two distinctly different types of documents used for different purposes. In other regions of the world, such as the UK, New Zealand and parts of Europe, employers use the term CV to describe both CV and resume-style documents and don't use the term "resume" at all. In South Africa, Australia and India, the terms CV and resume are often used interchangeably.

The term **CV** is an abbreviation of the Latin word **Curriculum Vitae**, which is literally translated to "the course of your life". A CV is a very in-depth document that describes your career journey step-by-step, including all sorts of personal information. You can look at the CV as a comprehensive description of everything you have ever done, all the achievements you are proud of, and all the publications that bear your name. CV should be updated every time when a person accomplishes something new academically or professionally (getting a new job, publishing something new, obtaining a new certificate, and so on).

There is no rule of thumb on how long a CV should be - depending on the amount of experience, it can range from 2 to 8 pages. The CV is mainly used for academic purposes, such as applying for a research program, a Ph.D., or joining the staff of a university.

A CV should include:

- Full name
- Contact information
- Professional title, resume summary, or resume objective
- Research interests
- Education
- Publications (both academic papers and books)
- Teaching or lecturing experience
- Work experience
- Conferences and courses
- Skills
- Certificates
- Languages
- Grants or fellowships
- References

A resume is a short, straight-to-the-point, document created for the purpose of applying to a specific job. Unlike the CV, you should try to keep a resume as short as possible. Resume emphasizes information on the experience, abilities and studies relevant for the objectives that must be fulfilled in a certain position for which you are applying, or in which selection process you are taking part. The resume is written for a regular job in a company.

A resume should include:

- Full name
- Your job title, or the name of the position you're applying for
- Contact information
- Resume summary or objective
- Work experience
- Education
- Relevant skills
- Languages and proficiency
- Relevant certifications and interests (if any)

How you present your skills, achievements and ambitions in a CV (curriculum vitae) are key so it's important to choose the right format for the job you're applying for and your circumstances. There are 2 main types of CV:

- a chronological (or traditional) CV, and
- a skills-based (or functional) CV.

The **chronological CV** is named thus as it details your career history most commonly in reverse chronological order with the most recent employment detailed first and working backwards. A complete record of career history is detailed along with a complete education record. It is the most frequently used CV and is usually 2 sides of A4 in length.

Job Titles and company names are emphasized with skills, duties and achievements detailed under each job title. A chronological CV is most useful if you are staying within the same industry and wish to show career progression.

Most employers prefer the chronological CV format, as it is easy to see who you have worked for and what you did in each particular job. If you do not have many achievements, you can take the emphasis off this fact when using a Chronological CV.

This format of CV can suit best if you have experience and skills that closely relate to the job you're applying for, you want to emphasize career progression, or you have had mainly continuous employment with no gaps.

Reasons why a chronological CV may not be the best format include:

- If you are changing direction and the most recent employer is not relevant to your new chosen career.
- If your career history shows gaps in your employment due to poor health, unemployment, having children, etc. or that you have changed jobs frequently.

Functional CV. A functional CV, sometimes called a skills-based CV, highlights your skills and qualifications rather than your career history and experience. This style is more suitable for recent graduates who lack experience or professionals who have career gaps. A functional CV format is useful if you're returning to work after a long period away from the job market, such as an illness, travelling, bringing up a family, coming out of prison, or contract work or you have been working freelance or in temporary employment. It often suits candidates who wish to make a career change, have changed jobs frequently or have had a variety of unrelated work experiences. A functional CV emphasises achievements and areas of expertise. Rather than listing your job history in chronological order, this style

emphasises roles and qualifications related to the position. It helps highlight transferable skills from various experiences.

Combination CV. A combination, or hybrid, CV combines chronological and functional styles. The combination CV format is normally used by job hunters who have a solid background associated with their career objectives. You will include sections that highlight your education and experience, followed by the job history. Use the combination CV when you have a definite career path and a targeted job area that is related to your job history and experience. This type of CV combines the best of the functional and the chronological CV styles. You can also use it when each position or job had unique responsibilities and when a shorter type of CV would not suffice. List responsibilities, and or accomplishments and skills developed after each job experience or training listing. Stay focused; use less rather than more words. Begin each sentence or idea with a verb, for instance, Awarded, Assisted etc. This CV is very thorough, but also lengthy, so it is not advisable to use it if you have a very extensive professional career or if you have completed many courses or master's degrees, as it may be too long. Writing a combination CV is effective when:

- Combines the best of the chronological and functional CV writing styles.
- Emphasizes your achievements and strengths, as well as experience.
- Starts with a profile and followed by job history, which is ideal for getting the attention of the employer.
- Focuses on important skills which are supported by the job history.
- Accomplishments are noticed.

Don't use the combination CV when:

- Your work experience is limited.
- You have several or unexplained employment gaps.
- You changed jobs frequently.

Targeted CV. This kind of CV is tailored specifically for a particular job or industry. It emphasizes the skills, experiences, and qualifications that align with the requirements of the targeted role and match the requirements of the advertised position. This format allows you to customize your application and demonstrate your suitability for the position effectively. Writing a targeted CV is effective when:

- You know the requirements of a particular position.
- You know which company you will be sending your CV to.
- You are sending your CV in reply to a specific job advertisement.

Inventory CV. The Inventory CV is used when sending your CV to various recruiters or when you do not have a specific job objective. This kind of CV is a more general overview of your skills, achievements and qualifications. A general objective or career strategy behind an inventory CV helps in being slightly more specific towards your career goals: 'a secretary working with a local company', 'a computer programmer', 'a sales person'. Having a general career objective in mind can help you focus on those particular skills, abilities and experience required for the job. If you are unemployed or desperate to switch jobs, the inventory CV is a good time saver. You can write a custom cover letter for each job you apply for and you can send the same CV to all recruiters. If you are interested in several careers, write several inventory CVs each for a particular career goal.

3. Complete the charts with the information from the text.

1.		CV	Resume
	Definition		
	Content		
	Objective		
	Length		

2.	Type of resume	Advantages	Disadvantages

4. Analyze samples of resumes given here and define their types.

SAMPLE 1

Name John Drain
Address 63 Boichuk Street, Ap. 45
 Kyiv, Ukraine
Telephone +38(044) 452 37 10 (day time)
 +38(098) 339 61 35 mobile
E-mail johndrain@gmail.com

Summary

Highly skilled Mechanical Engineer with 4+ years of experience in designing and testing mechanical components. Eager to support Crape, Inc. in developing advanced engineering solutions and drive sustainable growth. Skilled in AutoCAD, MATLAB, 3D printing, and material selection. Achieved an 85% reduction in product failure rate by introducing innovative design approaches for Plastitech, Inc.

Skills, Experience and Personal Attributes.

Computer skills

Proficient in Auto CAD, MATLAB, 3D printing. Created and improved CAD models for mechanical assemblies to reduce the time needed for production. Developed 3D models of components and assemblies to aid in producing and visualizing design intent.

Project management experience

Assisted lead engineer in monitoring project deadlines through liaising with subcontractors.

Technical Documentation

Drafted technical documents such as inspection plans and test reports for internal review. Conducted material analysis reports detailing selection criteria based on cost-effectiveness & performance metrics.

Creating Efficiency

Applied knowledge of finite element analysis to improve stress concentration around critical junctions on components while reducing weight by 10%. Reduced product failure rate by 85% by introducing new design approaches. Developed assembly procedures that resulted in increased efficiency of production line operations by 25%.

Quality Assurance

Analyzed engineering drawings to ensure accuracy within the product specifications. Conducted research studies on process optimization initiatives for improving operational workflow efficiency. Oversaw production, performing random quality checks and ensuring best practices were followed.

Management

Trained 3 junior engineers in AutoCAD and MATLAB programming processes. Supervised a team of 5 engineers to ensure all components met safety protocols during testing.

Communication skills

Due to the various nature of the positions I have held I am a confident communicator in both oral and written. This is across all levels of an organisation.

Education

Bachelor of Science in Mechanical Engineering

Cornell University, Ithaca, NY

September 2012–July 2016

Experience

Plastitech, Inc., Ithaca, NY, October 2021–Present

Mechanical Engineer: Developing 3D and CAD models of components and assemblies to reduce the time needed for production.

Exacta, Inc, Ithaca, NY, 2019

Mechanical Design Engineer: Developed models and conducted material analysis detailing selection criteria based on cost-effectiveness & performance metrics to improve operational workflow efficiency.

Additional details:

Professional Memberships

- Member of the American Society of Mechanical Engineers (ASME)

Interests

- Travel
- Reading
- Walking

Referees: Available upon request

SAMPLE 2

John Drain

Mechanical Engineer

425-765-8938

Johndrain@gmail.com

linkedin.com/in/johndrain

Resume Summary

Highly skilled Mechanical Engineer with 7+ years of experience in designing and testing mechanical components. Eager to support Vasco, Inc. in developing advanced engineering solutions and drive sustainable growth. Skilled in AutoCAD, MATLAB, 3D printing, and material selection. Achieved an 85% reduction in product failure rate by introducing innovative design approaches for Plastitech, Inc.

Work Experience**Mechanical Engineer**

Plastitech, Inc., Ithaca, NY

October 2021–Present

Key Qualifications & Responsibilities

- Created and improved CAD models for mechanical assemblies to reduce the time needed for production.
- Trained 3 junior engineers in AutoCAD and MATLAB programming processes.
- Assisted lead engineer in monitoring project deadlines through liaising with subcontractors.
- Developed 3D models of components and assemblies to aid in producing and visualizing design intent.
- Drafted technical documents such as inspection plans and test reports for internal review.

Key Achievement:

- Reduced product failure rate by 85% by introducing new design approaches.

Mechanical Design Engineer

Exacta, Inc, Ithaca, NY

September 2017–September 2021

Key Qualifications & Responsibilities

- Developed 5 prototypes using AutoCAD and 3D printing technologies successfully tested in field trials.
- Conducted material analysis reports detailing selection criteria based on cost-effectiveness & performance metrics.
- Supervised a team of 5 engineers to ensure all components met safety protocols during testing.
- Analyzed engineering drawings to ensure accuracy within the product specifications.
- Conducted research studies on process optimization initiatives for improving operational workflow efficiency.

Key Achievement:

- Applied knowledge of finite element analysis to improve stress concentration around critical junctions on components while reducing weight by 10%.

Jr Mechanical Engineer

LMN Solutions Ltd., Ithaca, NY

February 2016–August 2017

Key Qualifications & Responsibilities

- Assisted Senior Engineer in researching new materials suitable for projects requiring high strength & durability standards.
- Generated detailed parts drawings from models created using CAD software applications such as Autodesk Inventor Professional Suite & ProEngineer Wildfire.
- Assisted in the preparation of specifications for purchasing materials needed for projects.
- Prepared and maintained engineering drawings as per customer requirements.

Key Achievement:

- Developed assembly procedures that resulted in increased efficiency of production line operations by 25%.

Education**Bachelor of Science in Mechanical Engineering**

Cornell University, Ithaca, NY

September 2012–July 2016

Skills

- Mathematical Analysis
- CAD (Computer Aided Design)
- Technical Documentation
- Attention to Detail
- Problem-Solving
- Communication Skills
- Quality Assurance
- Teamwork and Collaboration
- Time Management
- Critical Thinking

Memberships

Member of the American Society of Mechanical Engineers (ASME),
2019–present

- Attended monthly meetings and participated in group projects to develop real-world engineering solutions.
- Organized and led a seminar on artificial intelligence engineering applications, which secured funding for future research initiatives.

Certifications

- Certified Mechanical Engineer, 2022
- Finite Element Analysis, 2020
- Six Sigma Yellow Belt, 2017

Language Skills

- French – Communicative

References

Available upon request

SAMPLE 3**John Drain**

425-765-8938

Johndrain@gmail.com

linkedin.com/in/johndrain

Summary

Highly skilled and results-oriented Mechanical Engineer with 7+ years of experience across various design and testing projects. Proven ability to develop innovative solutions, reduce product failure rates, and optimize workflows. Skilled in AutoCAD, MATLAB, 3D printing, material selection, and finite element analysis. Eager to leverage expertise at Vasco, Inc. to drive sustainable growth and develop advanced engineering solutions.

Key Skills

- **Design & Analysis:** AutoCAD, 3D Printing, Material Selection, Finite Element Analysis
- **Project Management:** Project Planning, Deadline Management, Team Leadership
- **Technical Skills:** Technical Documentation, Quality Assurance
- **Soft Skills:** Problem-Solving, Communication, Teamwork, Time Management
- **Professional Development:** Certified Mechanical Engineer (2022), Six Sigma Yellow

Belt (2017)

Work Experience

Mechanical Engineer | Plastitech, Inc. | Ithaca, NY | October 2021 – Present

- Reduced product failure rate by 85% through innovative design approaches.
- Created and improved CAD models for efficient production.
- Developed 3D models for design visualization and production.
- Trained junior engineers in AutoCAD & MATLAB.
- Assisted lead engineer with project deadline adherence through subcontractor liaison.
- Drafted technical documents for internal review (inspection plans, test reports).

Mechanical Design Engineer | Exacta, Inc. | Ithaca, NY | September 2017 – September 2021

- Successfully tested 5 prototypes in field trials using AutoCAD and 3D printing.
- Analyzed materials, selecting cost-effective solutions based on performance metrics.
- Supervised a team of 5 engineers on safety protocols during testing.
- Analyzed engineering drawings for accuracy within product specifications.
- Conducted research studies on operational workflow efficiency improvement.
- Applied finite element analysis to improve stress concentration and reduce weight by 10%.

Jr. Mechanical Engineer | LMN Solutions Ltd. | Ithaca, NY | February 2016 – August 2017

- Developed assembly procedures, increasing production line efficiency by 25%.
- Assisted senior engineer in researching new high-strength, durable materials.
- Generated detailed parts drawings using CAD software (Autodesk Inventor & ProEngineer).
- Prepared material specifications and assisted in purchasing materials for projects.
- Prepared and maintained engineering drawings as per customer requirements.

Education

Bachelor of Science in Mechanical Engineering | Cornell University | Ithaca, NY | September 2012 – July 2016

Professional Affiliations

- Member, American Society of Mechanical Engineers (ASME) | 2019 – Present
 - Attended monthly meetings and participated in group projects for real-world engineering solutions.
 - Organized and led a seminar on AI engineering applications, securing funding for future research initiatives.

Certifications

- Certified Mechanical Engineer (2022)
- Finite Element Analysis (2020)
- Six Sigma Yellow Belt (2017)

Language Skills

- French (Communicative)

References

Available upon request.

SAMPLE 4

John Drain

Mechanical Engineer

425-765-8938

Johndrain@gmail.com

linkedin.com/in/johndrain

Summary

Highly motivated Mechanical Engineer with 7+ years of experience in designing, testing, and optimizing mechanical components for **sustainable growth**. Proven track record of reducing product failure rates and improving production efficiency. Skilled in AutoCAD, MATLAB, 3D printing, and material selection to create innovative and cost-effective solutions. Eager to leverage expertise in finite element analysis and project management to contribute to Vasco's development of advanced engineering solutions.

Experience

Mechanical Engineer | Vasco, Inc. (targeted company) | Ithaca, NY (desired location) | October 2023 - Present (or expected start date)

- Leverage expertise in AutoCAD and 3D printing to develop and refine CAD models, accelerating production timelines.
- Collaborate with colleagues to ensure project deadlines are met and exceeded.
- Apply knowledge of material selection and finite element analysis to optimize designs for cost-effectiveness, performance, and sustainability.
- Contribute to research initiatives exploring innovative design approaches for reduced environmental impact.

Mechanical Design Engineer | Exacta, Inc. | Ithaca, NY | September 2017 - September 2021

- Developed 5 prototypes using AutoCAD and 3D printing technologies, achieving successful field trial results (highlights 3D printing and prototyping skills).
- Conducted material analysis reports, focusing on cost-effectiveness and performance metrics (demonstrates material selection expertise).
- Analyzed engineering drawings for accuracy, ensuring adherence to product specifications (shows attention to detail).
- Applied knowledge of finite element analysis to optimize stress concentration in components, reducing weight by 10% (emphasizes relevant engineering analysis skills).

Jr. Mechanical Engineer | LMN Solutions Ltd. | Ithaca, NY | February 2016 - August 2017

- Assisted Senior Engineer in researching new materials for high-strength and durability projects (demonstrates material research experience).
- Generated detailed parts drawings using CAD software (highlights CAD proficiency).

Education

Bachelor of Science in Mechanical Engineering | Cornell University | Ithaca, NY | September 2012 – July 2016

Skills

- Mathematical Analysis
- CAD (Computer Aided Design)
- Technical Documentation
- Attention to Detail

- Problem-Solving
- Communication Skills
- Quality Assurance
- Teamwork and Collaboration
- Time Management
- Critical Thinking

Memberships

American Society of Mechanical Engineers (ASME) - 2019 - Present

- Attended monthly meetings focused on sustainable engineering solutions.

Certifications

- Certified Mechanical Engineer (2022)
- Finite Element Analysis (2020)
- **Six Sigma Yellow Belt (2017)**

Language Skills

- French (Communicative)

References

Available upon request

SAMPLE 5

John Drain

425-765-8938

Johndrain@gmail.com

linkedin.com/in/johndrain

Mechanical Engineer | 7+ Years of Experience

Highly skilled in design, testing, and optimizing mechanical components. Proven track record of reducing product failure rates and improving efficiency. Seeking to leverage expertise at Vasco, Inc. to develop innovative engineering solutions.

Key Skills

- AutoCAD, MATLAB, 3D Printing, Material Selection
- Finite Element Analysis (FEA), Project Management, Team Leadership
- Problem-Solving, Communication, Teamwork, Time Management

Experience

- **Plastitech, Inc. | Ithaca, NY | October 2021 - Present**
 - Mechanical Engineer
- **Exacta, Inc. | Ithaca, NY | September 2017 - September 2021**
 - Mechanical Design Engineer
- **LMN Solutions Ltd. | Ithaca, NY | February 2016 - August 2017**
 - Jr. Mechanical Engineer

Education

- Bachelor of Science in Mechanical Engineering | Cornell University (2012-2016)

References

Available upon request.

5. Read the statements below. After each statement, write ‘A’ if you agree, or ‘D’ if you disagree.

1. CVs are too long and boring: Employers often skim CVs, so a lengthy document is a waste of time.
2. HR representatives and employers spend at least five minutes reviewing each resume.
3. Appearance has no impact on the success of your resume.
4. Formatting can draw attention away from your accomplishments.
5. The chronological CV is irrelevant: Focusing on past experiences limits the ability to showcase skills and accomplishments.
6. The standard CV format is restrictive: it does not allow for creativity and individuality.
7. Social media profiles are more important than CVs: They provide a more authentic and up-to-date view of a candidate.
8. Video resumes are the future: They allow candidates to showcase their personality and communication skills.
9. Even if your skills match what an employer is looking for, you can't be considered for an interview.
10. Avoid using numbers, percentages, and dollar amounts in your job descriptions.
11. You should tailor your resume to match your personal preferences.
12. AI-powered hiring tools will replace traditional CVs: They can analyze vast amounts of data to identify the best candidates.

6. Work with a partner and answer the following questions. Share your ideas how to make creative CV.

1. In what ways can a creative approach to your CV and creativity set you apart from other job applicants?
2. Do you believe that traditional resumes are becoming outdated in today's job market? Do you think employers appreciate creativity in CVs, or do they prefer more standard formats?
3. Have you ever used unconventional methods to showcase your skills and experience on a resume?
4. How can incorporating visual elements into your CV enhance its effectiveness?
5. What role does personal branding play in creating a unique and memorable CV?
6. What challenges might arise when trying to balance creativity with professionalism in a CV?
7. How can the information be presented in an infographic CV, a visual CV or interactive CV?
8. Which types of jobs are suitable for applicants using an infographic CV?

7. Look at the sample of an infographic CV and make rules to create such a type of CV.



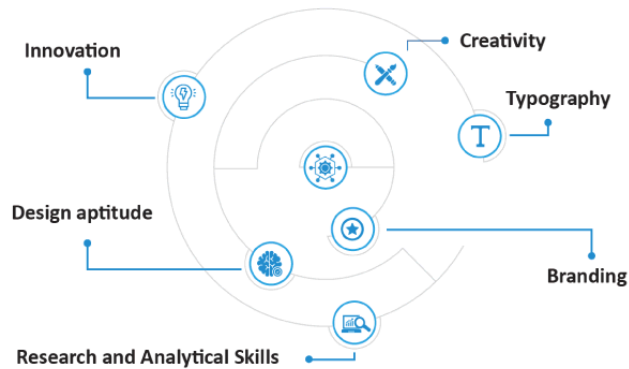
TERESIA SOMERVILLE

GRAPHIC DESIGNER

(+91) 933-092-9083 info@mycvdesigner.com

Senior graphic design professional with 8+ years of experience in Design, art direction and management of print and digital projects from conception through completion. Specialized in creating Book and Cover Design; logo; after effects; Animation and many more by using various adobe suite and graphic design tools.

CORE COMPETENCIES



PROFESSIONAL EXPERIENCE

SENIOR GRAPHIC DESIGNER • May 2017 - Present

Brandcraft, Sydney, Australia



- Create and design unique visual images, flash presentations, animation and web application interface for various internal and external projects.
- Assign projects to meet department objectives and requirements of various business units & Ensuring department projects are completed on time by coordinating activities.

GRAPHIC DESIGNER • Nov'2014 - Feb'2017

Chello, Sydney, Australia



- Responsible for Campaign concepts and ideas including Logo Design and Illustration for all brand strategies and Created design; presentation boards to help support executive and account representation of strategic creative to the client.
- Handle a team of 10 members including 2 freelancers and reporting their progress to the head of the department and solving all the errors.

FREELANCE GRAPHIC DESIGNER • Jan'2013 - Sep'2014

April Ford, Maroochydore, Australia



- Designed multiple Logo; Brochure; Newsletters and Magazines and created 5 short product animation and introductory videos for social media sites for the clients across the globe.

CAREER TIMELINE

BRANDCRAFT

Senior Graphic Designer

May 2017 - Present



CHELLO

Graphic Designer

Nov'2014 - Feb'2017



APRIL FORD

Freelance Graphic Designer

Jan'2013 - Sep'2014



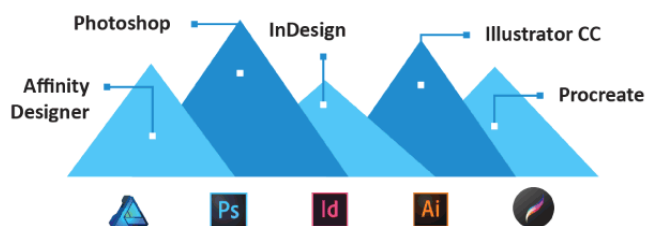
**ACQUARIE UNIVERSITY,
SYDNEY, AUSTRALIA**

**Masters of Fine Arts in
Visual Communication**

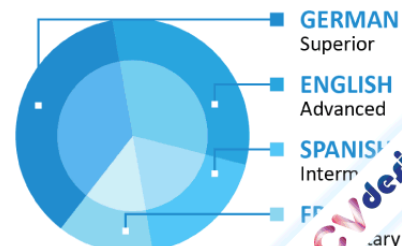
2010 - 2013



TECHNICAL SKILLS



LANGUAGES KNOWN



(Source: <https://mycvdesigner.com/blog/visual-cv-vs-infographic-cv/>)

8. Match types of resume with their definitions:

- | | |
|-----------------------|--|
| 1. Profile resume | A. a short recording used by a candidate to apply for a job |
| 2. Infographic resume | B. a resume used to apply to positions within the US federal government |
| 3. Comic resume | C. a professional summary of applicant's skills, experiences, and goals related to a specific job at the top of the resume which includes a couple of skill and accomplishment-packed sentences with a sales pitch |
| 4. Interactive resume | D. a resume which displays all professional information through a short illustrated story |
| 5. Video resume | E. a resume which contains a brief summary of the career highlights and qualifications that relates to the position a person is applying for or the industry they would like to work in |
| 6. Mini-resume | F. a digital document that contains interactive elements such as links, graphics, animation, and even audio visual content |
| 7. Federal resume | G. a very visual and concise CV, where the different sections are presented through graphics, images and short texts |

9. Guess the type of resume by the information given:

1. focuses on your work history.
2. focuses on applicant's skills.
3. combines applicant's skills and work history.
4. is great for in-person or digital networking.
5. fits your key information on a business card-sized document.
6. includes a resume summary (or professional summary).
7. is customized to a specific job.

10. Prepare the questions to check what your groupmates remember about different types of resumes using the information from exercises above, and adding your own ideas.



11. Read the text and answer the following questions:

1. How can you make your resume stand out from the crowd?
2. What sections should be included in a chronological resume to effectively communicate accomplishments?
3. Why is it important to keep the font plain and easy to read when creating a resume?
4. How should formatting be approached when designing a resume?
5. Why is it recommended to use action (power) words when describing prior job experience and duties on a resume?
6. In what ways can numbers, percentages, and dollar amounts enhance the impact of your achievements on a resume?
7. Why should you keep your resume in one page?
8. Do you agree with all information given in the text?

WRITING A RESUME

Your resume should **stand out from the crowd**. Employers, especially those who have posted openings on large Web sites, receive hundreds of resumes for a single position. You must show how qualified you are by describing your qualifications for the desired job in a concise, clear, and attention-getting manner. Here are a few ways to get your resume to the top of the stack.

Emphasize Accomplishments. When organizing a chronological resume, you should still include sections on your **accomplishments**, education, and skills to communicate what you have accomplished. Functional resumes should focus on accomplishments as well. HR representatives and employers take less than a minute to scan your resume, so showcase and organize items into several concise and relevant segments. If you **just graduated from college** and have not yet been employed, place your "Education" section first, directly below the letterhead. In addition to the basics – school name, degree, major, and graduation date – you can include relevant coursework that applies to a desired position, academic honors or awards, and your GPA. If you skated through college with anything over a 3.0, feel free to put it on your resume. Other categories might include "Relevant Work Experience," "Volunteer Experience," "Computer Skills," "Publications," "Activities and Honors," "Language Skills," and so on.

Appearance. Along with effective organization, appearance can make or break your resume. When creating a super resume, keep these points in mind:

- **Fonts.** Whether you e-mail, fax, or mail your resume to prospective employers, you should try to keep your font plain and easy to read. And select a reasonable size--anywhere between 9 and 12 points should be acceptable. We suggest using a sans serif font like Arial or Verdana, not Times New Roman. These will come out much clearer in faxes.
- **Formatting.** Just because you have Microsoft Word and all of its formatting capabilities, your resume doesn't have to look like a Caribbean vacation brochure. Myriad fonts, colors, and graphic embellishments don't really help, so use minimal and purposeful formatting. Simple bullets will best separate your duties and skills; use bolding and italics sparingly. Formatting should highlight your accomplishments, not draw attention away from them. Less, in this case, is definitely more.
- **Paper.** Even if you don't snail-mail your resume to employers, you should have hard copies on hand to bring to interviews. These copies should be on tasteful resume-quality paper. White, off-white, cream, and gray are the easiest to read. Just like your socks, your cover letters, mailing envelopes, and resumes should all match.
- **Content: Action (power) words.** When describing your prior job experience and duties, use active language. Instead of starting your sentence with a noun, start with an active, descriptive, impressive verb. For example: "Customer Service Representative. Assisted customers with product selection trained and supervised 15 new employees, organized special promotional events". Don't think of this as a term paper-action verbs and flowery language required.
- **Numbers.** Always include numbers, percentages, and dollar amounts in your job descriptions to back up your achievements. How many people did you supervise? How much money did you raise? How many wild bears did you feed during your stint at the zoo? How much did party favor sales increase under your direction? This approach immediately highlights the kind of impact you've made.
- **Length.** Keep it to one page. No one wants to scan through two or more pages of your long-winded accomplishments and experience. If it doesn't all fit – which it won't, unless you're a recent college grad with no experience – cut it down to the

most relevant and impressive items. You should tailor your resume to match the job description, so be sure to cut and paste accordingly.

And if your skills match what an employer is looking for, you'll be snatched up for an interview. From there, it's up to you: Show them you're as good as that pretty piece of paper says you are.

12. Look at the following points and decide which heading Jasper should put them under. Some of them can be used more than once.

Education	Referees	Personal Details	Profile
Additional Skills	Interests	Professional Experience	

- | | | |
|---|----|-------|
| 1. Jasper Bergfeld | A. | _____ |
| 2. University of Stuttgart - degree in Applied Mechanics: | B. | _____ |
| 3. Fluent in English: | C. | _____ |
| 4. Nationality – German: | D. | _____ |
| 5. Concept AG – Equipment Technician: | E. | _____ |
| 6. Excellent communication skills: | F. | _____ |
| 7. Full driving license: | G. | _____ |
| 8. Diploma in English with Business Studies: | H. | _____ |
| 9. Skiing and windsurfing: | I. | _____ |
| 10. Computer literate: | J. | _____ |
| 11. Able to work on own initiative and under pressure: | K. | _____ |
| 12. Responsible for daily inspections, maintenance, and repairs of equipment: | L. | _____ |
| 13. Dr H. Mayer, University of Bath: | M. | _____ |

13. Read the text, fill in the gaps with the words from the table below, and explain:

- what a personal statement is
- what information should be included in a personal statement

brief	suitability	goals	valuable
current	competition	arrogant	persuasive
applying for	personal statement	job description	employer
hiring managers		opening sentence	

A personal statement is a 1) personal summary (at the top of your resume) given to prospective employers to help you stand apart from the 2) Its purpose is to articulate your career 3), highlight your skills, experiences, and what you can bring to the role.

It gives you a chance to sell yourself to the 4) in a small and easy-to-digest paragraph. By summing up the specific skills and experience that make you perfect for the position, you'll be able to prove your 5) and convince the recruiter to read on.

Ideally, your personal statement should be no more than around 150 words (or four or five lines of your CV) to avoid rambling and taking up 6) space.

When writing your personal statement, keep in mind its purpose – i.e. to demonstrate to 7) your suitability for the role.

The 8) needs to interest the reader and make them want to continue reading. However, it shouldn't be too 'salesy' as you don't want to come across as 9) A suitable start to your personal statement could mention your 10) job title, how many years of experience you have, what role you're interested in and reasons why you consider yourself suitable for the job. The art of writing a 11) personal statement is adding in lots of detail (without waffling), and making it relevant to the job you're 12)

Successful personal statements answer the following questions:

- Who are you?
- What can you offer?
- What are your career goals?

Here's a simple step-by-step strategy that'll help.

- Identify the most important requirements and responsibilities in the 13)
.....
- Highlight your most relevant skills and achievements on your CV.
- Include all your best and proudest achievements in your 14)

14. Work with the partner and divide the tips about writing personal statements under the appropriate heading. Then, write your recommendations about crafting a resume personal statement.

DO	DON'T

1. Select the most impactful experiences to share.
2. Use common clichés, jargon and overused phrases.
3. Check for spelling and grammar mistakes.
4. Customize your CV personal statement in line with the job description of the profile that you are applying.
5. Include personal details, such as your marital status, age or religion.

6. Mix the grammatical person.
7. Keep your personal statement concise within a 4-5 line or around 150 words limit.
8. Add measurements to your achievements.
9. Be too generic.
10. Focus on yourself.
11. Leave out the information about early career experience and your salary expectations.
12. Draft your personal statement after you complete the rest of your resume.
13. Include details that reflect your achievements and core skills to validate your potential.
14. Feel confined to list everything you have ever done or every attribute you have.
15. Include information from a cover letter.
16. The first word of your personal statement should be "I".
17. Reflect the combination of what you are good at, what you enjoy and how those things will contribute to the direction of your career.
18. State your title in the first sentence.

15. Read the personal statement and find in it the information about:

- title or function
- soft skills and hard skills
- impressive facts and statistics
- short and/or long-term goals
- job-specific slant for the position the candidate is applying to

A highly motivated Automotive Engineer with 3+ years of experience in developing innovative power product solutions seeking a full-time position as an Automotive Mechanical Engineer at Methode Electronics Automotive Group. Proven ability to translate technical concepts for sales teams and collaborate across departments (Sales, Costing, Manufacturing) to ensure successful product launches. Skilled in using CAD and CREO software and simulation tools to optimize performance and efficiency, resulting in a 15% reduction in fuel consumption in previous projects. Experienced in managing projects, product development, and working effectively with global teams. Eager to contribute to Methode's innovative culture.

16. Read the following personal statements, choose better ones and explain your choice.

- A. Experienced in various automotive engineering tasks, including vehicle design and performance testing. Familiar with safety standards and fuel efficiency. Looking for a role where I can use my engineering knowledge and improve vehicle performance.
- B. A high achieving professional with a strong work ethic and able to work in a team in order to consistently achieve my goals and build my skillset.

- C. Highly skilled Environmental Engineer with over 7 years of experience in designing and implementing sustainable engineering solutions. Proven expertise in water and waste management systems, environmental impact assessments, and regulatory compliance. Passionate about developing innovative, eco-friendly solutions to complex environmental challenges. Seeking to leverage my technical skills and commitment to sustainability in a challenging role.
- D. I am an automotive engineer seeking my first management role. I have no experience in leadership, but I am a quick learner with a can-do attitude. My comprehensive knowledge and enjoyment of teamwork would make me an asset to any business.
- E. I am an Environmental Engineer with experience in waste management and environmental assessments. I enjoy working on projects that help the environment and am looking for a new job where I can use my skills. I have a good understanding of environmental regulations.
- F. Results-driven Automotive Lighting Engineer with a strong background in LED technology, optics, and thermal management. With a solid understanding of regulatory standards, I excel at developing lighting systems that not only meet but exceed industry requirements. Committed to pushing the boundaries of automotive lighting design to improve driver visibility and vehicle performance. Seeking to leverage my specialized knowledge and innovative approach in a challenging new role.
- G. Experienced in automotive lighting design, particularly with LED technology. I have some knowledge of regulatory standards and have worked on improving driver visibility. I am looking for a job where I can use my skills and learn more about automotive lighting.

17. Complete the following personal statements using the phrases from the table below.

worked extensively	eager to contribute	with extensive experience
proven ability	highly-experienced	passionate about
with a solid background in		experience in

- A. Skilled and 1) automotive engineer with an extensive background in the automotive industry. Has a degree in mechanical engineering and over a decade of 2) the field. Has 3) in laboratory settings overseeing specialized testing processes and training new technicians. Wide range of experience covering team management, conceptualizing development projects and implementing innovative procedures. Currently looking for a position to contribute extensive industry skills and experience.

- B.** Results-driven Automotive Quality Engineer specializing in root cause analysis, risk management, and compliance with industry standards. 4) both design and manufacturing processes, I excel at identifying potential quality issues and implementing corrective actions. 5) to a forward-thinking company by providing expert guidance in quality assurance and process optimization.
- C.** Innovative Automotive Lighting Engineer 6) in designing and developing cutting-edge LED lighting systems, resulting in significant increases in product sales and safety ratings. 7) in managing cross-functional teams, reducing development cycles, and ensuring compliance with industry standards. 8) driving advancements in automotive lighting technology to enhance vehicle safety and aesthetics.

18. Find the job advertisement of the position related to your area of specialization and write a personal statement.

19. Watch the video ‘Get a better job: Power Verbs for Resume Writing’
https://www.youtube.com/watch?v=SVAIXGhwYt8&t=25s&ab_channel=EnglishwithEmma%C2%B7engVid and

a) answer the questions:

1. What are power verbs?
2. What is necessary to take into account while using power verbs on a resume?
3. What does it mean to be specific?
4. When are powerful verbs especially useful?
5. What weak verbs should be avoided on a resume?
6. How to choose the verb instead of a weak one?
7. When can present tense be used instead of past tense?

b) complete the chart with the power verbs replacing a weak one:

did	made	helped	led	researched	organized	got results

c) do the quiz:

1. Which of the following is a power verb?
 - A. do
 - B. make
 - C. carried out
 - D. have
2. We should not use power verbs on our resume.
 - A. True.
 - B. False.

3. Which of the following is a power verb that means "helped"?
- A. oversaw
 - B. formulated
 - C. produced
 - D. aided
4. Which of the following is a power verb for "talked" or "spoke"?
- A. communicated
 - B. measured
 - C. fostered
 - D. streamlined
5. A manager is a leader. Which power verb does not mean "lead"?
- A. manage
 - B. supervise
 - C. oversee
 - D. demonstrate
6. Which of the following is a power verb for "got results"?
- A. investigated
 - B. generated
 - C. directed
 - D. inspected
7. A factory worker may use a machine. Which power verb means "use"?
- A. solve
 - B. operate
 - C. coach
 - D. help
8. "Make" is a great power verb. True or false?
- A. true
 - B. false
9. Which power verb can I use instead of "did"?
- A. carried out
 - B. made
 - C. communicated
 - D. talked

20. Complete the following CV extract using a past form of the action (power) verbs.

conduct	promote	perform	repair	design
participate	develop	provide	implement	assist

PROFESSIONAL EXPERIENCE

GTR, New York, NY

Jun 2023 – Present

Junior Mechanical Engineer

- 1) **Developed** a transportation system, increasing production rate by 30%.
- 2) stress and failure analysis of given mechanical parts to verify the reliability of designed parts, ensuring the delivery of quality products.
- 3) mechanical parts for the manufacturing department using AutoCAD and SolidWorks, gaining 95% performance and success rate.
- 4) in a Research & Development lab for improving existing Electro-Mechanical products that resulted in 27% increased efficiency.
- Pioneered a battery cooling system design that extended battery life by 50%, which was patented and implemented across all electric vehicle lines.
- 5) within 18 months due to strong performance and organizational impact (one year ahead of schedule).
- 6) students in acquiring knowledge and skills related to mechanical engineering strategies and techniques, helping them achieve a grade of >3.
- Partnered with the sales team to provide technical insights, contributing to a 10% increase in up-sales through value engineering tactics.

General Motors, Detroit

Jun 2022 – May 2023

Mechanical Engineering Intern

- Designed effective assembly-line fixture models that improved operational efficiency by 15%.
- 7) a new lean manufacturing model that saved the assembly team 2 hours per day.
- 8) feasibility studies for advanced manufacturing that led to 10% reduction in manufacturing costs.
- 9) identified issues, including engine management failures and multi-system problems, gaining an overall job success of 97% throughout.
- Developed diagnostic strategies and approaches, addressing inaccessibility.
- 10) detailed CAD drawings of proposed engineering projects for evaluation and estimation purposes.
- Optimized assembly line layouts, leading to a 10% increase in productivity

21. Match types of skills with their definitions:

1.	Social skills	A.	the strengths and abilities individuals demonstrate that help to oversee processes, guide initiatives and steer their employees toward the achievement of goals.
2.	Organization skills	B.	the specialized knowledge and expertise required to perform specific tasks and use specific tools and programs in real-world situations.
3.	Analytical skills	C.	any competence facilitating interaction and communication with others where social rules and relations are created, communicated, and changed in verbal and nonverbal ways.
4.	Leadership skills	D.	the ability to use your time, energy, resources, etc. in an effective way so that you achieve the things you want to achieve/
5.	Technical skills	E.	the ability to collect and analyze information, problem-solve, and make decisions.

22. Put the following skills under the appropriate headings.

Teamwork skills, expert knowledge of Adobe Photoshop and Microsoft Office, ability to negotiate, problem-solving skills, time management, active listening skills, flexibility, deductive reasoning (top-down thinking), decision-making skills, public speaking skills, scheduling skills, attention to detail, class 2 driver's licence with F endorsement, capable of giving feedback, CAD/CAM, ability to quickly build relationships, technical writing skills, capable of questioning ideas, planning skills, ability to multitask, ability to brainstorm, creative thinking, positive attitude, good knowledge of social media platforms and WordPress, capable of networking, ability to collaborate, trustworthiness, task delegation skills, presentation skills, inductive reasoning (bottom-down thinking), quality assurance skills.

Social skills	Organization skills	Analytical skills	Leadership skills	Technical skills

23. Compare the recommendations and formats of resumes in English-speaking countries and Ukraine. Then, present your ideas to your partner.**24. Think of a job you would like to apply for and write a CV or resume (your knowledge and Appendix 2 will help you).**

UNIT 4

COVER LETTERS

1. Work with the partner and discuss the following questions:

1. What documents are required to start working? Which of them can be prepared by an applicant and which of them are provided by authorities?
2. What documents can be used to affirm applicant's identity?
3. Which of the following documents have you ever been asked to provide to an employer? What do you think was the reason for it?
 - A. a passport
 - B. a foreign passport
 - C. university records and report cards
 - D. a birth certificate
 - E. a driver's license
 - F. a government-issued ID card
 - G. a student ID card
 - H. a social security card
 - I. a military card
 - J. professional licenses and certifications
 - K. an employment authorization card
 - L. university diploma or transcripts
 - M. vaccination records
 - N. a health certificate
4. What is the difference between a resume and a cover letter?
5. What is the purpose of a cover letter?
6. Are cover letters becoming obsolete?
7. What should a cover letter include?
8. How long should a cover letter be?
9. Who should a cover letter be addressed to?

2. Fill in the gaps with the phrases from the box and compare your answers with the information given.

business	complement	cover letter	CV	employer
interview	introduction	persuade	position	well-focused

What is a cover letter?

A 1) **CV** gives information about the educational qualifications and professional experience you have, whereas a 2) explains why you want the job. A cover letter should 3) not duplicate, your CV. The main purpose of a personalised cover letter is to 4) the reader to read your CV and consider you

for the vacant 5) A cover letter is often your earliest written contact with a potential 6) , creating a critical first impression. A well-written 7) cover letter demonstrates your written communication skills and will help you to get that all-important 8) The letter of application should follow the general guidelines for all 9) letters. It should have an 10) , a main body, and a final paragraph.

3. Check your knowledge of writing a cover letter.

1. Contractions like 'can't' and 'I'll' are appropriate on a cover letter and resume.
A. true
B. false
2. This is a great sentence for a cover letter: 'It is cool to get such an opportunity to work for your company.'
A. true
B. false
3. This is a great sentence for a cover letter: 'I am totally right for this position.'
A. true
B. false
4. This is a great sentence for a cover letter: 'I am ready to learn the ropes to do really well in my career.'
A. true
B. false
5. This is a great sentence for a cover letter: 'I would appreciate your consideration for an interview and look forward to hearing for you.'
A. true
B. false
6. Choose the best sentence for a cover letter.
A. I made sales go up by 20%.
B. I increased sales by 20%.
C. Sales were increased by 20% by me.
D. The sales were bumped up 20% while I worked there.
7. Which sentence is an example of a passive sentence?
A. I prepared financial reports.
B. Financial reports were prepared by me.
C. I developed technical plans.
D. I led a staff of ten people.
8. Make this sentence stronger: 'I believe I am the best person for this job.'
A. I think I am the best person for this job.
B. I feel that I am the best person for this job.
C. I am confident that I am the best person for this job.
D. I hope I am the best person for this job.

9. On resumes, we write about previous work experiences in bullet points. Which of the following sentences is the most appropriate on a resume?
 - A. I performed a full lifecycle product development.
 - B. -Performed a full lifecycle product development
 - C. It is true that I performed a full lifecycle product development.
 - D. My job was to perform a full lifecycle product development.
10. Which should you NOT use in cover letters?
 - A. full sentences
 - B. active voice
 - C. passive voice
 - D. different grammar structures
11. You should always use the biggest words on your resume to sound smart. For example, you can write **"I am indefatigable in my daily affairs."** instead of **"I am hard-working."**
 - A. true
 - B. false
12. Power verbs are great to use on your cover letter or resume.
 - A. true
 - B. false
4. Watch the video 'Get a new job: Vocabulary and grammar for your Resume and Cover Letter' (<https://www.engvid.com/vocabulary-grammar-resume-cover-letter>) and check your quiz answers.
5. Match parts of a cover letter with their explanations.

1. introduction	A. A paragraph which highlights or amplifies on the material in the resume or job application, and explains why the job seeker is interested in the job and would be of value to the employer.
2. body	B. A paragraph in which you request action, such as an appointment, an interview, or some other definite action
3. closing	C. A document, etc. that is included inside a letter:
4. enclosure	D. A paragraph which should create interest and explain why you are writing. It should state the type of position you are applying for, as well as how you heard about the company. Also in your first paragraph, refer to your enclosed or attached resume.

6. Complete the letter using the following phrases.

- A. I feel I have significantly strengthened my knowledge and understanding of
- B. ~~This experience has enabled me to~~
- C. My employment experience leads me to the conclusion that
- D. My employment experience has enabled me to build on
- E. I think that I could bring
- F. My responsibilities included
- G. Within my position at work I am responsible for
- H. As you can see from my CV I have

Dear Ms Tisdall,

I am writing in response to your advertisement for the position of Senior Design Engineer and enclose my curriculum vitae for your consideration. I am currently working as an Automotive Chassis Engineer for the Netgroup Engineering. 1) **B This experience has enabled me to** gain a broad understanding of the Chassis and Frame-related structures and packaging design principles. 2) Designing and developing packaging solutions for products, giving careful attention to factors such as form, fit, function, and manufacturability, particularly concentrating on frame-related attributes. I also work closely with suppliers and vendors to procure and assess components, ensuring adherence to design specifications and quality standards. Through the successful undertaking of these responsibilities 3) comprehensive documentation, design specifications, test reports, and assembly instructions. 4) theoretical knowledge attained as part of my university degree in Mechanical Engineering, and put this knowledge into practical application.

Previous experience at Navistar, Inc. gave me an opportunity to work with the cross-functional teams. During my time there I learnt to promote to comprehend system requirements and constraints associated with design, packaging, and provide the smooth transition of designs into production. helping to identify design iterations and developing improvements to aid in increasing manufacturing capability (Chassis Equipment function areas), which significantly influenced my work there. 5) utilizing CREO to craft detailed 3D models and engineering drawings of packaging design, writing reports, and developing various internal and external projects.

6) considerable experience in the area of mechanical engineering from my years at university and subsequent jobs. I am confident that the combination of my engineering background and relevant skills makes me an ideal candidate for the position available. 7) ideas and enthusiasm to the job.

8) I am very suited to design engineering work and feel this move would be a logical career step. The role of Senior Design Engineer would allow

me to develop my existing skills in an environment in which my technical, innovative, and collaborative skills could be utilised to their greatest potential. I would be available for interview at your convenience. I look forward to hearing from you.

Yours sincerely,

Andrew Brown

Mr Andrew Brown

7. Read the letter again and answer the following questions:

1. What position is Andrew applying for?
2. What is his current job?
3. What subject does he have a degree in?
5. What skills and experience does he have?
6. What tenses and structures are used in different parts of the letter?
7. Why is “Yours sincerely” written at the end of the letter?

8. In pairs, decide whether the following statements are True (T) or False (F).

1. The final paragraph should express willingness to provide any further information that the reader may want.
2. It is not necessary to mention any items (including the CV) you are enclosing/ attaching.
3. It is polite to thank the reader for their time and consideration.
4. The final paragraph may actually consist of two short paragraphs.

9. Match names of sections with the parts of a cover letter. Some of them can be used more than once.

- A. An education paragraph
- B. An introductory paragraph
- C. Salutation
- D. An employment paragraph
- E. Date
- F. Inside Address
- G. Complimentary Close
- H. Signature
- I. A concluding paragraph (expectations, conclusion)
- J. Applicant contact details

Garrett Stanley
(432) 109-8768
garrett@stanley.com

- 1.
2. May 20, 2024
3. Zoe Ramsey
Hiring Manager
Operations Analysis Innovations
4. Dear Zoe Ramsey:
5. I am writing to express my strong interest in the Mechanical Engineer position at Operations Analysis Innovations. With my solid background in mechanical engineering and my passion for innovative problem-solving, I am confident that I would be a valuable asset to your team.
6. From a young age, I have been fascinated by how things work and have always enjoyed taking things apart and putting them back together. This curiosity led me to pursue a degree in Mechanical Engineering from National Transport University, where I gained a strong foundation in engineering principles and developed a keen eye for detail.
7. What excites me most about the Mechanical Engineer position at Operations Analysis Innovations is the opportunity to work on cutting-edge projects that push the boundaries of technology. Your company's commitment to innovation aligns perfectly with my own values and aspirations. I am particularly drawn to the challenging nature of the role and the chance to collaborate with a team of talented engineers.
8. In my previous role at ABC Engineering, I successfully designed and implemented a new cooling system for a large-scale manufacturing plant, resulting in a 20% increase in energy efficiency. This project not only showcased my technical skills but also highlighted my ability to work effectively in a team and manage complex projects from conception to completion.
9. Furthermore, my proficiency in CAD software, coupled with my strong analytical and problem-solving abilities, has allowed me to consistently deliver high-quality engineering solutions. I am confident that my expertise in mechanical design, coupled with my passion for innovation, would make me a valuable asset to Operations Analysis Innovations.
10. I am excited about the opportunity to contribute to your team and would welcome the chance to discuss how my skills and experience align with your company's goals. Thank you for considering my application. I look forward to the possibility of discussing this position further.

11. Sincerely,
12. <i>Garrett Stanley</i> Garrett Stanley

10. Complete the following opening paragraphs using the words in the box.

advertised	application	consideration	enclosed	enquire
qualified	recommended	graduate	requirements	response

- I am a final-year student who is about to 1) graduate with a bachelor's degree in Industrial Engineering from Bristol University. I am writing to 2) about possible employment opportunities with Mendoza. I am interested in a position related to transportation management.
- I am writing in 3) to your job posting for an electrical engineer on your company's website. I have 4) my CV for your consideration.
- I was recently speaking with Mr Fox from your firm and he 5) that I send you a copy of my CV. Knowing the 6) for the position, he felt that I would be an ideal candidate, given my experience in heating and cooling systems.
- I would like to apply for the post of an Automotive Chassis Engineer in your firm as 7) on indeed.com. As a recent graduate, I was particularly happy to see that the position is open to newly 8) engineers.
- Please accept this letter as 9) for the Marketing Manager position currently listed on Monster.com. My CV is attached for your 10)

11. Find a job advertisement that interests you, and write the opening paragraph of a cover letter in response.

12. Read the following extracts from cover letters. For each extract underline the two main skills the applicants demonstrate.

1. My past experience of working overseas has brought me a greater understanding of international cultures and traditions, as well as a better appreciation of my own culture. These insights would certainly benefit a multinational corporation, such as yours.

Skills: intercultural awareness / dependability / flexibility / self-awareness

2. Within my role as a project manager, I am responsible for leading a team of five people. We often have to work unsociable hours under difficult conditions. I ensure that team morale is maintained by regularly counselling team members to check they are coping with the demands of the job.

Skills: flexibility / lateral thinking skills / language skills / interpersonal skills

3. Although I do not possess any experience in the hotel industry, I was a Holiday Representative for Xtreme Holidays for two consecutive summers, where I learned that customer satisfaction is the key to success in the service industry. I implemented a new way for customer feedback to be recorded, which helped Xtreme Holidays develop the service that they provide by identifying areas needing improvement. I believe I can apply the skills obtained from my previous employment to this position.

Skills: IT skills / customer service skills / communication skills / initiative

4. This summer I worked at Alton Towers Themepark, where I was initially responsible for operating various rides. However, as I can speak both Italian and English fluently I was quickly moved into the gift shop to deal with customers. Working in the shop helped me to learn the importance of dealing with customers in a friendly and efficient way. During this month I suggested changing the layout of some of the gift displays. These changes led to a significant increase in the sales of souvenirs.

Skills: customer service skills / entrepreneurial skills / leadership skills / numerical skills

5. I have a strong history of staff management, working closely with my current team on their personal development plans, and understand my role assisting and promoting staff member success. I regularly seek feedback on my performance from my superiors and colleagues to identify areas I need to improve in.

Skills: reliability / leadership skills / self-awareness / technical skills

13. Study the following information and put sentences under the appropriate heading.

USING APPROPRIATE LANGUAGE

Whether applying online or sending your cover letter through the post, it is important to write using appropriate language. Although informal language may sometimes be acceptable in cover letters, more formal alternatives will create a more professional impression.

Formal language is characterized by the use of standard English, formal vocabulary, more complex sentence structures, infrequent use of personal pronouns, and lack of colloquial or slang terms.

Informal language allows the use of nonstandard English forms, contractions, phrasal verbs, colloquial vocabulary, exclamations, abbreviations, and typically shorter sentence structures.

1. The improvements can't be made due to budget cuts.
2. Unfortunately, the team could not replicate the results.
3. The tyre was blown up for the experiment.
4. The tyre was inflated for the experiment

5. Professors still count on students to find the ways to improve diesel engine efficiency.
6. Professors expect students to find the ways to improve diesel engine efficiency.
7. I considered various research methods for the study.
8. Various research methods were considered for the study.
9. They needed assistance while recovering from the outcomes of the hurricane.
10. They needed help while recovering from the effects of the hurricane.

Informal style	Formal style

14. Complete the following table using the words in the box.

contact	dirty	receive	end	employment
request	commence / initiate	show	depict	talk about
give	about	also	try	ensure
looking for	employer	want	additional	more
utilize	sufficient	require	tell	be capable of

Informal	Formal
get	1. receive / acquire
extra	2.
3.	would like
need	4.
5.	discuss
get in touch with	6.
7.	concerning / regarding
make sure	8.
9.	provide somebody with
10.	inform
boss	11.
12.	further / greater
13.	searching
ask for	14.
work / job	15.

16.	demonstrate
can	17.
describe	18.
19.	contaminated
20.	in addition
start	21.
use	22.
23.	terminate
24.	endeavor
enough	25.....

15. Rewrite the underlined sections of the following sentences using more appropriate formal language. Try to use the word in brackets.

1. I am writing about your ad for a Business Development Manager in *The Economist*. (**response**) ***in response to your advertisement***
 2. I am writing to ask if you've got any vacancies at the moment in your human resources department. (**currently**)
 3. I am writing to apply for the financial administrator job. (**position**)
 4. As you will see from my CV, my experience and qualifications are what you're looking for. (**requirements**).
 5. The manager of your Milan Branch told me to get in touch with you about the opening for a media consultant. (**recommended**)
 6. Here's a copy of my CV, and I look forward to an opportunity to demonstrate how my professional experience and skills would benefit Star Electronics. (**attach**)
 7. If you need any more info about my application, please do not hesitate to contact me. (**should**)
 8. Thanks for your time and consideration. (**would**)
 9. Also, I'm passionate about my development as a communicator. (**additionally, committed**)
 10. I might be tired, but I can still work hard. (**notwithstanding**)
 11. I have enough technical skills to contribute to your team. (**sufficient**)
 12. My responsibilities as a project manager included setting up budgets and timetables and making sure projects were finished on time. (**established**)
- 16. Think of a job you would like to apply for and write a cover letter (see Appendix 3 for useful phrases).**

UNIT 5

REFERENCE LETTERS

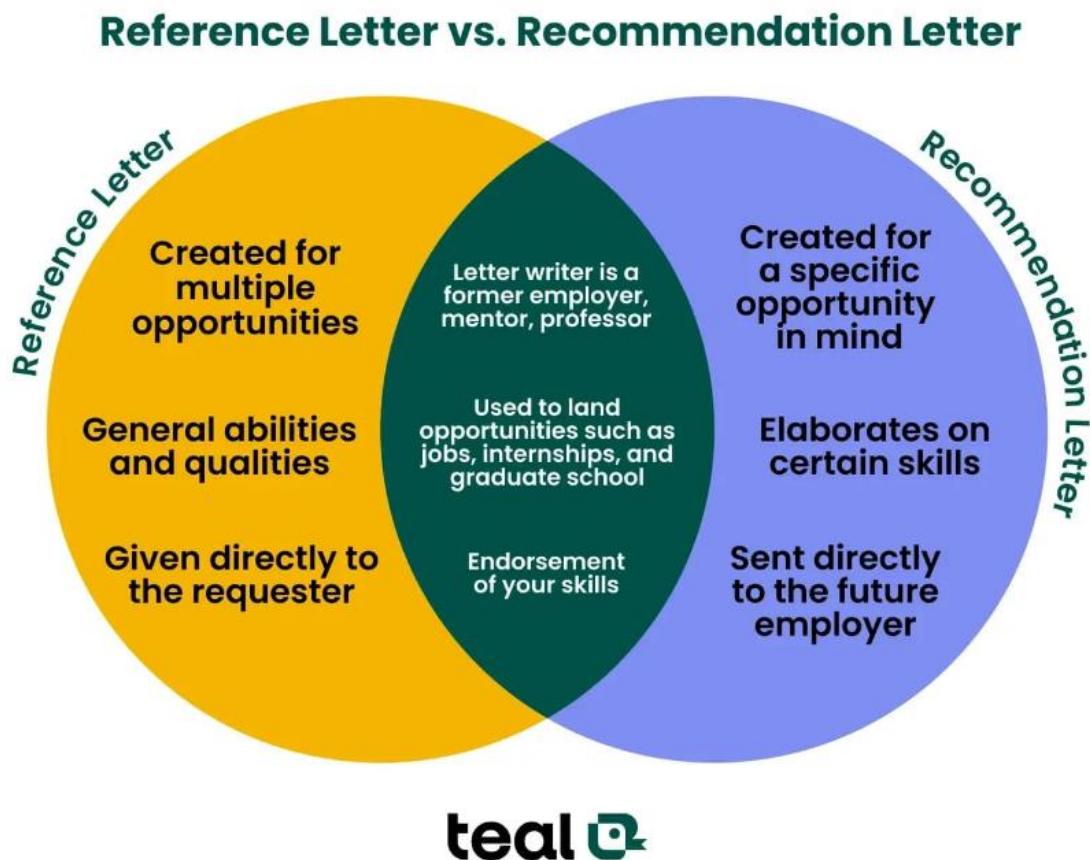
1. Work with a partner and discuss the following quotes. Then, make your definition of a reference letter.

1. 'Letters of reference are a way to show the world who you are and what you can do.' – John C. Maxwell
2. 'A good reference letter can open doors that you didn't even know existed.' – Sheryl Sandberg
3. 'A well-structured reference letter can make a significant difference in a candidate's job application.' – Richard Branson
4. 'Clarity and specificity are key in writing a reference letter that truly reflects the candidate's abilities.' – Sheryl Sandberg
5. 'An effective reference letter can be the difference between getting the job and being overlooked.' – Tony Robbins
6. 'Personal beauty is a greater recommendation than any letter of reference.' – Aristotle
7. 'A good face is the best letter of recommendation.' – Elizabeth I

2. Match the types of reference letters with their definitions:

- | | |
|----------------------------------|--|
| 1. Academic reference letter | A. is usually written by an applicant's former employer or high-level supervisor; it attests to the candidate's past work performance and accomplishments from a managerial angle. |
| 2. Employment reference letter | B. is usually written by an applicant's former colleagues or coworkers; generally provides information about the candidate's job performance and skills from the perspective of an equal rather than a superior. |
| 3. Personal reference letter | C. is most commonly written by an applicant's former teachers or professors, but could also be written by an applicant's classmate; common for situations in which the applicant has limited work experience or professional connections to use. |
| 4. Professional reference letter | D. is usually written by an applicant's close personal friend who can provide information about the candidate's qualities and character rather than their job performance and abilities. |

3. Study the following information and put the statements under the appropriate heading:



(Source: <https://www.tealhq.com/post/reference-letter-vs-recommendation-letter>)

1. It is usually sent straight to the recruiting manager or program director.
2. It focuses on the qualities as a person, student, or employee.
3. It provides an overall evaluation of person's skills and personality.
4. It focuses on person's skills, work experience, and work ethic.
5. It is created for future or general use.
6. It is created with a specific role in mind.
7. It is typically written by someone who has worked closely with a person in a supervisory or academic capacity.
8. It can be used multiple times, for a variety of purposes.
9. It provides a more thorough analysis of person's achievement in a particular area of employment or academic specialization.
10. It is usually written by someone who knows a person well enough to speak about their character and work ethic but may not have directly supervised or managed them.

Reference letters	Recommendation letters

4. Work with the partner and answer the following questions:

1. What is a reference letter and what is its purpose?
2. In what situations are reference letters commonly used?
3. How long should a reference letter be?
4. Who can write a reference letter?
5. Why is it important to be honest and positive when writing a reference letter?
6. What should you avoid mentioning in a reference letter?
7. How should a reference letter be written in terms of style and tone?
8. What factors should be considered before agreeing to write a reference letter for someone?
9. Why is it crucial to make sure a reference letter looks professional and does not contain any errors?

5. Read the text and check your answers.

A **reference letter** is usually written to testify to a person or (occasionally) a company's skills, character and/or achievements. Sometimes a reference letter is known as a "recommendation letter". It is a formal document, and should be typed and written in a serious and business-like style. An ideal reference letter is no longer than one page long, consisting of 300 to 400 words in three to five paragraphs. Reference letters additionally comprise the following three sections: Opening, body, closing.

Reference letters are used in a wide variety of situations; there is no definitive list that covers all possible scenarios. The most common examples are:

- When a candidate applies for a job, they may need a reference to support their application.
- If an interviewee is given a job offer, they may need to supply a reference letter before the contract can be signed.
- A student applying for an academic course often requires a reference letter to support their application.
- A student applying for funding will often need to supply reference letters.
- Companies may use reference letters as testimonies to their trustworthiness and ability to carry out a job well.
- Prospective tenants may need to provide their landlord with a reference letter, testifying to their good financial status. (This could be from a prior landlord or from a current employer.)

A reference letter is a formal document, and it is crucial that you do not lie or fudge the truth in it, or there could be legal repercussions. If someone wants a reference letter from you:

- The candidate should be someone you know reasonably well. For example, you cannot provide any authoritative comment on the academic ability of a student who's only been attending your lectures for a week.

- You should know the candidate in a capacity which gives you the ability to write a meaningful reference. For example, if you have worked with the person, it would be appropriate for you to write a reference letter to a prospective employer for them.
- You should be able to provide an honest and positive reference. If you truly feel that the candidate has no good qualities for you to emphasize, or if you have had a personality clash with them in the past, you should tell them to seek a reference letter from someone else.

When you write a reference letter you should make sure that you avoid:

- Mentioning any weaknesses the candidate has.
- Saying anything that could be construed as libel.
- Writing in an informal manner: keep the letter business-like. Jokes, slang and casual language are not appropriate and may harm the candidate's chances.
- Including personal information not relevant to the application. Mentioning the candidate's race, political stance, religion, nationality, marital status, age or health is usually inappropriate.
- Spelling mistakes, sloppy writing or typos: this letter is hugely important to the candidate, and you should take care to make it look professional.

6. Match the questions (1-7) to the following expert advice (a-g). Do you agree with the advice? Pay attention to that one question which is extra.

1. Why are references important?
2. How many referees do you need, and who should you choose?
3. When is a referee no longer useful?
4. What happens if you don't get on with the most obvious choices for your referees?
5. Is it OK to use someone you know well who works for the organization?
6. Where are you applying for a job?
7. Do you have to give your current employer?
8. How can you find out what a reference says about you?

- A. Usually two - an academic one and either an employer or a personal character referee. They should be of professional standing so that they can comment on your suitability for the job. Do not use a relative; a family friend is OK. Always ask permission before using someone as a reference. Provide them with a copy of your CV and an indication of the jobs you are applying for. Let them know how you got on, and thank them afterwards. 2
- B. Yes, but they may feel uncomfortable, so be sensitive. They are putting their reputation on the line. —
- C. You can't easily - that's the point of a confidential reference. If you suspect a poor reference is causing you problems, try changing your referee. —
- D. It is normal to ask for your current employer not to be contacted yet. Offer another referee. Ask to be alerted before your employer is contacted. —

- E. When they don't remember who you are or become uncontactable —
- F. Choose another who will represent you in the best light. —
- G. References provide confidential information about your character, skills and experience. A positive recommendation will greatly support your application. —

7. Put the structural components of a reference letter in a logical order:

- A. Salutation ('To whom it may concern', or 'Dear Sir or Madam', or 'Dear <title> <surname>')
- B. Confirm that the person's performance and attitude was (at all times) satisfactory/exceeded expectations or standards.
- C. Briefly explain the person's responsibilities (optional)
- D. State that you would willingly re-employ the person if the opportunity arose (optional, and very reassuring for the reader)
- E. Date
- F. Yours faithfully (or 'Yours sincerely' if writing to a named addressee)
- G. Confirm dates, job title(s) capacity, and salary and benefits details if required/appropriate.
- 1 H. Addressee name and address (if known)
- I. Briefly describe their skills/qualifications/strengths/characteristics (optional)
- J. Offer to provide more information if required (optional)

8. Watch the video and 'How to Write a Reference Letter' (<https://www.youtube.com/watch?v=bd4BeeaG1eM>) and take notes about the information that should be included into the reference letter.

9. Fill in the gaps according to the video.

Reference letters are a common requirement in 1)

Structure of the reference letter varies based on the 2)

Tips for writing a reference letter include using a 3)

- 4) yourself briefly in the letter.
- Confirm facts provided by the 5) in the letter.
- Provide judgment on candidate's 6)
- Give concrete examples of candidate's 7)
- Close the letter on a 8)
- End with appropriate 9)
- Offer willingness to receive further correspondence about the candidate's 10)

10. Match the sentences with their translation. Then, identify in which part of a reference letter they can be used.

1.	At the request of... I submit this confidential information ...	a.	Він завжди завершує свої завдання належним чином.
2.	I am pleased to respond to Mr. ... request for a reference regarding his application for the position of ...	b.	Під час роботи він проявив індивідуальний, повний ентузіазму підхід у поєднанні з ініціативним характером.
3.	His excellent command of English and oratory skills are obvious.	c.	На закінчення зазначу, що він є надзвичайно відповідальною особою.
4.	In the previous year he began serving at the ...	d.	На мій погляд, він буде знахідкою для вашої компанії.
5.	His tasks at the time were ...	e.	Я охоче рекомендую ...
6.	It quickly became evident that he is extremely knowledgeable about ...	f.	У випадку його повернення ми будемо раді знову прийняти його на роботу.
7.	During the working period, he demonstrated enthusiastic individual approach combined with pioneering spirit.	g.	У відповідь на прохання пана ... я із задоволенням даю рекомендацію у зв'язку з поданою заявою на посаду ...
8.	He has introduced several innovations into the technological process of production	h.	Він завжди привітний і професійний у відносинах з нашими співробітниками.
9.	Mr...'s talents go far beyond ...	i.	У цей час у його задачі входило ...
10.	He is always willing to share his experience and knowledge with other members of the staff.	j.	Незабаром з'ясувалося, що він надзвичайно багато знає ...
11.	In conclusion, I should mention that he is extremely responsible.	k.	Таким чином, я можу рекомендувати пана ... без будь-яких сумнівів.
12.	He always completes his tasks promptly.	l.	У минулому році він почав працювати у ...
13.	He is always cordial and professional in his relations with our staff.	m.	Він завжди готовий поділитися своїм досвідом та знаннями з іншими співробітниками.
14.	In my opinion, he would be an asset to your company.	n.	Він ввів ряд нововведень у технологічний процес виробництва.
15.	I truthfully recommend.../ It is my pleasure to recommend.	o.	За проханням ... я надаю цю конфіденційну інформацію ...
16.	I am pleased to recommend.... / I heartily recommend ...	p.	Я щиро рекомендую ...
17.	Therefore, I can recommend Mr... without any hesitation.	q.	Здібності пана .. виходять далеко за межі ...
18.	Were he return to us, we would be glad / pleased to rehire him.	r.	Його чудове знання англійської мови та ораторські вміння є очевидним.

11. Read the reference letter and answer the questions.

1. How long has the author worked with Mr. James Johnson?
2. What are some of the qualities that James has demonstrated during his time at XYZ Motors?
3. Can you provide an example of a specific contribution that James made to the design and development of new vehicle models?
4. What is one of James's greatest strengths mentioned in the text?
5. How does the author describe James's leadership skills?
6. Besides technical expertise, what other positive attributes does James possess according to the author?
7. In what capacity does the author believe James would excel within a team?

To whom it may concern,

I am writing to highly recommend Mr. James Johnson for a position in your mechanical engineering department. I have had the pleasure of working with James for the past four years at XYZ Motors, where he has consistently proven himself to be an exceptional engineer.

During his time at XYZ Motors, James has demonstrated a strong understanding of mechanical systems and a keen eye for detail. He has been instrumental in the design and development of several new vehicle models, contributing innovative ideas and solutions that have greatly improved their performance and efficiency. James's technical skills are truly impressive, and he is always eager to expand his knowledge and stay up-to-date with the latest advancements in the field.

One of James's greatest strengths is his ability to work well under pressure. He has successfully managed multiple projects simultaneously, meeting tight deadlines and delivering high-quality results. His excellent problem-solving skills and analytical thinking have been invaluable in resolving complex engineering challenges. James is also a natural leader and has effectively supervised teams of engineers, providing guidance and support to ensure the successful completion of projects.

In addition to his technical expertise, James is a pleasure to work with. He is a great team player, always willing to lend a hand and share his knowledge with others. His positive attitude and strong work ethic make him a valuable asset to any team. James's excellent communication skills enable him to effectively collaborate with colleagues and present his ideas clearly and concisely.

I have no doubt that James would be an outstanding addition to your mechanical engineering department. He is a dedicated and highly skilled engineer who consistently exceeds expectations. I can confidently say that he would make a significant contribution to your organization.

Please feel free to contact me if you require any further information or

clarification. Thank you for considering James for this position.

Yours faithfully,
John Smith
Engineering Manager, XYZ Motors

12. Complete the reference letter with the words below:

dedication	hesitate	interpersonal	administrative	valued
pressure	seeking	recommend	intern	

Jane Williams
Pacific Corp
47 Ocean Street, Suite 12
Los Angeles, CA 90001
(555)456-7890
jane.williams@email.com

January 5, 2023

Andrew Lee
Atlantic Operations, Inc.
41 East 14th Street, Fourth Floor
New York, New York, 10001

Dear Andrew Lee,

John Wilson has worked for me here at Pacific Corp. for four years. He started as an 1) and quickly rose to an 2) position while still attending classes at Ocean Community College.

He quickly became one of our most 3) employees, the person everyone went to with questions and special projects. His 4) and willingness to work long hours to get the job done have made him a favorite team member for everyone on staff.

I highly 5) John for your assistant position. In his time at Pacific, he has shown that he has the technical, organization, and 6) skills that make a truly exceptional administrative assistant. In particular, I know that you're 7) someone with exceptional customer service and telephone skills, as well as the ability to get up to speed quickly with proprietary software. John offers all these skills, plus adaptability and grace under 8)

We will miss having John on our team, but our loss can be your gain. Please don't 9) to contact me with any questions.

Yours sincerely,

Jane Williams (written signature)

Jane Williams (typed name)

13. Read the following advertisement and write a reference letter for your groupmate who you can recommend for ATT programme.

2024 Automotive Technology Trainee (ATT) Program-TMS00280

Description

COMPANY OVERVIEW

Toyota (NYSE:TM), the world's top automaker, is committed to building vehicles for the way people live through our Toyota, Lexus and Scion brands. Over the past 50 years, we've built more than 25 million cars and trucks in North America, where we operate 14 manufacturing plants and directly employ more than 40,000 people. Our 1,800 North American dealerships sold more than 2.5 million cars and trucks in 2023 – and about 80 percent of all Toyota vehicles sold over the past 20 years are still on the road today. For more information about Toyota, visit www.toyotanewsroom.com.

PROGRAM OVERVIEW

The Automotive Technology Trainee Program is an up to 24-month training program in the Product Quality and Service Support department (PQ&SS). The program consists of up to four 6-month rotations, allowing ATTs to build a stronger understanding of the technical aspects of Toyota, Scion, and Lexus products, as well as, current dealer vehicle repair practices. Assignments are project based with possible opportunities to work directly with Engineers in developing and improving processes. Departmental rotations may include the following:

Customer Quality Assurance (5 groups that monitor vehicle quality by component groupings) - Is responsible for tracking and resolving vehicle technical issues. From the first reports of a potential concern, until the issue has been researched and resolved with a field fix, recall or production change.

Technical & Body Training – is responsible for the development of technical and body-training courses offered to Toyota and Lexus dealership associates.

Quality Compliance – is responsible for Federal Government reporting of vehicle issues and issuing Recall Campaigns when necessary. Group tracks campaign completion rates and reports these rates to the appropriate government agencies.

Service Technology – develops new technician diagnostic systems and equipment. Group provides information updates and diagnostic tools for the use of Toyota, Lexus, and Scion dealership technicians. Group develops computer software to provide technical information for dealership Service Advisors, Assistant Service Managers, and Service Managers.

Tools & Equipment – develops new technician special tools and equipment to provide dealership technicians with the tools to perform unique repairs. This group arranges the sale of equipment and tools to our dealerships.

TYPICAL CAREER PATH

Automotive Technology Trainee è Associate Product Engineer è Assistant Manager è PQ&SS Manager

LOCATION

This position will be located in the Toyota Quality Center which is part of the Toyota Motor Sales, USA, Headquarters in Torrance, California. In 2025 the Product Quality & Service Support Department will relocate to our new facility in Plano, Texas.

Qualifications

Candidates should have a BA/BS in Automotive Technology, Automotive/Industrial Management, Automotive Service Management, Engineering or related degrees. Desired skills include strong interpersonal skills, a GPA of 3.0+, ASE Certification, proficiency in Word, Excel and PowerPoint. Dealership/Automotive Industry experience is preferred, but not required.

Toyota is an equal opportunity employer. Applicants are considered for all positions without regard to race, color, sex, gender identity, national origin, age, mental or physical disability, medical condition, marital status, sexual orientation, pregnancy, ancestry, religion, military or veteran status, or any other status protected by law. Toyota hires U.S. citizens, permanent residents, asylees, refugees, and temporary residents. Temporary residence status does not include individuals in non-immigrant status (H, B, L, or TN visas) or those with temporary work authorization, such as students in practical training status (F and J visas).

Toyota provides reasonable accommodations consistent with its legal obligations. Any applicant who, because of a disability or religion, needs reasonable accommodation or other assistance at any point in the application process, or thereafter if hired, should contact the Human Resources Department by sending an email to TalentLink_Admin@toyota.com.

Your application and your employment, if hired, are covered by the Mutual Agreement to Arbitrate Claims.

Job Undergrad Recruiting

Primary Location US-CA-Greater Los Angeles-Torrance

Organization TMS - Toyota Motor Sales

Travel No

Job Posting Sep 16, 2024, 7:17:18 AM

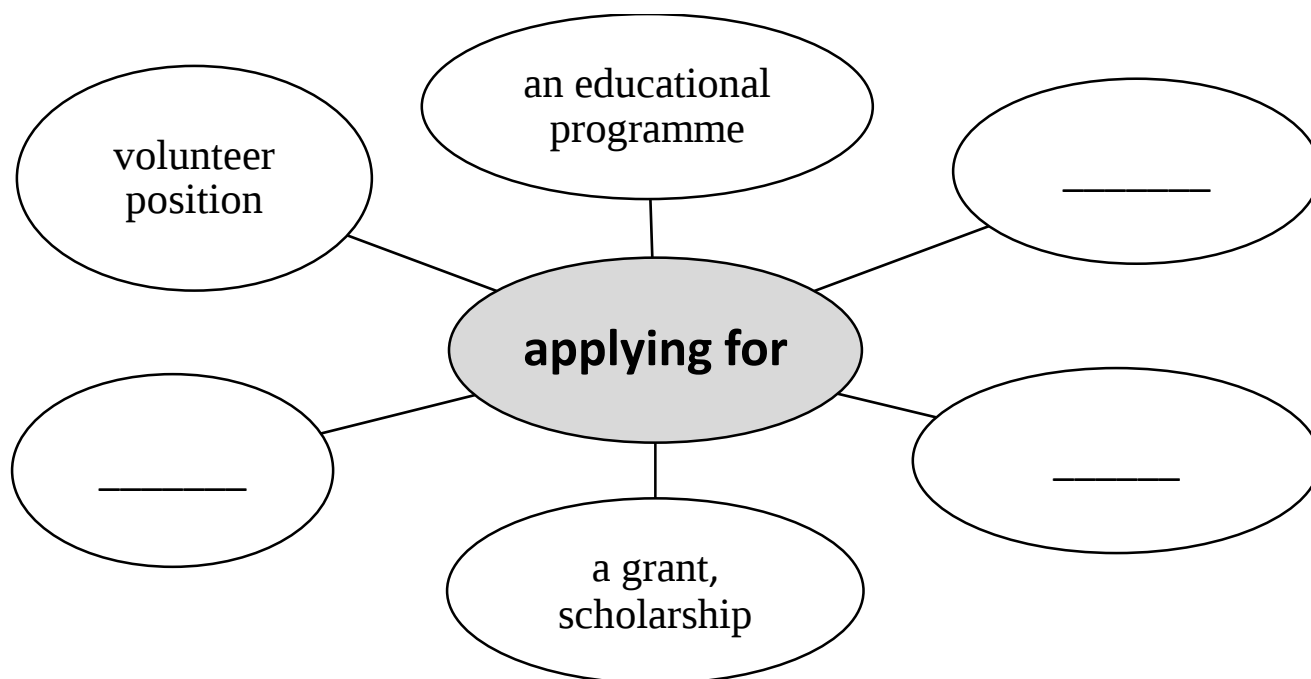
UNIT 6

MOTIVATION LETTERS

1. Work with the partner and answer the questions:

1. Have you ever written a motivation letter for a job or school application?
2. When can a motivation letter be required?
3. How do you prepare yourself before writing a motivation letter?
4. In your opinion, what are the key elements that make a motivation letter effective?
5. What personal experiences have shaped your understanding of the importance of motivation letters in professional or academic settings?
6. How do you feel when you have to express your goals and ambitions in writing?
7. How can a well-crafted motivation letter influence an application's outcome?
8. Have you ever received feedback on a motivation letter that significantly altered your approach to writing one?

2. Complete a mind map on reasons to write a motivation letter.



3. Read the definition of a motivation letter and explain how it differs from a cover letter. Find other similarities and differences between them.

A motivation letter (statement of purpose or a motivational letter) is a personal document detailing professional skills and reasons for applying for a course of study, a scholarship or a volunteer job. It elaborates on **why the candidate is**

passionate about a job or course.

4. Watch the video ‘How to Write a Successful Motivation Letter’ (<https://www.youtube.com/watch?v=Zvtvr38OVvU>) and answer the questions:

1. What is a motivation letter and why is it important for university applications?
2. How does a motivation letter differ from other types of application letters like a statement of purpose or personal statement?
3. Why is it essential to research the university and program before writing a motivation letter?
4. What are some tips for writing a winning motivation letter?
5. Why is it important to address the motivation letter to a specific person if possible? What should you do if you do not know the recipient’s name?
6. Why is it recommended to get feedback on your motivation letter before submitting it?
7. What is the suggested approach for structuring the body of your motivation letter?

5. Watch the video again and choose the best summary of it. Explain your choice.

- A** In the video, it's mentioned that motivation letters are not necessary for university applications. All application letters are considered the same thing. Personal statements focus on future goals, while motivation letters refer to past achievements. Addressing the letter to a specific person is not recommended, as it does not make a difference.
- B** In the video, the importance of writing a motivation letter for university applications is discussed. It serves as a way to showcase who you are, your passions, and why you are a good fit for the program. Different types of application letters, like personal statements and cover letters, have specific purposes and structures. Researching the university and program you are applying to is crucial in tailoring your letter to their requirements.
- C** In the video, the focus is on the importance of including personal anecdotes in a motivation letter. It suggests that sharing unique experiences and perspectives can make your letter stand out. The video emphasizes the need for a longer motivation letter, contrary to the usual recommendation of keeping it concise.

6. Work with the partner and put the tips under the appropriate heading:

1. Write clearly and concisely.
2. Inflate your excitement or achievements.
3. Make sure your letter is tailored to the specific job or program you are applying for.
4. Use powerful language that exudes confidence.

5. Copy and paste from other letters or applications, if you don't have time.
6. Incorporate relevant examples or reasons behind your motivation.
7. Use phrases like "I think" or "I believe". Instead, use stronger words like "I am confident".
8. Opt for a humour tone
9. Highlight any special aspects that make your application unique.
10. Write it in one sitting.
11. Prepare for writing.
12. Make long sentences.

DOS	DON'TS

7. Read the motivation letter and define the structural components of it.

Greg Tucker
 27, Quiet Str., ap. 7
 Kyiv, 04223
 gregtucker.22@gmail.com
 +38056-432-00-23

August 24, 2024

Oskar Miller
 Toyota Motor Corporation
 1 Toyota-Cho,
 Toyota City, Aichi Prefecture 471-8571, Japan

Dear Mr. Miller,

I am writing to express my interest in the internship position at Toyota. With a solid academic foundation, I am confident in my ability to contribute meaningfully to your team.

Currently pursuing a degree in Automotive Engineering at National Transport University, I have developed a strong foundation in Engines, Electric Machinery, Car Systems and actively engaged in projects that enhance my practical knowledge. Notably, I worked on a team project where we designed a small, fuel-efficient car. This experience has given me valuable insights into vehicle design and engineering, sharpened my research, collaboration, and leadership skills, further deepening my understanding of the field.

In addition to my academic work, I have also completed internships at JVD. These experiences have taught me the importance of teamwork, communication,

and problem solving. I have learned how to work efficiently under pressure and manage my time effectively. I believe these skills will be beneficial during my internship at Toyota.

Furthermore, Toyota's commitment to innovation and sustainability is something that deeply resonates with me. I admire Toyota's efforts in developing hybrid and electric vehicles, and I am eager to contribute to such initiatives. I am particularly interested in learning more about your advanced technologies and how they are shaping the future of the automotive industry. I am confident that my background and skills make me a strong candidate for this internship. I am excited about the possibility of contributing to Toyota and learning from your experienced team.

Thank you for considering my application. I am enthusiastic about the opportunity to discuss how my background, skills, and dedication align with the goals of your organization. Please feel free to contact me for any additional information.

Sincerely,

Greg Tucker

8. Read the motivation letter again and find which questions are answered.

1. Why is he applying for this specific internship programme? Why is this the right time for him to be applying?
2. What does he hope to do in the future (i.e. career goals) and how is it connected with his degree?
3. What are his specific interests on this subject? Does he have a specific area he would like to research, or a topic he would like to explore?
4. What is so special about the programme he's applying to, and what do they offer him?
5. What makes him the perfect candidate for this programme?

9. Work with the partner and make a list of questions that applicants for BSc / MSc / PhD should answer in their motivation letter.

10. Find the information about the internship programme that interests you, and write a motivation letter to apply for it.

11. Watch the video 'Step-by-Step guide to writing the Best Motivation Letter - PhD student' (<https://app.twee.com/projects/78c5428a-9e9f-4d1e-82b6-6af9ff470b66>) and answer the following questions:

1. Why is it important to tailor your motivation letter to your target audience?

2. What phrases can be used in the first paragraph of a motivation letter to make it more personal and engaging?
3. What technique is recommended for writing about your skills in the body of the motivation letter, and why is this method effective?
4. How is it possible to create a well-rounded and impactful ending?
5. Why should the motivation letter be concise, even if there is no strict word count requirement?
6. What are the advantages of receiving feedback from multiple sources on your motivation letter?
7. What kind of information is expected to be presented in your motivation letter?

12. Choose the best summary of the video:

- A. In the video, Schlotte Fraser provides a step-by-step guide on writing a motivation letter for various academic applications. She emphasizes the importance of personalizing the letter to showcase skills and motivations effectively. The video also highlights the significance of knowing the audience and conducting thorough research before crafting the letter. By structuring the motivation letter with an introduction, body, and conclusion, applicants can effectively communicate their suitability for the program.
- B. In the video, Schlotte Fraser offers tips on writing a motivation letter for academic applications, suggesting that copying information from the CV is acceptable. She mentions that starting with a generic salutation like "Dear Sir/Madam" is a good practice. The video implies that detailing personal motivations or specific skills in the letter is unnecessary. It subtly hints that a lengthy motivation letter is more likely to be successful.
- C. In the video, the focus is on the importance of incorporating personal experiences into a motivation letter for academic applications. Schlotte Fraser discusses the significance of sharing anecdotes related to overcoming adversity in life. She suggests that including non-academic experiences, such as working in healthcare or with children, can make the letter more impactful. The video encourages applicants to keep their motivation letters concise and seek feedback from various sources for improvement.

13. Fill in the gaps:

Schlotte Fraser, a second-year PhD student in computational neuroscience at the Donders Institute in the Netherlands, shares a step-by-step guide on writing a motivation letter for various 1) The motivation letter should complement your CV and showcase a combination of your 2) Tailor your letter to the specific audience, whether it's a 3) , by highlighting relevant 4) Use the STAR method (Situation, Task, Action, Result) to structure paragraphs focusing on specific 5) The conclusion should summarize your strengths and express confidence in contributing to the 6) Keep the letter 7) , seek

feedback from multiple sources, and don't underestimate the value of personal experiences in demonstrating 8)

- 14. a) Write the motivation letter to apply for TOYOTA Automotive Technology Trainee (ATT) Program (unit 5 ex. 12) or PhD course at NTU.**
b) Translate your motivation letter submitted for NTU Master's course editing it according to Business English requirements.

UNIT 7

JOB INTERVIEWING

1. Work with the partner and answer the following questions:

1. Have you ever been at the job interview? Can you share a memorable experience from one of your job interviews?
2. How can you prepare for a job interview?
3. Are there any tips what to a job interview?
4. What do you think makes a good first impression on an interviewer?
5. What is the most important quality to have during a job interview?
6. What common questions can you be asked at a job interview?
7. What is your favourite job interview question?
8. Have you ever had to deal with unexpected questions during an interview? How did you handle it?
9. What questions can you ask the interviewer?
10. In your opinion, what role does body language play in an interview?

2. Read the text and suggest your own answers for the questions given in it.

12 POWERFUL WORDS TO USE IN AN INTERVIEW

Preparing for a job interview means preparing to answer a lot of questions. Answering every question perfectly, saying all the right things can quickly become a common worry. But don't go memorizing perfect answers just yet. Instead, take a deep breath and ask yourself, "What is the interviewer simply trying to learn from me?" A job interview is an opportunity for you to tell your unique professional story.

Certain keywords can help you present yourself in a positive light to a prospective employer. They can guide and frame a conversation around vocabulary that is familiar to a job candidate and an interviewer. The best keywords are positive and provide a way to describe your education, skills and experience. Consider using these powerful words and phrases in an interview:

1. I can, I will

Phrases like "I can contribute..." and "I will offer my strengths in this way..." show that you are positive and confident in the gifts and talents you bring to a

company. The word “will” implies conviction and ability. It shows you have thought about the subject and come with intention about your talents and contributions.

Example interview question: **Why are you a good fit for this job?**

2. I look forward to

As soon as you have been granted an interview, you can respond with something like, “I look forward to the chance to discuss what I can bring to your company.” It is positive and hopeful language that shows you have confidence in your abilities. Then, during your interview, you can use it to explain aspects of the job you would enjoy or explain your working style.

Example interview question: **How do you respond to new project assignments?**

3. Respect

After you have become familiar with the company, you can describe to the interviewer specific aspects about the company’s products, practices, diversity or projects that you respect. Expressing your respect shows you have researched the business and helps you talk about specifics which can lead to a deeper conversation about those topics. You may also describe mentors or leaders and the qualities about them you respect and try to emulate.

Example interview question: **What have you learned from your mentor?**

4. Opportunity

“Opportunity” is a word that both describes chances you have been given in the past to develop your skills and shows possibility and gratitude. It is frequently associated with a job offer in an interview setting. You can talk about past opportunities and how you are excited about the prospects of future opportunities.

Example interview question: **What are you looking for in a new position?**

5. Experience

Though your resume should speak to your job experience, it is often a shortened summary of the many tasks you have accomplished during your career. When possible, it is good to describe your duties, projects or deliverables in terms of your job experience during an interview, and you can emphasize the length of time to help someone understand the nuances of your previous work. Saying “experience” can make you sound knowledgeable and qualified.

Example interview question: **How have your previous jobs prepared you for this one?**

6. Skills

Similarly to describing your experience, pointing out some of your relevant skills can help an interviewer know you better. Instead of listing many skills, choose one or a few that help recommend you for the position. For example, instead of saying you have computer skills, you could explain how you are skilled in certain software programs that you might use for the job.

Example interview question: **Can you describe some of your soft skills?**

7. Goals

It can be helpful to show how the prospective job helps you meet your professional goals. Describe your goals and how the job can give you skills or experience. For example, if you have been working at an entry-level job in the

hospitality industry and you are seeking a management position, talk about how your experience has helped you formulate your goal and why you believe the prospective position helps you achieve that goal.

Example interview question: **Can you explain why you changed careers?**

8. Flexible

If you can demonstrate that you can work with various people in many different environments and adapt to changes in projects, deadlines and scope, you will show how you can be a flexible and positive addition to a team. You could explain how you adapted to a change in circumstances in the past and what being flexible has taught you about yourself.

Example interview question: **Tell me about a challenge or conflict you've faced at work, and how you dealt with it.**

9. Mission statement

Once you have read the company's mission statement, you can mention parts of it that resonated with your personal working philosophy. Describe any detail from it that you find inspirational or that would help you set goals. Be sure you are sincere and incorporate this discussion naturally. You can ask questions about the evolution of the mission statement to show you care about understanding the company's core values.

Example interview question: **Do you have any questions about the company?**

10. Reliable

Most companies value employees who arrive on time, use company time efficiently to produce quality work and meet deadlines. Demonstrate your reliability with concrete examples from previous jobs or volunteer opportunities. You may describe the scope of your assigned responsibilities on a project or a time when teamwork helped you produce something you are proud of. You could also describe accountability practices at a previous job and how you met them consistently.

Example interview question: **How would your previous manager describe your work ethic?**

11. Leader

Even if you are not interviewing for a management position, leadership in any role is valuable. Describe a time when you were given a leadership position or experiences that helped you develop leadership qualities. Think about what being a leader means to you, and then elaborate on your statement.

Example interview question: **Can you describe your leadership experience?**

12. Example

This word helps you change a general statement to a specific statement. Rather than saying "*I was responsible for team building,*" you could add something like "*May I share an example of how a team-building exercise increased our office unity?*" Then you can briefly explain the activity and some results you observed. Stories and examples can help an interviewer get to know you better, and will highlight your qualities or abilities when they focus on a few relevant details.

Example interview question: **What is one of your greatest recent accomplishments?**

3. **Watch the video “9 Most Powerful Things to Say in a Job Interview + Examples | Indeed Career Tips” (<https://youtu.be/MogOrx9etkI>) and pay attention to 9 powerful phrases that will allow an interviewer to truly get to know and see the real you.**
 - Which phrases are used to highlight competence, drive, motivation, and strengths?
 - Consider using these phrases and present the best answers about yourself.
4. **Answer the questions. Compare your answers with other students’ ones.**
 1. How can making a list of descriptive vocabulary words help you prepare for a job interview?
 2. Why is it important to research the company before an interview?
 3. What sources of information about the company are there?
 4. How can knowing the company's history and core values benefit you during an interview?
 5. What should you focus on when researching the specifics of the job description?
 6. Why is it helpful to cite keywords from the job description during an interview?
 7. How can framing your discussion around positive and aspirational words impact your confidence during an interview?
 8. What impact can feeling confident and poised during an interview have on your overall performance?
5. **Read the text and find the answers for the questions from Ex. 4. Do you agree with the information given?**

The prospect of a formal job interview may make you feel nervous, but with some advance preparation, you can confidently communicate your value as a job candidate. One way to prepare for an interview is to make a list of descriptive and familiar vocabulary words from your field of employment, so you can elaborate on those concepts with personal details that help explain your qualifications, skills and unique personality traits. Framing your discussion around positive and aspirational words can help you feel confident and poised during any interview.

Presenting the best answers about yourself and your job experience and skills is only part of the process of preparing for an interview. It is also important to know about the company. You can start by reading its official communication, such as the company website, social media or press releases. Research the company’s history and core values, how it fits in the industry and any charity or outreach work. Know the specifics of the job description so you can easily cite keywords and explain how your experience and skills fit the job.

6. **Work with the partner and decide which 4 skills are necessary to have to be competitive in the job market.**

7. **Watch the video “Top 4 Best Skills” (<https://youtu.be/JVQ7RAr83ag>) and compare your list with revealed one in the video. Write an essay about skills that make an employee more competitive in the job market.**

8. **Fill in the correct preposition.**

1. Having lived in Hong Kong for twelve years, I have a wide knowledge the Chinese language.
2. I have a degree Mechanical Engineering and am fluent English.
3. I have been a teacher for the past fifteen years and am very familiar the new teaching approach.
4. I am very experienced dealing with financial crises since I have worked as a financial advisor for twenty years.
5. As an auctioneer, I feel that I have experience assessing works of art.
6. Having worked as a foreign minister, I am an expert foreign affairs.
7. As a consultant for the Special Olympics Committee, I am well versed the needs of the disabled.
8. I am currently employed as a chef and excel catering for large groups.

9. **Listen to the article “The Different Types of Job Interviews and What to Expect” (<https://anchor.fm/morganmckinley/episodes/The-Different-Types-Of-Job-Interviews-And-What-To-Expect-e157m0k>). Give the written answers to the following questions:**

- What are these types and their features?
- What do they all have in common?

10. **Work with the partner. Check if you understand the following phrases:**

Human resources manager, job applicant, it's a pleasure to meet you, have an experience in, to major in, to be in charge of, to work in a position, changing gears (=changing topics), to join a company, to make the Dean's list (=to graduate near the top of the class), to set goals, to work long hours, to work on the weekend, to put too much on one's plate (=to take on more work than one is able to do), day-to-day responsibilities for the position, to lead a team, department head, to report to the vice president on a weekly basis, to succeed in a position, thank you for coming in, we will let you know in a few days about our decision, thank you for taking the time to meet with me.

11. **Read the text and write traditional, behavioral and case questions for a job interview**

Job interviews usually last from between 15 minutes to two hours. Most job interviews will feature questions about a candidate's work history, personality, work style and other factors relevant to the job. The candidate will usually be given a

chance to ask any questions at the end of the interview. These questions are strongly encouraged since they allow the interviewee to acquire more information about the job and the company, but can also serve to demonstrate the candidate's interest in working for the company in question.

The primary purpose of the job interview is to assess the candidate's suitability for the job, although the candidate will also be assessing the corporate culture and demands of the job, and whether or not the company is right for them.

Case interviews – they're about stacking up your skills against a real business challenge. You'll be asked to demonstrate your problem-solving skills, your analytical ability, and your strategic and logical thinking. These case interviews also help us assess your common sense, creativity, and comfort with ambiguity.

Cases help us assess a candidate across multiple dimensions, and your answers should project clear thinking, practical judgment, and a professional demeanor. Apply this five-step approach while working through the case interview:

1. Understand the issue; ask clarifying questions as needed.
2. Identify the underlying assumptions.
3. Summarize key issues and findings.
4. State your recommendations.
5. Outline next steps and expected results/impacts.

The behavioral interview is the time to showcase your achievements and experience, as well as present your communications and interpersonal skills. It's your opportunity to demonstrate your technical and functional capabilities, intellectual curiosity, and passion for making a personal impact. It also helps us understand how you'd fit in our culture, how you'd fit as a consultant, and your potential in a consulting career.

12. Read the questions and decide what type of interview they refer to. Work with the partner and answer them.

1. You are in the forest on your way to a town A. You come to a fork in the road, where the road splits in two, each going to a different town. You know that all the people from town A tell the truth, while all the people from the town B lie. There is a person standing there, but you don't know which town he comes from. You have 1 question – how do you make it to town A?
2. Tell me about your practice teaching or clinical experiences (etc.).
3. Tell me about a time when you wrote a report that was well received.
4. How would your last supervisor describe you?
5. Tell me about a time when you had to fire a friend.
6. Why did you choose to become an engineer, a mechanic, a teacher ...?
7. What did you learn from your part-time or summer job experiences?
8. You are consulting for a major Canadian airline. Every year, they make more sales and every year, they lose more money. What could be causing this?
9. Tell me about a time when you were creative in solving a problem.
10. What courses did you like best? least? Why?
11. How do you spend your spare time?

12. Tell me about a time when you worked effectively under pressure.
13. You have 2 empty jugs. 1 holds 3 gallons, the other holds 5. How do you get exactly 4 gallons of water from the tap?
14. What supervisory or leadership roles have you held?
15. Tell me about a time when you persuaded team members to do things your way.
16. How many copies of Windows NT did Microsoft sell last year?

13. Watch the video “English Job Interview Dos & Dont's! | English Conversation Practice” (<https://www.youtube.com/watch?v=-JNjsOX0N0c>), make a list of tips for a successful job interview.

14. Role play the job interview.

Student A You are going to interview an applicant for a position of an engineer’s assistant. Ask him/her about the following: - the salary he/she expects; - his/her work experience; - his/her qualifications; - the number and level of foreign languages that he/she can speak; - his/her strengths and weaknesses; - his/her career ambitions; - his/her personal qualities; - his/her interests. The interviewee may ask you some questions about the following: - location of the work place; - benefits of the job; - a chance for promotion; - the hours; - the responsibilities the job involves. Think of your answers. You start.	Student B You are going to be interviewed for a position of an engineer’s assistant. The interviewer may ask you about the following: - the salary you expect; - your work experience; - your qualifications; - the number and level of foreign languages that you can speak; - your strengths and weaknesses; - your career ambitions; - your personal qualities; - your interests. Think about the answers you may give. Ask the interviewer about the following: - location of the work place; - benefits of the job; - a chance for promotion; - the hours; - the responsibilities the job involves. Your partner will start.
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SELF-ASSESSMENT MODULE TEST 1

1. Match the words in column A with the words in column B. Translate them.

- | | |
|----------------|---------------------|
| 1. application | a. interview |
| 2. reference | b. for the position |
| 3. case | c. statement |
| 4. job | d. form |
| 5. apply | e. placement |
| 6. personal | f. hours |
| 7. HR | g. letter |
| 8. work | h. department |
| 9. prospective | i. security |
| 10. unsocial | j. employer |

2. Write down synonyms to the following words:

- | | |
|--------------------------|--------------------------|
| 1. staff | 9. to be responsible for |
| 2. to fire | 10. candidate |
| 3. position | 11. to recruit |
| 4. sincerely | 12. would be grateful |
| 5. out of work | 13. work history |
| 6. to assist | 14. to establish |
| 7. recommendation letter | 15. reliable |
| 8. employment | 16. proactive |

3. Answer the following questions:

1. What types of resume do you know?
2. Who writes a letter of reference and for whom?
3. What is the difference between soft and hard skills?
4. What are engineer's functions?

4. Read the questions and decide what type of interview (traditional, case or behavior) they refer to.

1. What is your typical way of dealing with conflict? Give me an example.
2. How to know if the light inside refrigerator is on or not?
3. What motivates you to do your best on the job?
4. Describe a situation where others you were working with on a project disagreed with your ideas. What did you do?
5. What have you done to improve your knowledge in the last year?
6. In a 24 hour day how many times do the hands of a clock overlap?

5. Read abstracts and decide which of them is written in formal style. Explain your choice.

A: When writing academically or professionally, it is important to show respect to your audience by electing to write in a formal style, rather than informally. This means that sentences are longer than usual and tend to feel complex. Writing complex sentences with hyperfluent vocabulary shows your audience that you are well-informed on the subject matter. Furthermore, this writing style depicts unbiased information eluding emotions and first-person pronouns from the content.

B: Formal writing feels harder than informal writing. I think it's because I can't use contractions or short sentences. The only reason I'd write informally is if I had to, like if it was professional or academic. But when I write like this about formal writing, it's easier. My vocabulary doesn't matter as much. As you can see, I still care about grammar. Writing like this feels like I am talking to a friend.

6. Complete the Experience section with appropriate words.

Associate Sourcing Manager

10 / 2022 – 01 / 2024 Milwaukee, WI

- the product-development process, ensuring design intention, merchant pricing, and assortment strategies are achieved from concept through market introduction.
- as the primary interface for design group, merchandising, and vendors throughout all stages of the product-development cycle (concept to customer).
- responsibility for overall costing of each component of the product to achieve year-on-year increases in gross profit.
- pricing, quantity, and lead-time delivery terms for key product inputs from factories, producers, and suppliers.
- accurate and timely data entry within internal software systems by team members.
- reporting format utilizing multiple database systems to streamline data used by members of global product team.

7. Test your understanding of cover letters by answering these questions.

1. You should write a cover letter every time you submit a resume for a job.

A true **B** false

2. Which of the following appears first in a cover letter?

A Date **B** Enclosure line **C** Body paragraphs **D** Signature line

3. Which of the following appears last in a cover letter?

A Date **B** Enclosure line **C** Body paragraphs **D** Signature line

4. A cover letter does all of the following EXCEPT:

- A. Sells you as the best candidate for the job
 - B. Explains why you are interested in the job
 - C. Lists all of your hobbies and interests
 - D. Introduces you and summarizes your resume
5. A cover letter or covering letter can also be called
- A a resume or CV B a CV sales letter C a letter of application
6. Job applicants must send a cover letter _____ sending their resume.
- A before B when C after
7. A cover letter should be
- A clear and concise B friendly and funny C long and detailed
8. If a cover letter is poorly-written, most employers will _____ the applicant.
- A forgive B reject C contact
9. Which date format is best for a cover letter?
- A August 9, 2024 B 9/08/24 C 08/9/24
10. Your name should be _____ of the letter.
- A at the top B in the middle C at the bottom
11. Which topic isn't normally mentioned in a cover letter?
- A the position B the salary C the company
12. Your cover letter should explain how much you will _____ the company.
- A benefit B charge C disrupt
13. Cover letters often begin with the applicant explaining how they
- A began their education B spend their free time C found out about the job
14. Your cover letter can summarize a key selling point such as your
- A work history B medical history C relevant experience

8. Choose the correct option.

If you have 1) the interview stage, your CV and letter of application must have been 2)! The company now wants to know more about you. But there is still more work to do if you want to get that job! Make sure you have 3) the company as thoroughly as possible - use the Internet, company reports, recruitment literature etc. 4) yourself of why you applied to this company. Make a list of the skills, experience, and interests you can 5) the organisation. Finally, try to 6) the questions you will be expected to answer - imagine you are the interviewer!

- | | | | |
|-----------------|--------------|--------------|---------------|
| 1. A gained | B reached | C arrived | D achieved |
| 2. A effective | B important | C impressive | D significant |
| 3. A researched | B discovered | C inquired | D examined |
| 4. A remember | B remind | C imagine | D summarise |
| 5. A show | B present | C offer | D demonstrate |
| 6. A ask | B suggest | C give | D predict |

MODULE II

TERMINOLOGY IN ENGINEERING

UNIT 1

SCIENTIFIC AND TECHNICAL TERMS

1. Work with the partner and answer the questions.

1. Have you ever thought about the profession of a translator?
2. What is the most important thing in translation?
3. To your mind, what are the common mistakes in translation?
4. How is it possible to improve one's translation skills?
5. Are there any words in your language that you think are hard or almost impossible to translate?
6. What Apps do you usually use to translate from one language to another?
7. Do translators ever get bored of translating the same kinds of documents?
8. How much does translation cost?

2. Watch the video 'Basic Scientific Terminology' (https://www.youtube.com/watch?v=9evbBpnaU78&ab_channel=JordanHampton) and answer the questions below:

1. What is the difference between a fact and a belief?
2. How can evidence support a belief?
3. Provide examples of evidence that support the belief that the Earth is a sphere.
4. What is a hypothesis and how can it be confirmed or disconfirmed?
5. Explain Dr. Semmelweis' hypothesis regarding childbed fever and hand washing.
6. Why are hypotheses commonly written as "if-then" statements?

3. Choose the best summary of the video :

- A. In the video, the focus is on the history of scientific discoveries and how they have shaped our understanding of the world. It delves into the contributions of ancient civilizations to scientific knowledge and the impact of their beliefs on modern science. The video also explores the role of philosophy in shaping scientific theories and laws. Additionally, it discusses the importance of interdisciplinary research in advancing scientific progress.
- B. In the video, it's emphasized that facts must be known or proven to be considered true. Beliefs are always supported by evidence, which makes them unquestionably true. Evidence is the only basis for determining the validity of a belief. The video concludes by stating that all beliefs are facts, and evidence is just a formality to support them.

- C. In the video, the basic scientific terminology is explained, including facts, beliefs, and evidence. It clarifies that facts do not need to be known or proven to be true. Beliefs are personal thoughts that can be supported or unsupported by evidence. Evidence is the reason to believe in a certain belief.

4. Fill in the gaps according to the video.

- 1) are statements that are true, such as the earth being a sphere.
- 2) are thoughts that can be true or false, like believing the earth is flat.
- 3) are reasons to think a belief is true, like images from telescopes showing the earth is a sphere.

A 4) is a claim that can be confirmed or disconfirmed by evidence, like hand washing reducing childhood fever.

Hypotheses are often written as if-then statements, like if doctors wash their hands, then mothers will be less likely to develop childhood fever.

A 5) is a large system of ideas aiming to provide a unifying explanation, like the theory of evolution.

The terms fact, belief, evidence, hypothesis, theory, and law of nature are all related in the scientific community.

5. Read the text and answer the following questions:

1. What is technical translation?
2. What are the problems involved in translating scientific texts?
3. What is the difference between technical and scientific translation?
4. What is the main goal of technical translation?
5. How are *technical translations* different from any other?

TRANSLATION OF SCIENTIFIC AND TECHNICAL TERMS

Scientific language is characterized by specific lexical system. Besides purely technical words, semi-technical words such as hypothesis, experiment, analysis, and description are shared by a variety of disciplines. Neologisms incessantly emerge and penetrate scientific language. The standardization in translating scientific terms is essential for scientific research as well as academic exchange. Scientific translation differs from the other types of translation primarily in terms of terms in scientific texts. While literary translation turns to the authors' aesthetic intention, scientific translation centers on the accuracy of scientific terms. Translating terms can be a challenge for translators once even certain bilingual dictionaries of a science fail to distinguish academic meaning of a term from its common meaning.

When a term is translated, the equivalence between the term in the source language and its translation in the target language seeks to be attained. However, this does not imply a word-for-word translation, but the content of the term should be transferred so as to achieve functional equivalence.

Borrowing is categorized into direct and indirect borrowing. Direct borrowing consists of native words in donor language, whereas indirect borrowing comprises words borrowed through donor language. Native words are those which can be etymologically traced back to the most primitive phase of that language.

In calque or loan translation procedure, the lexical components of the source term is translated, and then arranged in the target language in an order similar or nearly similar to that of the lexical components of the source term.

The main task of the technical translator is a logically meaningful, reliable communicating, taking into account all the specifics of terminology and the style of the document. Technical text cannot be a free paraphrase, even while maintaining the meaning of the translated document. It should not contain any emotional statements and subjective assessments.

The main features of translating scientific and technical texts, first of all, are manifested in the compulsory knowledge of the translator of all terms relating to a specific technical field of translation, he must understand not only the meaning of translated words, but also take into account all the nuances of their application. Therefore, an interpreter must be a highly qualified versatile specialist who is well versed not only in linguistics, but also in technical disciplines.

A lot of difficulties arise with the translation of new technical words, which have not yet taken root in our country. In this case, the specialist has to find and choose a variety of suitable thematic Ukrainian words that fully correspond to the original source. Another feature of the translation of scientific and technical texts is the fact that there appear new technologies, instruments, products, terms, concepts and interpretations in the world almost every day. In order to retain the skills, it is necessary, at least superficially, to be in the topic of new scientific discoveries and developments within the framework of the subjects of translation in which you work.

6. Read the sentences and write down the terms connected with your major. Then translate the following sentences:

1. Applications range from the development of protective vehicle safety belts to the design and operation of heart-lung machines.
2. Despite such uncertainties, numerous scientists have maintained that the rise in global temperatures in the 1980s and early 1990s is a result of the greenhouse effect.
3. Metal surfaces can be hardened and made more corrosion resistant by treating them with beams of selected ions, producing a surface alloy without changing the properties of the underlying material.
4. Tower cranes are used in the construction of tall buildings and are often attached to the building wall.
5. Health and safety features are foremost in ergonomic design.
6. The industrial engineer may also design plant facilities, establish work standards through time and motion studies, develop wage scales based on an analysis of required job skill levels, and determine quality-control procedures.

7. Semiconductor materials include silicon, germanium, and a number of compounds (gallium phosphide and gallium arsenide, for example).
8. Major sources of heavy-metals pollution include mineral and metal processing, manufacturing of inorganic products, and large-scale use of coal in power production.
9. A diesel engine is a type of internal-combustion engine that is similar to the gasoline engine, but requires no electrical ignition system or carburetor.
10. Beginning in the 1980s, forward-looking U. S. manufacturers began assessing the potential of computer-aided design and computer-aided manufacturing (CAD-CAM) to create new factory systems.
11. Automotive instrumentation performs the crucial role of monitoring vehicle operation and supplying information to both the driver and the vehicle subsystems.
12. Fuel and temperature gauges and oil-pressure and battery-charge warning lights complete the basic dashboard array.
13. Car makers anticipate even more elaborate instrumentation in the near future when the standard car will utilize several microprocessors, which may be capable of monitoring everything from tire air pressures to the alertness of the driver.
14. An automobile speedometer is a familiar example of a device that can employ either digital or analog forms.
15. Air is drawn in through an inlet valve in the air-purifying canister, which contains a filter for removing particles and an activated charcoal layer that absorbs and removes harmful gases.

7. **Watch the video ‘Basic Scientific Terminology’ (<https://www.youtube.com/watch?v=oEO2HGjkrT8>) and answer the questions below:**

1. How does civil engineering contribute to the safety and efficiency of infrastructure?
2. What is the focus of mechanical engineering, and why is it important?
3. Why is electrical engineering considered the backbone of modern technology?
4. How does computer engineering combine electrical engineering and computer science?
5. What industries benefit from the principles of chemical engineering?
6. In what ways does aerospace engineering impact human space exploration and air travel?
7. Why is structural engineering essential for ensuring the safety and stability of structures?
8. What is your opinion on the importance of engineering in shaping the world around us?
9. Have you ever considered pursuing a career in any field of engineering? If so, which one and why?

10. How do you think advancements in engineering have impacted our daily lives and society as a whole?
11. In your opinion, what are some of the biggest challenges that engineers face in their work?
12. How do you think the field of engineering will continue to evolve in the future with technological advancements?

8. Fill in the gaps according to the video:

Engineering applies 1) to design and maintain structures, systems, and processes. Civil engineering focuses on infrastructure like 2) for safety and efficiency. Mechanical engineering studies machines and mechanical systems for 3) Electrical engineering centers on 4) for power distribution and technology. Computer engineering combines electrical engineering and computer science for 5) Chemical engineering uses chemistry to design processes for producing chemicals and materials in various 6) Aerospace engineering focuses on aircraft and spacecraft design for 7)

9. Study the information in the table and complete it with your own examples.

Prefix	Meaning	Examples	Further examples of your own
a-	without	apolitical /ˌeɪpəˈhtɪkəl/, atypical /ˌeɪˈtɪpɪkəl/	
ante-	before	antecedent, antedate	
anti-	against, opposing	anticlockwise, anti-bacterial, anti-pollution	
arch-	more extreme	arch-capitalist, arch-rebel	
auto-	self	autocar, auto-dial, autoxidize , autopilot, auto-rotate	
bi-	two, twice	bicycle, bisect, bi-monthly	
circum-	round	circumcentre, circumcircle, circumvent	
co-	with	co-author, co-edit, cooperate	
col-, com-, con-	with	collaborate, combine, connect	

contra-, counter-	against, opposing	contra-revolutionary, contraception, counterclockwise, counter-claim	
de-	opposite action	deactivate, declassify, defrost	
dia-	across	diagonal, diameter	
dis-	opposite action or state	disagree, disprove, distrust, disbelief, disproportionate	
dys-	abnormal	dyslexia, dysfunctional	
e-	electronic	e-literate, e-book	
eco-	relating to the environment	eco-tourism, eco- disaster	
equi-	equal	equidistant, equilateral	
ex-	previously	ex-president, ex-student	
extra-	very	extra-bright, extra- strong	
extra-	outside	extra-curricular, extra- sensory	
hyper-	having too much	hyperactive, hyperloop, hypersensitive	
il-, im-, in-, ir-	not	illogical, impossible, indistinct, irrational	
in-	movement to or towards the inside of something	input, inset, intake, import	
inter-	between, connected	interrelated, interact, intercellular	
intra-	within	intra-generational, intramuscular	
kilo-	thousand	kilogram, kilowatt	
macro-	large in size or scope	macro-economics, macro-scale	
mal-	badly	malfunction, malpractice	
micro-	small in size or scope	microampere, microcontroller, micrometer	

mis-	wrongly	mistranslate, misunderstanding	
mono-	one	mono-centric, monoplane, monorail	
multi-	many	Multi-car, multi-level, multi-tiered	
neo-	based on something older but in a new form	neo-classical, neoteric, neotype	
non-	not	nonessential, nonmetallic	
out-	more, to a greater extent	Outbid, outpower, outnumber	
over-	too much	over-abundance, overload, overworked	
post-	after	post-date, post- examination, post- modern	
pre-	before	preconceive, preexist, premeditate, predispose	
pro-	in favour of	pro-liberal, pro-feminist	
pseudo-	false	pseudo-intellectual, pseudo-science	
quasi-	almost, not quite	quasi-academic, quasi- legal	
re-	again	reaarrange, rebuild, rediscover	
retro-	backwards	retrogressive, retrospective	
semi-	partly	semi-organic, semi- precious	
sub-	under, lesser	subhuman, sub-section subsoil, subway, substandard	
super-	above, bigger	superalloy, superpower, supersonic	
trans-	across	transcontinental, transatlantic, transcribe	
ultra-	extreme	ultra-compact, ultra- sensitive, ultrasound	

un-	not	uncertain, unusual, unscrew, unplug	
under-	insufficient	undercarriage, underemployed, underestimated	
well-	useful, successful	well-designed, well- written, well- established	

10. Find the article and write down the terms connected with your major from it. Then translate the terms.

UNIT 2

MAIN TECHNIQUES OF TRANSLATION

1. Match the types of translations with their Ukrainian equivalents. Work with a partner and try to define them. Which of them can be used interchangeably?

- | | |
|--------------------------------------|-----------------------------|
| 1. free translation | 1. калькування |
| 2. direct translation | 2. прямий переклад |
| 3. idiomatic translation | 3. вірний переклад |
| 4. faithful translation | 4. автоматизований переклад |
| 5. oblique translation | 5. запозичення |
| 6. word-for-word translation | 6. вільний переклад |
| 7. literal translation | 7. машинний переклад |
| 8. borrowing | 8. непрямий переклад |
| 9. calque | 9. антонімічний переклад |
| 10. antonymic translation | 10. дослівний |
| 11. machine translation (MT) | 11. ідіоматичний |
| 12. computer-aided translation (CAT) | 12. буквальний переклад |

2. Read the text and check if your definitions are right.

TRANSLATION METHODS AND TECHNIQUES

Translation is a highly versatile professional field. Translators are language experts who often specialize in a specific field. However, they not only need to possess knowledge, but also need to have a well-developed translation methodology. In this article, we will explore the different translation methods and techniques that occur in this line of work and explain how they work.

Whenever you are reading something in a foreign language, your go-to response might be to try Google Translate first. And there is nothing wrong with that. Google Translate, and similar tools, have come a long way and can get a lot of the translation quite right. That is, until they get something very, very wrong. It is necessary to use context cues and not attempt a word-for-word translation, but online translation services have yet to get that smart. Now let's have an in-depth look at the translation methods and procedures.

Translation Methods

One common translation method is called **free translation**. This can be referred to as **creative translation**, and, in a way, it is translation by any means necessary. This doesn't mean that it's inaccurate, more so that the translator doesn't focus on the syntax and style of the source language. Instead, the reproduced text will be an accurate translation of the original, but it might not exactly mirror the original's structure, grammar and register.

A similar method is called **idiomatic translation**, which reproduces the message of the original text by specifically utilizing the target language's idioms and colloquialisms. This creates segments that look different and cannot be translated directly, yet are still very similar in meaning.

On the other hand, **faithful translation** attempts the opposite: creating a precise translation while sticking closely to the original's syntax and grammatical structure.

Translation Techniques

In general, we recognize two main types of translation techniques: direct translation techniques and oblique translation techniques.

Direct translation techniques can be used when the elements of the text being translated are similar in both the source and target languages. These elements, such as grammar and sentence structure, or particular concepts about them, can be transposed from one language to another.

Oblique translation techniques are applicable when the former is impossible, when the meaning must be changed slightly, or the grammar and style of the text must be played with to translate it. These major techniques already match to some of the overarching methods we saw earlier, but let's break this down even further.

Direct Translation Techniques

The bottom-line of direct translation techniques is **literal translation**. Other types include borrowing, and calque.

Literal translation is attempting a word-for-word translation that is as close as possible to the original, especially regarding the text's structure and grammar. While this can lead to very accurate translations, a rather large caveat exists.

Borrowing

Borrowing is simply one language taking words directly from another and using them as its own. One of the biggest "offenders" of borrowing words from other languages is English, which continues to take in new words.

Calque

The other technique, calque, is slightly different. While it starts with a word borrowed from another language, it also translates this word into the target language, creating terms like standpoint in English. Yet you must be careful with calques, as

many can be straightforward and easy to understand, while others become confusing with unintended and often humorous consequences. Calques are often context specific, with calque terms common in legal documents being very unfamiliar to regular people.

3. Answer the following questions:

1. Why is a well-developed translation methodology so important for translators?
2. How does free translation differ from idiomatic translation?
3. What is the main goal of faithful translation as a method?
4. When are direct translation techniques typically used in the translation process?
5. Can you explain the concept of borrowing as a direct translation technique?
6. How does calque differ from borrowing as a direct translation technique?
7. Why should translators be cautious when using calques in their translations?

4. Work in pairs and decide whether the following statements are True (T) or False (F).

1. Translators must always adhere strictly to the syntax and grammatical structure of the source language.
2. Google Translate can sometimes produce highly inaccurate translations.
3. Free translation focuses on maintaining the original text's structure and grammar.
4. Idiomatic translation uses the target language's idioms to convey the original message.
5. Direct translation techniques are used when the source and target languages have similar elements.
6. Borrowing involves translating a word from the source language into the target language.
7. Calque terms are always straightforward and easy to understand.

5. Watch the video ‘Translating Word-for-Word and Sense-for-Sense’ (<https://www.youtube.com/watch?v=Jg5wXDbA0WE>) and answer the questions.

1. What are the two main approaches for translation mentioned in the video?
2. How does word-for-word translation differ from sense-for-sense translation?
3. What is metaphrase?
4. What is the difference between metaphrase and paraphrase? Describe metaphrase as a translation approach based on the information provided.
5. What is imitation translation according to Dryden?
6. Why did Dryden advise against using both metaphrase and imitation as translation approaches?
7. How can you determine if a translation is using a word-by-word approach or a sense-by-sense approach?

6. Watch the video ‘Basic Terms and Concepts for Talking about Translation’ (https://www.youtube.com/watch?v=SzYSmxJk1Jc&ab_channel=ProfessorJasonSpanishandPortuguese) and make a list of basic terms in the translation field.
7. Match examples with translation procedures (shifts, generalization, addition, rearrangement).

	Sentence	Translation		Translation procedure
1.	The samples <i>exhibit</i> high resistivity	Ці зразки <i>характеризуються</i> значним опором	A.	rearrangement
2.	In a further aspect, there is provided a rotor assembly for a gas turbine engine <i>comprising</i> : a rotor <i>including</i> disc rotatable at a rotational operation speed about a central axis and a rotor disc cover plate mounted to the rotor disc	В наступній конфігурації наведений роторний блок для газотурбінного двигуна <i>складається</i> з ротора, <i>обладнаного</i> диском, що обертається з відповідною швидкістю навколо центральної осі, а також дефлектором, приєднаним до диску ротора.	B.	generalization
3.	Two urgent problems <i>were solved</i> .	Було <i>вирішено</i> дві гострі проблеми.	C.	omission
4.	<i>Stability and control</i> are the major problems in devising such machines.	<i>Забезпечення стабільності роботи та надійності управління</i> – ось головні проблеми в конструюванні таких машин.	D.	addition
5.	The proposal was <i>rejected</i> and <i>repudiated</i> .	Цю пропозицію було <i>відкинуто</i> .	E.	shifts
6.	Car owners ran a <i>shuttle service</i> for parents visiting the children injured in the accident.	Власники автомашин <i>привозили і відвозили</i> батьків, які відвідували своїх дітей, що постраждали під час аварії	F.	modulation
7.	<i>Harder braking</i> engages the callipers in the usual way. Finally, <i>maximum braking</i>	<i>Більш різке гальмування</i> зачіпає супорти звичайним способом. Нарешті, <i>максимальні гальмівні</i>	G.	descriptive translation

while driving on slippery roads engages the ABS system <i>to keep the tires from skidding</i> . The computer receives input from various sensors and then determines the correct braking system	зусилля під час руху на слизькій дорозі включає систему ABS, що <i>запобігає втраті контролю водія над транспортним засобом</i> . Комп'ютер отримує дані від різних датчиків, а потім визначає правильну гальмівну систему		
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8. Study the following information. Find an article on an engineering website and translate it taking the following steps into account:

It is recommended to:

- rely on context and logic, and then on an article in the dictionary;
- select a term or word as precisely as possible;
- not only syntactically, but also logically analyse the text for correct accents;
- avoid the slightest deviation from the language norms;
- break up complex and voluminous sentence structures;
- avoid synonymy; the same phenomenon, object, subject, etc. cannot be called differently in one translation;
- decipher acronyms and abbreviations;
- ensure that the general text of the translation matches the translation of related tables, drawings, graphs, figures, etc.;
- cross-check the terms, spelling and use of words whose correctness is in doubt;
- understand the units of measure and be able to recalculate dimensions in the event of such a requirement from the customer;
- read a lot of magazines, articles, books written by native speakers;
- agree to translate unfamiliar topics only if there is sufficient time to study them;
- be sure to edit and proofread your translation some time after it is finished; for example, one or two days later.

It is not recommended:

- perform literal translation (word-for-word translation);
- unquestionably believe the original; often authors of scientific and technical texts and documentation have no philological education, which means that errors in writing, misprints, various language errors, paralogism or loss of logic cannot be excluded;
- limit themselves to the meanings found in dictionaries.

9. Translate the following sentences using different methods and techniques:

1. In CAD, engineers use specialized computer software to create models that represent the geometry and other characteristics of objects.

2. Because of the geometry of the openings in the chamber walls and of the ducts connected to these openings, the pumping pressure of the chambers draws water in one direction through the sponge.
3. Rotation of the steering wheel is translated, through gearing and network of rods and joints (the steering linkage), into right or left movement of the car's wheels.
4. Many analog devices have been replaced by digital devices, mainly because digital instruments can better deal with the problem of unwanted information, or noise.
5. If a temperature matches some area of the simple image, the image might contain the corresponding object; unfortunately, the match is usually imperfect due to image noise, object variation, object rotation, changes in lighting, and other factors.
6. The rotor of a helicopter usually has two or more blades radiating symmetrically from a central hub.
7. Although composite materials have certain advantages over conventional materials, composites also have some disadvantages.
8. Monorails have been installed in Tokyo, between the airport and the central area, a distance of 13.2 km, and in Dallas, Texas, between the airport car park and the passenger terminal.
9. When exhaust gases pass through the catalytic converter, these metals act as catalysts, encouraging chemical reactions that change pollutants, such as carbon monoxide and certain hydrocarbons, into less harmful carbon dioxide and water.
10. Methods of starting large engines include the inertia starter, which consists of a flywheel that is rotated by hand or by means of an electric motor until its kinetic energy is sufficient to turn the crankshaft, and the explosive starter, which employs the explosion of a blank cartridge to drive a turbine wheel that is coupled to the engine.
11. Air offers about 15,000 times as much resistance to heat flow as a good thermal conductor such as silver does, and about 30 times as much as glass.
12. In most motors the magnetic field is furnished by an electromagnet, which can be made much stronger than a permanent magnet.
13. A rotary engine is one in which the compression and expansion is accomplished only by rotation, not by reciprocation, as in the piston engine. Because there is no reciprocation in the rotary engine, there is no power wasted in accelerating and decelerating a piston twice for every power stroke.
14. Iron-carbon alloys are used to fabricate section profiles and car body sheets, engine components such as crankshafts, connecting rods, valves, valve seats, camshafts, face gears and pinions, connector bodies, fuel tanks, drive shafts, flywheels, pulleys, bearing half-liners, piston rings, gearbox selector forks, exhaust manifolds, rear axle casings, differential gear casings, wheel hubs, and control arms.

UNIT 3

'FALSE FRIENDS' AND CONFUSING WORDS

1. Work with the partner. Check if you understand the following words:

Actually, alternative, argument, article, authority, catastrophic, commercial, complex, compromise, conservative, construction, data, design, detail, direction, discipline, dramatic, examination, fragment, fundamentally, history, instrument, meeting, mode, moral, motion, motor, notation, object, obligation, obstruction, operation, order, originally, philosophy, pilot, probe, production, prospect, protection, prototype, public, qualification, record, replica, resin, resolution, revision, scenario, separate, simulation, speculation, strategy

2. Match the words from Ex. 1 with their meanings applied in the technical field.

Окремий / самостійний / ізольований; моделювання / імітація; основні принципи; фактично; подробиці / вузол (*машини*); варіант; варіант / методика; обстеження / контроль / аналіз; методика (*експерименти*) / політика (*технічна*); перешкода / перепона; суперечка; виріб; влада / регламентуючий орган / орган влади; дуже швидкий; промисловий / той, що випускається промисловістю; обмірковування / припущення; складний; компрометація; теоретично; обережний / з запасом, будівництво / споруда / виріб; дані; (*конструкторський*) розрахунок / дизайн / конструкція; електродвигун; напрямок / розпорядження / сфера, галузь знань / професія; різкий (*стрибок*); тимчасова залежність; прилад / документ; зустріч / нарада; режим; дисципліна (*праці*); розподільна здатність / розкладання (*на компоненти*) / рішучість / рішення; уламок / осколок; зміна / редакція / виправлення / перегляд; рух; позначення; предмет / ціль; обов'язок; зобов'язання; робота / експлуатація; замовлення / порядок / наказ; спочатку; дослідний / допоміжний; зонд / шуп; виробництво / видобуток / продуктивність; перспектива; захист / запобігання; дослідний зразок; населення / громадськість; атестація / кваліфікація / необхідна якість / застереження; запис / протокол / відгук / характеристика; точна копія; смола.

3. Read the text and write a summary of it:

FALSE FRIENDS

False friends are word pairings in two different languages that appear to have a similar phonetic form, but in reality have entirely different meanings, origins, and spelling. As you can imagine, false friends pose numerous problems not only for those who have only just begun learning foreign languages.

We live during the epoch of wide and intensive international contacts, so in communication between the representatives of different linguistic communities

translation gains the same importance. The translation and the translator are necessary during any interlinguistic contacts, since there does not exist a metalanguage, which could be used by people speaking different languages. And despite the development of computer technologies and computer software, it is still impossible to substitute a translator (and profound research in the field of machine translation has proved it).

It goes without saying that a translator's work is a difficult enough and there are no certain prescribing rules for translation. In his/her work a translator faces different problems arising from divergences of languages in their grammatical, syntactical, and lexical structures. One of these problems is a special category of words, and the so-called "false friends of a translator". These words can be found in every pair of languages: for example English and Ukrainian: English decade which means "a period of ten years" does not coincide with Ukrainian "декада" – "a period of ten days".

It should be noted in this connection that "false friends of a translator" are a problem not only for learners of foreign language but also for those whose command of foreign languages is excellent. And it is quite natural because the first reaction of a person to a foreign word resembling his/her native word is to consider its meaning as coinciding with the meaning of a similar native word. Moreover, the existence of the international vocabulary and borrowings can be misleading. The only way for a translator to distinguish "false friends of a translator" from international vocabulary and borrowings is to learn and to know them. In any case their structure in general is the same for a native speaker of each of contrasted languages, varying only in terms of interlinguistic paronymy. For example, adjectives "absolute" and "абсолютний" coincide completely or quite completely in the majority of meanings and they are interchangeable in translation but it does not mean that the same correlation exists between adverbs absolutely and "абсолютно": the Ukrainian word "абсолютно" is rarely translated by the English word "absolutely", usually it is rendered by the following words: entirely, perfectly, totally, utterly, at all, quite, irrespectively.

4. Read the summary of the text from Ex. 3. Fill in the gaps with the appropriate words.

False friends are words in 1) languages that sound similar but have vastly 2) meanings. These words can pose significant challenges for language learners, especially those who rely on intuition based on their native 3)

In today's interconnected world, translation plays a crucial role in 4) between people from different linguistic backgrounds. Despite advancements in technology, human translators remain indispensable due to the complexities of language and the nuances that 5) often miss.

One of the translator's challenges is dealing with false friends. These words can be found in any language pair and can lead to 6) For example, the English word "decade" and the Ukrainian word "декада" have similar sounds but different meanings.

Even experienced language learners can fall victim to false friends, as their intuition often leads them to assume 7) meanings for similar-sounding words. The existence of 8) vocabulary and borrowings can further complicate matters.

To avoid 9) , translators must carefully study and identify false friends in the languages they work with. While the structure of these words may be similar, their meanings can 10) significantly. For instance, the English adverb "absolutely" and the Ukrainian adverb "абсолютно" have overlapping meanings in some contexts but not in others.

11), false friends are a common pitfall in translation, and understanding and avoiding them is essential for effective communication across languages.

5. Listen to 6 Minute Vocabulary: Dealing with false friends (<https://www.youtube.com/watch?v=0MKoWAKhqMI>) and complete the table.

1-10	Word	Confused word	Language
1.			
2.			
3.			
4.			
5.			

6. Consult the dictionary and check the meaning of the following words:

Accurate, reason, academic, paper, complement, technique, elegant, familiar, conference, notation, scholar, decade, order, expertise, manuscript, objective, intelligence, composition, expression, anonymous, criticism, data, figure.

7. Translate the following sentences into Ukrainian paying attention to the 'false' friends:

1. Aston's work, which was accurate to 0.1 per cent, was the first quantitative study applicable to all the elements. For his discoveries he received many honours, including the Nobel Prize for Chemistry in 1922.
2. Industries in industrialized countries have replaced chlorofluorocarbons in all but essential uses. Results of subsequent atmospheric studies are inconclusive about the actual threat to the ozone layer by human activities.
3. In some cases, existing equipment must be replaced completely with more efficient new systems.
4. Continuous casting of steel produces an endless length of steel, which, while still hot, may be cut into long blooms or slabs that are ready for shaping in rolling mills.
5. Instruments must be small enough that the sensing element itself does not adversely affect the quantity that is to be measured. If, for instance, a small current in an electronic circuit is to be measured, one cannot use a device that

itself requires a significant amount of current to operate, because the instrument current affects the measurement and distorts the desired reading.

6. Air motors do not become hot when overloaded and can stand repeated stalling and rapid reversals without damage.

8. **Compare the meaning of the words in the singular and plural. Translate the sentences paying attention to the form of the noun:**

Singular	Plural
work “робота”	works “праці”, “завод”
fund “фонд”	funds “фонди” і “гроші”
development “розвиток”	developments “події”
industry “промисловість”	industries “галузі промисловості”
difference “різниця”	differences “розбіжності”
damage “ушкодження”	damages “збитки”
security “охорона”	securities “цінні папери”

1. Published *work* is considered more significant than unpublished one.
2. The authorities can easily pressure businessmen to *fund* preferred candidates and parties.
3. Attend trade shows and workshops to advertise products or to learn-about sector *developments*.
4. Prospect of further research in this area will be *development* of a strategy for the *development* of regions, aimed at aligning the *development* levels of the regional economies.
5. Graduates are competitive at the *industry* labor market.
6. The skills are applicable globally and across *industries*.
7. Ironically, despite their *differences*, those machines had much in common.
8. This platform is specifically designed to perform transactions with *securities*.
9. The idea is that the state encourages those who produce energy without *damage* or minor *damage* to the environment.
10. The article is aimed to identify the personnel *security* indicators as constituent of financial and economic security.

9. **Watch the video “STOP confusing these words! Especially or Specially? Assure or Ensure? (+ Free PDF & Quiz)” (<https://www.youtube.com/watch?v=zQBx-uU7F7U>) and answer the questions below. Then give the written answers to the following questions:**

- What words are called confusing?
- What is the difference between false friends and confusing words?
- Which examples of confusing words do you remember?

10. Explain the difference between the words in pairs. If you need, consult the dictionary.

Access – excess, advantage – vantage, except – accept, uninterested – disinterested, instance – instant, revert – reverse, reversion – reversal, antithesis – antitheses, sensorial – sensual, abasement – abashment, raise – rise, rash – rush, backshift – backshaft, perspective – prospective, abate – abide, dependant – dependent.

11. Complete the following sentences with the appropriate word. If you need, consult Appendix 4.

1. action / activity

- A** The police took immediate when they realised the situation was getting out of hand.
B Economic stagnated as the recession took hold.

2. advice / advise

- A** Can you me on the best course of action to take?
B He offered me some excellent

3. affect / effect

- A** Cuts in spending will have a serious on the National Health Service.
B The strike will seriously train services.

4. appreciable / appreciative

- A** There is an difference between manslaughter and murder.
B She was very of our efforts to help.

5. assumption / presumption

- A** They raised taxes on the that it would help control spending.
B It's sheer for the government to suggest things have improved since they came to power.

6. avoid / prevent

- A** Rapid government reforms managed to a revolution taking place.
B He's always trying to taking a decision if he can help it.

7. beside / besides

- A** The office is just the railway station.
B their regular daytime job, many people do extra work in the evening.

8. briefly / shortly

- A** before the conflict began, the army pulled down the border posts.
B The minister spoke about the need for political reform.

9. channel / canal

- A** The television received a formal complaint about the programme.
B The Suez was built in the second half of the nineteenth century.

10. conscientious / conscious

- A** Most people are of the need to protect the environment.
B workers should be rewarded for their hard work.

11. *continual / continuous*

- A** A trade embargo has badly affected the economic infrastructure.
B The computer has given us problems ever since we installed it.

12. *control / inspect*

- A** Environmental health officers regularly kitchens and other food preparation areas.
B The government plans to the price of meat to make sure it doesn't go up too much.

13. *criticism(s) / objection(s)*

- A** They didn't raise any when we insisted on inspecting the figures.
B The government's plan was met with severe

14. *damage / injury / harm*

- A** It was a severe which needed immediate hospital treatment.
B A lot of was caused to buildings along the coast during the storm.
C There's no in taking a break from your job now and then.

15. *discover / invent*

- A** When did he the telephone?
B Did Alexander Fleming penicillin?

16. *during / for / while*

- A** Shops were closed the duration of the conflict.
B the transition from a dictatorship to democracy, the country experienced severe strikes and riots.
C The bomb went off the President was making his speech.

17. *however / moreover*

- A** The plan was good in theory. , in practice it was extremely difficult to implement.
B The plan was excellent. , it was clear from the beginning that it was going to be a success.

18. *inconsiderate / inconsiderable*

- A** An amount of money was wasted.
B behaviour makes life unpleasant for everybody.

19. *intolerable / intolerant*

- A** I consider his behaviour to be quite
B The government is of other political parties.

20. *job / work*

- A** Everybody has the right to a decent with good pay.
B Following the recession, many people are still looking for

21. *lay(s) / lie(s)*

- A** The city of Quito near the equator.
B The manager made it clear he intended to down some strict rules.

22. *look at / watch*

- A We must the situation in Lugumba carefully, and be prepared to act if violence flares again.
B We need to the problem carefully and decide if there is anything we can do about it.

23. *permission / permit*

- A I'm afraid we can't photography in here.
B They received to attend the sessions as long as they didn't interrupt.

24. *possibility / chance*

- A There is always the that the government will reverse its decision.
B If we act now, we have a good of finding a cure for the disease.

25. *practise / practice*

- A It's important to your English whenever possible.
B You need more before you take the exam.

26. *priceless / worthless*

- A paintings by artists like Van Gogh should not be in the hands of private collectors.
B As inflation spiralled out of control, paper money suddenly became

27. *principal(s) / principle(s)*

- A Many people refuse to eat meat on
B The of the college is an ardent non-smoker.
C The country's products are paper and wood.
D Not many people are familiar with the of nuclear physics.

28. *raise / rise*

- A As prices , demand usually drops.
B In response to the current oil shortage, most airlines plan to their fares.

12. Make a list of confusing words from the article you worked with.

UNIT 4

ABBREVIATIONS

1. Study the rule how to read acronyms and abbreviations.

An **abbreviation** is a shorter version of something. For example, PC /pi:si:/ is an abbreviation for *personal computer*.

An **acronym** is similar to an abbreviation, but it is pronounced as a word. For example, CAD /kæd/ is an acronym for *computer-aided design*.

We normally write an abbreviation or acronym with capital letters, although the full words have lower case letters. However, there are exceptions, such as *www*, which is often written with lower case letters.

We pronounce the vowel letters abbreviations in this way:	
A	/eɪ/
E	/i:/
I	/aɪ/
O	/əʊ/
U	/ju:/

We pronounce the vowel letters acronyms in this way:	
A	/æ/
E	/e/
I	/ɪ/
O	/ɒ/
U	/ʌ/

2. Study the abbreviations and acronyms in the box. Divide them into two groups: abbreviations and acronyms.

CAD	CAL	CAM	DVD	HTML	HTTP
ISP	LCD	PIN	ROM	URL	USB
WAN	WWW	CNC	FEM	MDA	

3. Match the abbreviations with their meanings.

- | | |
|---------|---------------------------------------|
| 1. CAD | A electronic design automation |
| 2. CASE | B computer numerical control |
| 3. CAM | C mechanical design automation |
| 4. CADD | D computer-aided manufacturing |
| 5. FEM | E computer-aided drafting |
| 6. EDA | F finite element method |
| 7. CNC | G computer aided design |
| 8. MDA | H computer-aided design and drafting |
| 9. CAE | I computer aided software engineering |

4. Watch the video ‘Abbreviations’ (https://www.youtube.com/watch?v=_mM52zvx6pI) and answer the questions:

- What are the four different types of abbreviations in English?
- How do acronyms differ from initialisms?
- What are the rules for capital letters when writing initialisms?
- Do we use full stops between each letter in initialisms? Provide examples.
- How do we treat acronyms in terms of capitalization and full stops?
- What is the difference between types of shortenings? When are they used?
- Describe the rules for capital letters and full stops for different types of shortenings.
- What are contractions, and how do they differ from shortenings?

5. Watch the video again and complete the table.

Types of abbreviations	Features	Examples	Rules		Use
			Capital letters	Full stops	
Initialism					
Acronym					
Shortenings					
Contraction					

6. Study the information how to translate abbreviations. Then, pay attention to the ways of translation abbreviations and define the technique used:

Способи перекладу абревіатур:

1. Передача англійського скорочення еквівалентним українським скороченням, тобто переклад відповідним скороченням.
2. Запозичення іншомовного скорочення (зі збереженням латинського написання).
3. Переклад повною формою.
4. Переклад англійської абревіатури транскрибуванням (транслітерація або транскрипція).
5. Описовий переклад.
6. Створення нового українського скорочення.

1. CAD (Computer-Aided Design) - САПР (система автоматизованого проектування),
2. ICAO (International Civil Aviation Organization – ІКАО (Міжнародна організація цивільної авіації) ;
3. F-16 – винищувач / літак
4. GA – general aviation – авіація загального призначення;
5. VLSI (Very Large Scale Integration) – НІС (Надвелика Інтегральна Схема),
6. POC - proof of concept – перевірка концепції;
7. D & P – development and printing – проявлення та друк;
8. MPS (main propulsion system) – ГРУ (головна рушійна установка),
9. PC (personal computer) – ПК (персональний комп’ютер),
10. IUPAC- (International Union of Pure and Applied Chemistry) – ІЮПАК (Міжнародний союз теоретичної і прикладної хімії);
11. ESP (electro static precipitator) – ЕФ (електрофільтр),
12. RWY – runway – злітно-посадкова смуга– ЗПС;
13. USW(ultra shortwave) – УКХ (ультракороткі хвилі),
14. DG-ECFIN – Directorate-General for Economic and Financial Affairs of the European Commission – DG-ECFIN (Головне управління економічних і фінансових справ Європейської комісії)

15. OECD – Organisation for Economic Co-operation and Development – ОЕСР (Організація з економічного співробітництва і розвитку)
16. RWM(read-writememory) – ОЗП(оперативно запам'ятовувальний пристрій),
17. UF(ultrasonic frequency) – УЗЧ (ультразвукова частота),
18. ABS – American Bureau of Standards- Американське бюро стандартів.
19. FBI (Federal Bureau of Investigation) – ФБР (Федеральне бюро розслідувань).
20. PWM – pulse width modulation – широтно-імпульсна модуляція – ШІМ.
21. AI – artificial intelligence – штучний інтелект – ШІМ.
22. NATO – North Atlantic Treaty Organization – НАТО (Північноатлантичний альянс).

7. Study the rule and fill in the correct article where it is necessary.

- Articles (*a, an, the*) are common with initialisms:
I called **the FBI** after **a UFO** landed and an alien told me to go to **an ATM**.
- Articles are less common with acronyms (Omit the article *the* before the acronym of a proper noun (such as the name of a country, department, or organization) even if it would be used with the full form): I wondered if **NATO** or **NASA** would get involved.
- With acronyms of common nouns, which refer to a class of things, use *the* if it would be used with the full form, but not otherwise: Reinstall **the DOS** on your computer. (**the disk operating system**; therefore **the DOS**)
- With abbreviations of common nouns, always use *the* if it would be used with the expanded form: Increase security by enabling **the VPN** on your device.
- However, the articles reappear when an acronym is being used as an adjective: **The NATO** strategy would likely differ from **a NASA** scientist's approach.

1. UN has had its share of triumphs and disasters.
2. We have offices in UK and US.
3. Poco works directly with CEO.
4.UNESCO designates World Heritage Sites.
5. The Giza pyramids are UNESCO World Heritage Site.
6. The rapid growth in the use of CAD/CAM technologies after the early 1970s was made possible by the development of mass-produced silicon chips and the microprocessor, resulting in more readily affordable computers.
7. According to a systematic review, it is currently impossible to directly compare the strength of 3D printed socket to a traditional carbon laminated socket with existing testing methods.

8. CAD/CAM Certificate is designed for students who want to upgrade their career skills.
 9. With DC generator, the coil of wire is mounted in the shaft where the magnet is on AC alternator, and electrical connections are made to this spinning coil via stationary carbon “brushes” contacting copper strips on the rotating shaft.
 10. The benefits of AC over DC with regard to generator design are also reflected in electric motors.
 11. FHEV’s battery is charged by running the combustion engine.
 12. The Act also granted NSW EPA enhanced powers as the lead agency responsible for administering and enforcing the new laws, including authority to issue a range of environment protection notices and stronger powers to investigate individuals and corporations accused of violating environmental law.
 13. Please enter PIN for this account.
 14. Subaru’s new powertrain layout, still with AWD, will be a series-parallel system that uses ICE that will either directly power the wheels or send power to a generator, which will in turn power a battery that moves the motor and then the wheels.
- 8. Make a list of 30 abbreviations widely-used in your area of specialization.**

UNIT 5

SYMBOLS AND SIGNS IN ENGINEERING

- 1. Work with the partner and answer the following questions:**
 1. How do you perceive the role of symbols and signs in conveying complex ideas within engineering disciplines?
 2. Where did you encounter symbols or signs that significantly impacted your understanding of a technical concept?
 3. Can you share an experience where misinterpretation of a symbol led to confusion or error in a project?
 4. How important do you think it is for engineers to be proficient in interpreting various symbols across different fields?
 5. What challenges do you believe arise when standardizing symbols and signs internationally in engineering practices?
 6. How can visual communication through symbols enhance collaboration among multidisciplinary teams in engineering?
 7. Have you ever had to create or modify symbols for a specific engineering application, and what was that process like?
 8. In your opinion, how does cultural context influence the interpretation of symbols in engineering?

9. What strategies do you think are effective for teaching engineers about symbols and signs?
10. How might advancements in technology change the way symbols and signs are used in future engineering projects?

2. Read the text and determine which function of symbols and signs in engineering is crucial.

Symbols and signs are essential tools in engineering, serving as a universal language that transcends linguistic barriers and facilitates efficient communication. They provide a concise and standardized way to represent complex ideas, concepts, and components, making it easier to understand, analyze, and convey technical information.

Key Roles of Symbols and Signs in Engineering:

1. **Standardization and Consistency:** Symbols and signs provide a standardized framework for representing engineering concepts. This ensures consistency and clarity in technical drawings, diagrams, and documentation, preventing misunderstandings and errors.
 2. **Efficiency and Clarity:** Symbols and signs allow engineers to express complex ideas and relationships in a concise and efficient manner. They eliminate the need for lengthy explanations or descriptions, improving communication and reducing the risk of errors.
 3. **Universal Language:** Engineering symbols are often based on international standards, making them universally understood by engineers worldwide. This facilitates collaboration and knowledge sharing across different cultures and regions.
 4. **Technical Communication:** Symbols and signs are integral to various forms of technical communication, including:
 - **Technical drawings:** Symbols represent components, dimensions, and tolerances.
 - **Diagrams:** Symbols illustrate systems, processes, and relationships.
 - **Schematics:** Symbols depict electrical circuits, electronic components, and control systems.
 - **Mathematical equations:** Symbols represent variables, constants, and operations.
 5. **Problem-Solving and Analysis:** Symbols and signs are essential for visualizing and analyzing engineering problems. They help engineers break down complex issues into smaller, more manageable components, making it easier to identify solutions and evaluate their effectiveness.
3. Watch the video ‘81 Math Symbols Explained’ (https://www.youtube.com/watch?v=_lh5DpKq3Ts). Write down operators and their meanings.

4. Work with a partner and complete a table with examples of engineering symbols according to the category.

Group of symbols	Symbol	Meaning/ Definition
Mathematical symbols:	+	Plus / addition
Chemical engineering symbols:		
Mechanical symbols		
Civil engineering symbols:		
Electrical symbols		
Drawing symbols		
Logic symbols		

5. Match operators with their meanings.

	Symbol		Meaning
1.	$\in$	1.	Infinity
2.	$\notin$	2.	Approximately equal to
3.	∞	3.	Element of (belongs to)
4.	$\equiv$	4.	Entails (logical consequence)
5.	$\approx$	5.	Similar to (tilde)
6.	$\neq$	6.	Not an element of (does not belong to)
7.	$\sim$	7.	Union (OR)
8.	$\cap$	8.	Bottom (logical falsity or contradiction)
9.	$\cup$	9.	Top (logical truth or tautology)
10.	$\perp$	10.	Identical to (equivalence)
11.	$\top$	11.	Intersection (AND)
12.	$\models$	12.	Not equal to

6. Read the following examples with symbols.

- $x \in A$
- $x \notin A$
- $x + \infty = \infty$
- $a \equiv b$
- $a \approx b$
- $a \neq b$
- $x \sim y$
- $A \cap B$
- $A \models B$

7. Write the following words in the correct column:

Oxide, oxygen, chromium, lead (n), beryllium, bronze, copper, titanium, chemicals, zinc, tungsten, hydrogen, manganese, aluminium, dioxide, nitrogen oxides, sulphur, trioxide, acid, xenon, iron, lithium,

8. Read the symbols of the chemical elements, materials and matters: Al, Fe, H, O, Mn, Cr, W, Cu, C, Zn, Ar, Pb, Sn, Au, Ni, Ti, Mo, CO₂, CO, NO_x, SO₂, H₂O, BeCu. If it is necessary, consult Appendix 5.

- Work with the partner and make a list of components where these elements can be used.

9. Watch the video ‘The Periodic Table Song | SCIENCE SONGS’ (<https://www.youtube.com/watch?v=VgVQKCcfwnU>) and pay attention to the pronunciation of the chemical elements.

10. Watch the video ‘MATH & GEOMETRY Vocabulary and Terminology in English’ (<https://www.youtube.com/watch?v=1ia0LARVYT8>).and do the quiz.

- 10 plus 10 20.
A sum B equals C equation D product
- How would you say this number? 0.7
A point zero seven C one seventh
B zero decimal place seven D zero point seven
- A right angle is
A 45 percent B 90 degrees C obtuse D accute
- In this set of numbers: 12, 15, 16, 18, 37, the is 16.
A average B median C square root D equation
- The line from the center of a circle to its edge is called a
A perpendicular B diameter C radius D circumference
- In a fraction, the lower number is called a
A power B numerator C root D denominator
- A three-dimensional square is called a
A pyramid B cube C rectangle D cone
- The of 9 is 3.
A cause B source C division D square root

9. In this set of numbers: 12, 18, 30, 40 the is 25.
A average **B** median **C** total **D** root
10. If two straight lines never meet, they are
A perpendicular **B** parallel **C** reflexive **D** diagonal

11. Read the sentence and choose the correct word.

1. Six **plus** / **divided** by three is nine.
2. Ten **and** / **less** eight equals two.
3. Start with eight, **subtract** / **add** two: this equals six.
4. Four **multiplied by** / **comes to** two is eight.
5. Twenty-five is **less** / **greater** than twenty point five.
6. Eight **over** / **plus** two equals four.
7. Forty **less** / **divided** by four equals ten.
8. Five plus six **equals** / **less** eleven.
9. Seven multiplied by three is **less** / **greater** than forty-eight divided by two.
10. Three to the power of four **equals** / **is less than** eighty-one.

12. Find the mistakes in the sum written in words:

$$\frac{\left(\frac{3}{4}\right)^2 + 14^3 * 30,654^5}{\sqrt[8]{64}} \leq 49.09864$$

Three quarters squared plus fourteen to the power of three multiplied by thirty thousand and six hundred and fifty-four to the power of five, all is over the eighth root of sixty four and is greater than or equal to forty nine point zero eight nine six four.

13. Read the numbers and sums:

- 1) $\frac{1}{2}, \frac{3}{4}, \frac{1}{5}, \frac{2}{5}, 12\frac{1}{7}, \frac{34}{129}, \frac{5}{184}$
- 2) 12.3, 18.46, 198.09854, 35.0023, 0.0004
- 3) 1,345; 23,567; 123,980; 1,234,456; 67,865,409,572
- 4) $24^3, 2^2, 67^8, 9^5, 10^4, 35^7$
- 5) $\sqrt{45}, \sqrt[3]{4}, \sqrt[4]{75}, \sqrt[9]{2,768}, \sqrt[5]{8.945}$
- 6) $3+7, 18-35, 45:8, 7*9$
- 7) $74+2=76, 108-34=74, 56:8=7, 30 \times 4 = 120$
- 7) $\frac{\left(\frac{5}{6}\right)^2 - 19^3 * 456,354^7}{\sqrt[5]{89}} \leq 58.34065$
- 8) $\frac{x+7}{y-x^2}, 2^y \times 5, \frac{11+x}{x^3} + 2x(5-x)$

14. Translate the words:

Поділити, помножити, додати, відняти, дорівнює, більше, менше, більше або дорівнює, менше або дорівнює, в квадраті, в кубі, ступінь, у шостій ступені, корінь, квадратний корінь, кубічний корінь, корінь сьомого ступеня, одна друга, одна третя, одна четверта, три четвертих, одна п'ята, дві п'ятих, тринадцять триста вісімдесят четвертих, дві цілих шість десятих, вісім цілих дев'яносто вісім сотих, сто сімдесят цілих чотириста двадцять дев'ять тисячних, сто, тисяча, мільйон.

15. Complete the chart.

Symbol	How it is said	Symbol	How it is said
0.09	1.	6.	eleven squared
2.	ten to the fifth power	$\neq$	7.
32%	3.	$\frac{3}{4}$	8.
0.1	4.	9.	a third
3^3	5.	10.	less than or equal to

16. Match collocations with their examples.

- | | |
|------------------------|---------------------|
| 1. scientific notation | A. $\frac{3}{8}$ |
| 2. tenths | B. 15^5 |
| 3. hundredths | C. 2^3 |
| 4. thousandths | D. 78.35 |
| 5. squared | E. 002.4563 |
| 6. cubed | F. 34.567 |
| 7. to the fifth power | G. 129.84567 |
| 8. decimal number | H. 23.67800 |
| 9. fraction | I. $123 \cdot 12^6$ |
| 10. trailing zeros | J. 10.2 |
| 11. leading zeros | K. 10^2 |

17. Continue the series.

1. nine, eleven, _____, _____
2. fifteenth, twentieth, _____, _____
3. fifty, seventy, _____, _____
4. ninety-six, ninety-nine, _____, _____
5. four hundred, seven hundred, _____, _____
6. three hundred and twenty, three hundred and thirty-five, _____, _____
7. one thousand, ten thousand, _____, _____
8. two, four, sixteen, _____, _____
9. three, four, seven, eleven, eighteen, _____, _____

10. 1one, four, nine, sixteen, twenty-five, _____, _____
11. one, two, six, twenty-four, one hundred and twenty, _____, _____
12. seven, twenty-one, fourteen, forty-two, twenty-eight, _____, _____

18. Match terms with their translations.

- | | |
|-------------------------|---|
| 1. scientific notation | A. дріб |
| 2. decimal number | B. нулі, що йдуть перед першою значущою цифрою |
| 3. fraction | C. похибка округлення |
| 4. trailing zeros | D. наближене число |
| 5. leading zeros | E. парні числа |
| 6. engineering notation | F. непарні числа |
| 7. rounding error | G. десяткове число |
| 8. odd numbers | H. нулі, що йдуть після коми |
| 9. even numbers | I. випадкове число |
| 10. prime numbers | J. представлення дійсних чисел у вигляді мантиси і порядку (науковий запис) |
| 11. approximate number | K. прості числа |
| 12. random number | L. інженерний запис (інженерна форма запису – різновид наукового (експоненційного) запису, за якого показник десяти повинен ділитися на три). |

19. Fill in the gaps with the phrases from the box and compare your answers.

scientific	engineering notation	replace	leading
add	fractional values	subtract	right
estimates	decimal point	same	exponent

Scientists and engineers often work with very large and very small numbers. The ordinary practice of using commas and 1) zeroes proves to be very cumbersome in this situation. 2) notation is more compact and less error prone method of representation. The number is split into two portions: a precision part (the mantissa) and a magnitude part (the 3), being a power of ten). For example, the value 23,000 could be written as 23 times 10 to the 3rd power (that is, times one thousand). The exponent may be thought of in terms of how places the 4) is moved to the left. Spelling this out is awkward, so a shorthand method is used where “times 10 to the X power” is replaced by the letter E (which stands for exponent). Thus, 23,000 could be written as 23E3. The value 45,000,000,000 would be written as 45E9. Note that it would also be possible to write this number as 4.5E10 or even 0.45E11. The only difference between scientific notation and 5)

is that for engineering notation the exponent is always a multiple of three. Thus, 45E9 is proper engineering notation but 4.5E10 isn't. On most scientific calculators E is represented by either an "EE" or "EXP" button. The process of entering the value 45E9 would be depressing the keys 4 5 EE 9.

For 6) , the exponent is negative and may be thought of in terms how many places the decimal point must be moved to the 7) Thus, 0.00067 may be written as 0.67E-3 or 6.7E-4 or even 670E-6. Note that only the first and last of these three are acceptable as engineering notation.

Engineering notation goes one step further by using a set of prefixes to 8) the multiples of three for the exponent. The prefixes are:

E12 = Tera (T)	E9 = Giga (G)	E6 = Mega (M)	E3 = kilo (k)
E - 3 = milli (m)	E - 6 = micro (μ)	E - 9 = nano (n)	E - 12 = pico (p)

Thus, 23,000 volts could be written as 23E3 volts or simply 23 kilovolts.

Besides being more compact, this notation is much simpler than the ordinary form when manipulating wide ranging values. When multiplying, simply multiply the precision portions and 9) the exponents. Similarly, when dividing, divide the precision portions and 10) the exponents. For example, 23,000 times 0.000003 may appear to be a complicated task. In engineering notation this is 23E3 times 3E-6. The result is 69E-3 (that is, 0.069). Given enough practice it will become second nature that kilo (E3) times micro (E-6) yields milli (E-3). This will facilitate lab 11) a great deal. Continuing, 42,000,000 divided by 0.002 is 42E6 divided by 2E-3, or 21E9 (the exponent is 6 minus a negative 3, or 9).

When adding or subtracting, first make sure that the exponents are the 12) (scaling if required) and then add or subtract the precision portions. For example, 2E3 plus 5E3 is 7E3. By comparison, 2E3 plus 5E6 is the same as 2E3 plus 5000E3, or 5002E3 (or 5.002E6).

***Can you convert the following into:**

a) scientific and engineering notation.

- 1,500
- 63,200,000
- 0.0234
- 0.000059
- 170

b) normal longhand notation:

- 1.23E3
- 54.7E6
- 2E-3
- 27E-9
- 4.39E7

20. Answer the questions.

1. What is the purpose of scientific and engineering notations?
2. How do scientific notation and engineering notation differ?
3. When is it appropriate to use scientific notation and engineering notation? What are the benefits of using these notations?
4. Can you explain the components of a number written in scientific notation?
5. How do you convert a number from standard form to scientific notation?
6. What is the significance of the exponent in scientific notation?

7. How do you perform mathematical operations (addition, subtraction, multiplication, division) with numbers in scientific notation?
8. What is the difference between significant figures and trailing zeros in scientific notation?
9. How can you use engineering notation to represent large or small quantities in a more readable format?
10. How can you use scientific notation to solve complex mathematical problems?
- 21. Find the examples of different symbols and signs in the article that you are working with, and explain them.**

SELF-ASSESSMENT MODULE TEST 2

- 1. Translate the sentences paying attention to the prefixes.**
1. When the windows in your car are fogged up, the defrost setting is crucial. The defrost button has a symbol that looks like a curved window with three upward arrows going through the center.
2. An abnormal load is a load which due to its weight, or dimensions cannot be carried on a conventional goods vehicle and you may need a special vehicle and arrangements for its transport.
3. Multimeters can measure voltage, amperage, and resistance – things a knowledgeable mechanic can apply to several systems in a vehicle.
4. An anti-theft device in the car is a type of gadget that uses automatic or manual techniques to help you keep it secure from theft. It can use various technologies to achieve the desired purpose. Different anti-theft devices are available in the market, from locks to alarms and more.
5. Mechanical immobilisers are a type of mechanical device that stops the car from moving. Tyre Lock, Gear Lock and Steering Lock are some of the notable examples of mechanical Immobilisers.
6. Dutch students have created the world's first biodegradable car. The body panel contains a honeycomb structure produced from bio-plastic and resin made from sugar beets, which is placed between two flax composite sheets. This car is manufactured in a more sustainable manner and is capable of decomposing in the natural environment, thereby reducing urban solid waste.
7. Antifreeze, or engine coolant, is a colored liquid that is mixed with water to help regulate your engine during extreme temperatures. As the temperature outside changes from hot to cold coolant is pumped throughout the engine block to maintain an even operating temperature.
8. By testing the vibration of the semi-axle in free state, the effects of dynamic characteristics such as vibration mode, damping and natural frequency on the semi-axle performance and vibration response characteristics can be obtained.

2. Translate the sentences paying attention to the terms. Write down and translate them.

A



PRESSURE SENSORS

Melexis (Tessenderlo, Belgium) launched the MLX90830 miniaturized MEMS pressure sensor. Melexis states that the MLX90830 can manage gas and liquid media measurement from 2 to 70 bar (29-1,015 psi) and measures the absolute pressure to deliver a proportional analog output signal. Melexis also claims that the MLX90830 makes the module cost-effective by simplifying the system integration into the latest electric vehicles (EVs) thermal management systems. The sensor is equipped with protective mechanisms against overvoltage (above +40 V) and reverse voltage (below -40 V) and has been developed as a Safety Element out of Context (SEooC) enabling up to ASIL B system integration ensuring it meets the latest EV safety demands. <https://www.melexis.com>

B



CONVERTERS

Eaton's (Southfield, Michigan) latest DC/DC converter takes power from a 48-volt system and steps it down to 12 volts to run accessories and other low-power systems. Eaton claims this design helps essential equipment, including antilock brakes and power steering, work even in the case of a power failure, making it unique among product offerings in this space. The converters are also designed to reduce weight and save space.

Eaton's DC/DC converters provide flexibility through multiple power and voltage levels and can be optimized to work seamlessly with a manufacturer's charging system specifications. It also features a Controller Area Network (CAN) bus, which allows direct communication from the DC/DC converter to other vehicle electronic control units to transmit diagnostic information. <https://www.eaton.com>

C



EXPERIENTIAL SIMULATORS

VI-grade's (Darmstadt, Germany) Driver-in-Motion Full Spectrum Dynamic Simulator (DiM FSS) is a real-time, driver-in-the-loop simulator that enables the complete experience of accurate motion, vibration and sound over the complete spectrum from 0 to 20kHz.

VI-grade states that the DiM FSS is the first simulator capable of creating full vehicle motion with 9 degrees of freedom over a multi-meter workspace, with accurate sound and vibration, resulting in a completely immersive experience. The DiM FSS follows a 3-stage approach: the lower stage delivers primary vehicle motion, the middle stage provides full 6 DOF motion, and the final Hyperdock stage with a carbon-fiber cockpit delivers

higher frequency vibration thanks to transducers at key driver touchpoints, while sound is provided through in-cockpit speakers or headphones. <https://www.vi-grade.com>

3. What do the following abbreviations stand for:

ICE, SI, CI, hp, bhp, DSL, ESS, HEV, MHEV, PHEV, FHEV, CNG, LPG, BEV, FCEV, CVT, DCT, AC/DC, AWD, RWD, FWD, CO₂, DOHC, SOHC, EPS, ESP, GDI, ZEV, RPM, CAM, LDV, SUV.

4. Choose the correct word and put it to the correct form.

1. My paper has finally been (accept / except) for publication in the journal.
2. That terrible accident had a profound (affect / effect) on my driving.
3. The loud noise from the motor (affect / effect) my hearing for days.
4. We were distracted from our work by (continual / continuous) telephone calls.
5. A (continual / continuous) line of cars inched along the highway.
6. I'm sure that (farther / further) explanation would help you understand this difficult concept.
7. If he were to study before tests, he could possibly work (farther / further) towards a scholarship.
8. His failure to call caused me to (imply / infer) that he was not interested in the position.
9. Having found a quick and easy way to do this difficult job, Rebecca is quite an (ingenious / ingenuous) person.
10. We want an intelligent, capable, and (principaled / principled) leader.
11. John's promotion will make him a (principal / principle) partner in the firm.
12. A (stationary / stationery) battery contributes weight that helps to stabilize a vehicle.

5. Complete the calculations using the words in the box.

divided	minus	plus	Square root	subtract
times	multiplied	square	squared	sum
cubed	power			

- | | | |
|-----|----------------------|---|
| 1. | $13 + 8 = 21$ | The of thirteen and eight is twenty-one. |
| 2. | $30 \times 20 = 600$ | Thirty by twenty is six hundred. |
| 3. | $7 \times 8 = 56$ | Seven eight equals fifty-six. |
| 4. | $400 \div 10 = 40$ | Four hundred by ten is forty. |
| 5. | $87 + 3 = 90$ | Eighty-seven two comes to ninety. |
| 6. | $6^2 = 36$ | Six is thirty-six. |
| 7. | $3^3 = 9$ | Three equals nine. |
| 8. | $2^4 = 16$ | Two to the fourth is sixteen. |
| 9. | $25 - 8 = 17$ | If you eight from twenty-five, it equals seventeen. |
| 10. | $\sqrt{64} = 8$ | The of sixty-four is eight. |
| 11. | $5^2 = 25$ | The of five is twenty-five. |
| 12. | $12 - 8 = 4$ | Twelve eight is four |

MODULE III
WRITING FOR SCIENCE

UNIT 1

TYPES OF SCIENTIFIC PAPERS

1. Work with the partner and answer the following questions:

1. What types of research topics interest you the most and why?
2. Have you ever written a paper or report on a scientific topic? What was it about?
3. How do you think writing scientific papers can help in understanding complex subjects?
4. What makes a scientific paper good?
5. Do you believe that sharing research findings is important for society? Why or why not?
6. How do you usually approach reading scientific articles or papers?
7. What challenges do you think people face when trying to write about scientific topics?
8. Have you ever participated in a group project that involved research? What was your experience like?
9. How do you feel about the importance of peer review in scientific publishing?
10. What role do you think technology plays in the way scientific papers are written and shared today?

2. Read the information and answer the question: Why is it necessary to have the ability to read scientific literature?

For many budding scientists, the first day in a new lab setting often involves a stack of papers, an email full of links to pertinent articles, or some promise of a richer understanding so long as one reads enough of the scientific literature. However, the purpose and approach to reading a scientific article is unlike that of reading a news story, novel, or even a textbook and can initially seem unapproachable. Having good habits for reading scientific literature is key to setting oneself up for success, identifying new research questions, and filling in the gaps in one's current understanding; developing these good habits is the first crucial step.

3. Work with the partner and make recommendations for efficient reading of scientific literature.

4. Put the stages of reading into a logical order and explain your choice.

1. Identify the structure of the article and work on your comprehension.
2. Skim the article.

3. Take notes
4. Reflect on what you have read and draw your own conclusions.
5. Read the article a second time in chronological order.
6. Grasp the vocabulary.
7. Summarize your thoughts and critiques.
8. Read the bibliography/references section to find other useful resources.
9. Copy important figures into your notes.

5. Compare your tips about reading with recommendations below.

1. Pick your reading goal
2. Understand the author's goal.
3. Ask six questions: 1) What do the author(s) want to know (motivation)? 2) What did they do (approach/methods)? 3) Why was it done that way (context within the field)? 4) What do the results show (figures and data tables)? 5) How did the author(s) interpret the results (interpretation/discussion)? 6) What should be done next?)
4. Unpack each figure and table.
5. Understand the formatting intentions.
6. Be critical.
7. Be kind.
8. Be ready to go the extra mile.
9. Talk about it.
10. Build on it.

6. Work with the partner and identify the key features of the following types of scientific papers.

Review articles, popular news articles, trade magazine articles, review articles, scholarly, peer-reviewed articles, pre-prints & post-prints, books (scholarly, popular, trade), conference papers & proceedings, white papers, dissertations and theses

7. Read the text and check your ideas.

SCIENTIFIC GENRES

Scholarly literature may include the following types. Learn the information and add some more examples. What have you been experienced in?

Popular News Articles

Popular articles tend to be shorter than research-based scholarly articles, are written for the general public, typically written by journalists (although scholarly experts are sometimes the authors), and published in newspapers and magazines. While popular treatments of scholarly studies can oversimplify research, they can assist readers with otherwise jargon-heavy studies.

Trade Magazine Articles

Trade articles – such as those published by the AIP, MAA, and IEEE – exist between popular and scholarly sources. Readers are expected to have some background on a topic, but not to the degree that scholarly specialists will have. Such readers include enthusiasts without formal education in an area, and those with bachelors degrees who never pursued a graduate degree in their field. Math and science undergrads may find trade magazines targeted to educators helpful complements to scholarly treatments.

Review Articles

Review articles, written by and for scholarly experts seek to critically synthesize existing research on a topic. They are particularly valued in areas where a lot of research is being done at a rapid pace such as in medicine and physics. Not to be confused with *book* or *film* reviews, review articles are sometimes referred to as secondary research sources having drawn from existing studies. Nevertheless, review articles – such as those published in APS Physical Review journals – are highly regarded with some undergoing peer-review; the journal or publisher website should explain any editorial policies.

Scholarly, Peer-Reviewed Articles

Scholarly, peer-reviewed articles – sometimes called *refereed* articles, primary research sources, and original research -- are written by and for scholarly experts and published in scholarly journals. Researchers who wish to publish scholarly articles must endure a rigorous editorial procedure called peer-review. Math and science undergrads are expected to ground their research (or the literature section of their research) in at least one scholarly article. (Humanities and social sciences undergrads are expected to use more scholarly texts in their research.)

Pre-prints & Post-prints

Pre-prints and post-prints refer to scholarly literature before (pre-) peer-review and after (post-) peer-review, and are considered unofficial versions of formally published scholarship. You'll find these in author websites or repositories like arXiv and may look like a regular Word document before they've been formatted by a publisher. Although pre-prints and post-prints may be more readily available on the internet, whenever possible use and cite official, published documents in your research.

Books (Scholarly, Popular, Trade)

Books bring together a large segment of what is known on a topic, and can help researchers contextualize an idea or experiment within a larger body of knowledge. Books can be written for different audiences and for different purposes including encyclopedias that seek to explain complex topics to non-experts, and textbooks that aim to educate.

Conference Papers & Proceedings

Conference papers and proceedings are typically written by and for scholarly experts and can provide a glimpse into cutting edge research. Sometimes scholars will present at conferences on their research before or soon after a study has been published. Sometimes these presentations are collected and published in the form of a conference paper (individual) or proceedings (collection of conference paper). Some

papers/proceedings undergo peer-review which should be explained on the conference or publisher website.

White Papers

White papers are often authored by government agencies (e.g., NASA), organizational bodies (e.g., ACM), nonprofits (e.g., Sierra Club), companies (e.g., Esri), or their representatives, and written for audiences external to themselves. They often take the form of reports or other documentation that seeks to explain a policy or the basis of a position. White papers do not undergo a formal peer-review process.

Dissertations & Theses

Dissertations and theses are extensive research projects undertaken by students working toward an undergraduate or master's degree (theses) or doctoral degree (dissertation). Since advisors and committee members thoroughly review these works, the process differs significantly from that of peer-review. Dissertations and theses are increasingly available online through institutional repositories like InSPIRe.

8. Choose the best answer (A, B, C or D).

1. What is the primary difference between scholarly, peer-reviewed articles and trade magazine articles?
 - A. Scholarly articles are written for a more specialized audience of experts, while trade articles target a broader audience of enthusiasts and undergraduates.
 - B. Scholarly articles undergo a rigorous peer-review process, while trade articles do not.
 - C. Scholarly articles focus on original research, while trade articles provide a critical synthesis of existing research.
 - D. Scholarly articles are published in academic journals, while trade articles are published by professional organizations.
2. How do the purposes of review articles and white papers differ?
 - A. Review articles seek to critically synthesize existing research, while white papers aim to explain a policy or position.
 - B. Review articles undergo peer-review, while white papers do not.
 - C. Review articles are written by experts for other experts, while white papers are written for the general public.
 - D. Review articles are considered primary research sources, while white papers are secondary sources.
3. What is the key distinction between pre-prints/post-prints and officially published scholarly literature?
 - A. Pre-prints and post-prints are considered more readily available on the internet, while officially published documents should be used and cited whenever possible.

- B. Pre-prints and post-prints undergo a more rigorous peer-review process than officially published documents.
 - C. Pre-prints and post-prints are written for a more specialized audience than officially published documents.
 - D. Pre-prints and post-prints are considered primary research sources, while officially published documents are secondary sources.
4. What is the primary difference between dissertations / theses and other forms of scholarly literature?
- A. Dissertations and theses are more extensive research projects than typical scholarly articles or books.
 - B. Dissertations and theses undergo a more rigorous review process than peer-review.
 - C. Dissertations and theses are written by students, while other scholarly literature is written by experts.
 - D. Dissertations and theses are considered less reliable sources than other scholarly literature.
5. Which statement is true about conference papers / proceedings?
- A. Conference papers and proceedings present cutting-edge research that has not yet been published in scholarly articles.
 - B. Conference papers and proceedings undergo a more rigorous peer-review process than scholarly articles.
 - C. Conference papers and proceedings are typically written before or soon after a study has been published in a scholarly article.
 - D. Conference papers and proceedings are considered less reliable sources than scholarly articles.
6. What is the main purpose of trade magazine articles in relation to scholarly treatments of a topic?
- A. Trade magazine articles provide a more accessible, simplified explanation of complex scholarly research.
 - B. Trade magazine articles present a more critical, in-depth analysis of scholarly research than the original articles.
 - C. Trade magazine articles target a more specialized audience of enthusiasts and undergraduates than scholarly articles.
 - D. Trade magazine articles are used to promote particular policies or positions, unlike scholarly articles.
7. What is the primary difference between books and scholarly, peer-reviewed articles?
- A. Books cover a broader range of information on a topic, while articles focus on a more narrow, specialized subject.
 - B. Books are written for a more general audience, while articles target a more specialized, expert readership.

- C. Books undergo a more rigorous peer-review process than scholarly articles.
- D. Books are considered secondary sources, while articles are primary research sources.

8. Match types of scientific papers with their definitions

- | | |
|------------------------|--|
| 1. Research article | a. a document that involves an in-depth investigation of a particular individual, group, or situation with a goal to understand the effect of complex factors. |
| 2. Research case study | b. a document that synthesises existing research on a specific topic, providing a comprehensive overview of what is known and identifying gaps or areas for further investigation. |
| 3. Book review | c. a written text reporting on an investigation made by a researcher. |
| 4. Literature review | d. a substantial research project completed as part of academic degree requirements. |
| 5. Technical report | e. a brief summary of research study or project that is presented at academic conferences. |
| 6. Thesis | f. a document that critically evaluates recently published books within a particular field, providing a summary of the content and an assessment of its contributions, strengths and weaknesses. |
| 7. Conference abstract | g. a detailed document that describes the process, progress and results of technical or scientific research, usually produced by research institutions, government agencies or corporations. |

9. Discuss the following questions in small groups:

1. Why is it important to conduct a literature review before starting a research project?
2. What key components should be included in a comprehensive literature review?
3. How can a literature review help researchers identify gaps in existing research?
4. How can a literature review contribute to the overall understanding of a research field?
5. How can researchers maintain consistency and coherence throughout their literature review to effectively convey their arguments and findings?

- 10. Watch the video ‘How to Write a Literature Review’ (https://www.youtube.com/watch?v=-ny_EUJXHHs) and answer the following questions:**

1. What is the purpose of a literature review in an article?
2. How can a literature review help researchers build their project?
3. Why is it important to include historical background for research in a literature review?
4. What role does current research context play in a literature review?
5. Why should relevant theories and concepts be included in a literature review?
6. How can a literature review provide evidence for a practical problem or issue that a research study addresses?
7. What distinguishes a literature review at the beginning of a journal article from a standalone literature review?

11. Choose the best summary of the video above:

- A. In the video, a literature review is explained as an essential part of research articles, providing a critical summary of relevant published research. It emphasizes the importance of synthesizing past and current research to situate your study within the existing body of knowledge. The video uses the analogy of building a bookshelf to illustrate how a literature review is like assembling pieces of existing research to support your own work. It highlights the need to include historical background, current research context, relevant theories, and concepts in a literature review to establish the significance of your study.
- B. In the video, the literature review is portrayed as a simple process of summarizing existing research without much depth. It suggests that the literature review only requires a basic overview of past studies without delving into specific details. The video implies that building a literature review is a straightforward task that does not require much effort or critical analysis. It subtly suggests that including historical background, current research context, theories, and concepts in a literature review is optional and not crucial for the study.
- C. In the video, the focus is on how literature reviews can contribute to understanding a research field and highlighting significant gaps in knowledge. It explores the importance of synthesizing past and current research to provide context for a study. The video also discusses the process of analyzing the existing literature to identify relevant concepts and relationships. However, it introduces a new subtopic about the impact of literature reviews on shaping future research directions and methodologies.

12. Finish the sentences according to information from the video (Ex. 10).

1. A literature review is
2. It focuses on
3. It summarizes
4. It synthesizes past and current research to show
5. should be included in it.

6. Relevant theories, concepts, and terminology should be introduced to provide supporting evidence for

13. Choose one of the tasks and do it in the written form:

1. Craft a persuasive email to a professor seeking feedback on your draft literature review. Explain the importance of receiving guidance on your work and how it can contribute to your academic growth.
2. Develop a blog post discussing the significance of conducting a thorough literature review before starting a research project. Include examples of how a well-written literature review can enhance the credibility and validity of your study.
3. Create a social media post promoting a workshop or webinar on effective literature review writing techniques. Highlight the key components that participants can expect to learn and how it can benefit their research endeavors.

14. Watch the video ‘Scientific Writing Tips for Non-Native Speakers of English’ (<https://www.youtube.com/watch?v=h8zqcOQwTSA>) and answer the following questions:

1. Why is writing scientific papers in English particularly challenging for non-native speakers?
2. How does syntax play a crucial role in the comprehension of written text by English-speaking readers?
3. What impact does separating the subject and verb in a sentence have on the reader's cognitive load?
4. Why is it important to place old information first in a sentence and new important information last?
5. How does using transitions help in creating logical flow within a passage or between paragraphs?
6. When should passive voice be used over active voice in scientific writing, and why?
7. Why is it essential to use correct verbs to convey the strength of your claim in scientific papers?

15. Choose the best summary of the video above:

- A. In the video, Karen McKee provides tips for non-native speakers struggling to write scientific papers in English. She discusses the challenges faced by non-native speakers in meeting the expectations of English-speaking readers. The video emphasizes the importance of syntax in conveying ideas clearly and effectively. McKee offers practical advice on sentence structure, topic positioning, and using transitions to improve writing clarity.

- B.** In the video, the focus is on the importance of incorporating humor in scientific writing to engage readers. It explores how adding witty anecdotes and jokes can make complex topics more accessible. The video also discusses the benefits of using emojis and GIFs to enhance the reader's experience. However, it concludes with a reminder that maintaining professionalism is crucial in scientific communication.
- C.** In the video, it's highlighted that writing scientific papers in English is easy for non-native speakers. The speaker suggests that syntax plays a minor role in the clarity of writing. The video subtly implies that passive voice is preferred over active voice in scientific writing. It concludes by stating that practicing writing in English is not necessary for improvement.

16. Fill in the gaps:

Karen McKee provides tips for non-native English speakers struggling to write 1) Syntax plays a crucial role in the clarity and coherence of 2) Non-native speakers may have difficulty with English syntax, leading to 3) Keeping the subject and verb close together in a sentence aids 4) The topic of a sentence should be in the 5) for clarity. Old information should precede new important information in a 6) Using transitions, active voice, and appropriate verbs can enhance the quality of 7)

17. Complete the grammar box with the words *singular* or *plural*.

SUBJECT-VERB AGREEMENT RULES

Key: subject = **yellow, bold**; verb = green, underline

- If the subject is singular, the verb must be 1) too.
Example: **She** writes every day.
 Exception: When using the singular "they," use plural verb forms.
Example: The participant expressed satisfaction with their job. **They** are currently in a managerial role at the organization.
- If the subject is plural, the verb must also be 2)
Example: **They** write every day.
- When the subject of the sentence is composed of two or more nouns or pronouns connected by *and*, use a 3) verb.
Example: **The doctoral student and the committee members** write every day.
- When there is one subject and more than one verb, the verbs throughout the sentence must agree with the subject.
Example: **Interviews** are one way to collect data and allow researchers to

gain an in-depth understanding of participants.

5. When a phrase comes between the subject and the verb, remember that the verb still agrees with the subject, not the noun or pronoun in the phrase following the subject of the sentence.

Example: **The student**, as well as the committee members, **is** excited.

Example: **Strategies** that the teacher uses to encourage classroom participation **include** using small groups and clarifying expectations.

When two or more singular nouns or pronouns are connected by 'or' or 'nor', use a **singular** verb.

Example: **The chairperson or the CEO** **approves** the proposal before proceeding.

6. When a compound subject contains both a singular and a plural noun or pronoun joined by 'or' or 'nor', the verb should agree with the part of the subject that is closest to the verb.

Example: **The student or the committee members** **write** every day.

Example: **The committee members or the student** **writes** every day.

7. The words and phrases 'each', 'each one', 'either', 'neither', 'everyone', 'everybody', 'anyone', 'anybody', 'nobody', 'somebody', 'someone', and 'no one' are singular and require a 4) verb.

Example: **Each** of the participants **was** willing to be recorded.

Example: **Neither** alternative hypothesis **was** accepted.

8. Uncountable nouns take a 5) verb.

Example: **Education** **is** the key to success.

Example: **Diabetes** **affects** many people around the world.

9. Some countable nouns in English such as *earnings*, *goods*, *odds*, *surroundings*, *proceeds*, *contents*, and *valuables* only have a 6) form and take a **plural** verb.

Example: **The earnings** for this quarter **exceed** expectations.

10. In sentences beginning with 'there is' or 'there are', the subject follows the verb. Since 'there' is not the subject, the verb agrees with what follows the verb.

Example: There **is** little **administrative support**.

Example: There **are** many **factors** affecting teacher retention.

11. Collective nouns are words that imply more than one person but are considered singular and take a 7) verb. Some examples are 'group', 'team', 'committee', 'family', and 'class'.

Example: **The group** **meets** every week.

However, the 8) verb is used if the focus is on the individuals in the group. This is much less common.

Example: **The committee** **participate** in various volunteer activities in their private lives.

18. Underline the subject (or compound subject) and then put the verbs in correct form.

1. Everyone in the telecom focus group (have) experienced problems with cell phones.
2. The student with all the master's degrees (be) very motivated.
3. The GPS navigation or a detailed map (be) very helpful if we are driving to a new location.
4. The GPS navigation or printed directions (be) very helpful if we are driving to a new location.
5. Your friendship over the years and your support (have) meant a great deal to us.
6. Locally produced goods (have) the advantage of shorter supply chains.
7. The committee (agrees) on the quality of the writing.
8. Hamilton Family Center, a shelter for teenage runaways in San Francisco, (offer) a wide variety of services.
9. The main source of income for Trinidad (be) oil and pitch.
10. The chances of your being promoted (be) excellent.
11. Neither the professor nor his assistants (be) able to solve the mystery of the eerie glow in the laboratory.
12. Many hours at the driving range (have) led us to design golf balls with GPS locators in them.
13. The percentage of employees who called in sick and the number of employees who left their jobs within 2 years (be) reflective of the level of job satisfaction.
14. An assumption is something that is generally accepted as true and..... (be) an important consideration when conducting a doctoral study.
15. The focus of the interviews (be) nine purposively selected participants.
16. I will offer a \$5 gift card to everybody who (participate) in the study.
17. No one (be) available to meet with me at the preferred times.
18. The information obtained from the business owners (be) relevant to include in the study.
19. The research I found on the topic (be) limited.
20. The proceeds from the sale (go) to support the homeless population in the city.

19. Choose the topic that you like and share your thoughts on it in the written form:

General essay topics:

- Many believe that non-native speakers struggle to produce quality scientific writing in English due to language barriers. To what extent do you agree or disagree with this opinion?
- Some argue that the emphasis on English in scientific writing marginalizes other languages and cultures. Is this a positive or negative development?

- It is often said that effective scientific writing requires not only good language skills but also a deep understanding of the subject matter. How important is this relationship?
- Critics claim that the pressure to publish in English-language journals diminishes the quality of scientific work. To what extent do you agree with this statement?
- There is a growing trend for universities to offer courses specifically on scientific writing for non-native speakers. Is this a necessary initiative or an overreaction?

Personal essay topics:

- My experience navigating the challenges of scientific writing as a non-native English speaker.
- How I developed my own strategies to improve clarity in my scientific papers.
- The impact of mentorship on my growth as a scientific writer in English.
- My journey of overcoming language barriers to publish my first research article.
- How attending workshops transformed my approach to scientific writing in English.

UNIT 2

STRUCTURE OF THE ARTICLES. PLAGIARISM

1. Work with a partner and discuss the following quotes.

1. 'Research is what I'm doing when I don't know what I'm doing.' – Wernher von Braun
2. 'Research is creating new knowledge.' – Neil Armstrong
3. 'Nothing has such power to broaden the mind as the ability to investigate systematically and truly all that comes under thy observation in life.' – Marcus Aurelius
4. 'It is a good thing for a research scientist to discard a pet hypothesis every day before breakfast.' – Konrad Lorenz
5. 'The power of statistics and the clean lines of quantitative research appealed to me, but I fell in love with the richness and depth of qualitative research.' – Brené Brown
6. 'This paper contains much that is new and much that is true. Unfortunately, that which is true is not new and that which is new is not true.' – Anonymous
7. 'No research without action, no action without research' – Kurt Lewin
8. 'A conclusion is the place where you got tired thinking.' – Martin H. Fischer
9. 'As far as he can achieve it, readability is as important for the scientific writer as it is for the novelist.' – Donald O. Hebb

10. 'A central lesson of science is that to understand complex issues (or even simple ones), we must try to free our minds of dogma and to guarantee the freedom to publish, to contradict, and to experiment. Arguments from authority are unacceptable.' – Carl Sagan
11. 'Copying extensively from one source is plagiarism; copying extensively from several is research.' – Anonymous
12. 'Many physicians would prefer passing a small kidney stone to presenting a paper.' – Anonymous

2. Read the text and answer the questions.

1. What is the primary purpose of scientific papers?
2. What are the two main audiences for scientific papers?
3. How must scientific papers convince their audience of the research's importance, validity, and relevance?
4. What are the typical five sections of a scientific paper presenting experimental work?
5. Why are the Results and Discussion sections often combined in scientific papers?
6. How do effective scientific papers break the chronology of the research to present the content in the order most useful for the audience?
7. Why do effective scientific papers move the more detailed, less important parts of the body to the end of the paper in one or more appendices?

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.

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*.

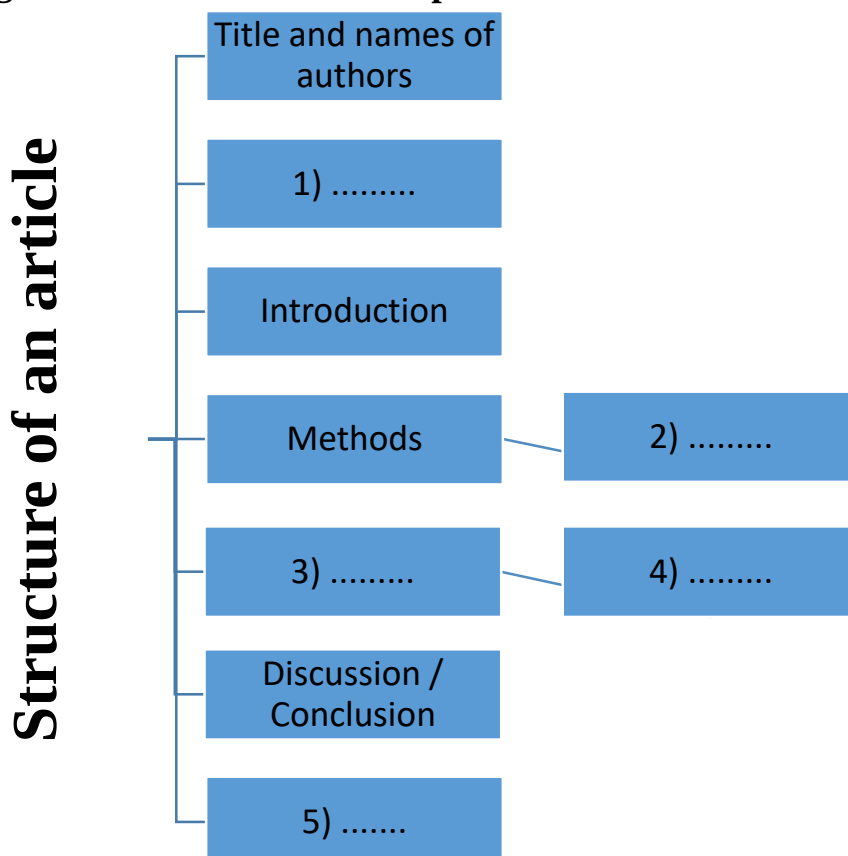
- The *Introduction* section clarifies the motivation for the work presented and prepares readers for the structure of the paper.
- The *Materials and Methods* section provides sufficient detail for other scientists to reproduce the experiments presented in the paper. In some journals, this

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.

3. Watch the video ‘The Structure of Scientific Research Papers’ (<https://www.youtube.com/watch?v=BAS9I4tFgV8>) and complete the diagram with a structural components of an article.



4. Choose the correct answer to the following questions according to the video:

1. Which section of a research paper outlines the rationale and objectives of the study?
 - A. Introduction
 - B. Methods
 - C. Results
 - D. Discussion
2. What is the primary purpose of the methods section in a research paper?
 - A. To interpret the findings of the study
 - B. To describe the data analysis techniques used
 - C. To provide background information on the topic
 - D. To explain the procedures and materials used in the study
3. Which section of a research paper typically presents the key findings in an objective manner?
 - A. Abstract
 - B. Introduction
 - C. Results
 - D. Discussion
4. What is the main function of the discussion section in a research paper?
 - A. To summarize the key points of the paper
 - B. To review the limitations of the study
 - C. To interpret the significance of the results
 - D. To outline the experimental procedures
5. Where are the references for sources cited in the paper typically located?
 - A. At the beginning of the paper
 - B. Integrated throughout the text
 - C. At the end of the paper
 - D. In a separate appendix
6. Which of the following is NOT a common element found in the introduction section?
 - A. Explanation of the research problem
 - B. Review of previous relevant studies
 - C. Detailed description of the methodology
 - D. Statement of the research hypothesis

7. What is the purpose of the figures and tables typically included in the results section?
- A. To visually present the key findings
 - B. To illustrate the experimental procedures
 - C. To provide references for the study
 - D. To discuss the implications of the results

5. Choose the best summary of the video above:

- A. In the video, the structure of scientific and medical research papers is explained using the acronym IMRAD. It details the four main sections of research papers: introduction, methods, results, and discussion. The video also highlights the importance of each section in conveying information effectively. By following this structure, researchers can present their findings clearly and logically.
- B. In the video, it's shown that research papers follow a specific format called IMRAD, which stands for introduction, methods, results, and discussion. The video emphasizes the significance of these sections in conveying the study's findings. It also mentions that sometimes the names of the sections may vary slightly, but the overall structure remains the same. By adhering to this format, researchers can effectively communicate their research to the audience.
- C. In the video, the basic structure of scientific and medical research papers is discussed, focusing on the key sections of introduction, methods, results, and discussion. It explains how following this structure helps in presenting research findings clearly and logically. The video also touches upon the importance of each section in conveying the study's purpose and outcomes.
- D. In the video, the structure of research papers is outlined using the IMRAD format, which includes introduction, methods, results, and discussion. By following this structure, researchers can effectively communicate their findings in a clear and organized manner. The video emphasizes the significance of each section in conveying the study's purpose and outcomes.

6. Fill in the gaps:

Scientific and medical research papers have a common structure called IMRAD which stands for 1) The Introduction section explains why the study was done, introduces the main topic, summarizes previous research, and sets up the 2) The Methods section explains how the study was conducted, detailing subjects, conditions, procedures, and 3) The Results section presents the findings of the study without interpretation, mentioning any data collection issues or 4) The Discussion section interprets the results, compares them to previous research, and suggests further research or 5) The Conclusion summarizes the main points of the study, and the paper ends with a list of 6)

7. Match the sections of the article with their descriptions:

- | | |
|-----------------------------|--|
| 1. Title | a. concise summary of the paper. |
| 2. Author list | b. gives background information about the topic and sets out specific questions to be addressed by the authors. |
| 3. Abstract | c. words or phrases that summarize the subject area of the paper and facilitate searches in online databases or search engines like Google scholar. |
| 4. Keywords | d. a description of what was found by the authors including figures and tables. |
| 5. Introduction | e. additional information, often theoretical or mathematical details. |
| 6. Methods | f. summarizes what the paper is about |
| 7. Results | g. the authors who contributed to the project |
| 8. Discussion | h. gives technical details of how the experiments were carried out with theoretical, empirical, and statistical analyses and serves as a “how-to” manual if you wanted to replicate the same experiments as the authors. |
| 9. Conclusion | i. the list of journal articles, books, data, and other materials that were used to support the research project and the writing of the paper. |
| 10. Appendix | j. the authors’ interpretations of results and not necessarily facts. |
| 11. References | k. additional supporting methods, results, and discussion that aren’t required to understand the overall message and content of the paper. |
| 12. Supplementary Materials | l. a statement that summarizes the overall findings and their implications. |

8. Translate into English.

Ключові слова, анотація, назва, вступ, методи, обговорення, список літератури, додаткові матеріали, список авторів, результати дослідження, висновки, додаток, таблиця, малюнок, аналіз останніх досліджень і публікацій, перспективи подальших досліджень.

9. Match phrases from Introduction section with their function.

- | | |
|--|--|
| 1. Establishing the importance of the topic for the world or society | a. Extensive research has shown that ...
Studies of X show the importance of ...
It has previously been observed that ...
Several attempts have been made to ...
Surveys such as that conducted by Smith (2024) have shown that ...
Factors found to be influencing X have been explored in several studies. |
| 2. Establishing the importance of the topic (time frame given) | b. It is still not known whether ...
... much less is known about X.
The nature of X remains unclear.
Currently, there are no data on ...
Much uncertainty still exists about the relationship between ...
This indicates a need to understand the various perceptions of X that exist among ... |
| 3. Referring to previous work to establish what is already known | c. Xs have emerged as powerful platforms for ...
X is essential for a wide range of technologies.
X can play an important role in addressing the issue of ...
X is fundamental to ... |
| 4. Identifying a controversy within the field of study | d. An objective of this study was to investigate ...
This case study seeks to examine the changing nature of ..
This research examines the emerging role of X in the context of ...
This study systematically reviews the data for..., aiming to provide ...
Drawing upon two strands of research into X, this study attempts to ...
One purpose of this study was to assess the extent to which these factors were ... |
| 5. Identifying a knowledge gap in the field of study | e. A much debated question is whether ...
One major issue in early X research concerned ...
To date there has been little agreement on what ...
The issue has grown in importance in light of recent ...
In the literature on X, the relative importance of Y has been subject to considerable discussion. |
| 6. Stating the purpose of the current research | f. Recently, there has been renewed interest in ...
Traditionally, Xs have subscribed to the belief that ...
The last two decades have seen a growing trend towards
Since it was reported in 2024, X has been attracting considerable interest. |

10. Read the phrases from Introduction section and rewrite them using the information from Ex. 9 and Appendix 6.

1. Modern lightweight construction no longer relies solely on the use of lightweight and functionally integrated fiber composite structures. The targeted selection of the right material in the right place is becoming increasingly important.
2. For some years now, there has been an alternative to traditional adhesive bonding of metal to plastics: thermal direct joining or press joining. In this process, the metal partner is heated in the joining area. Subsequently or simultaneously, the thermoplastic part is pressed together with the metal.
3. This publication therefore presents initial research results on the fabrication of media-tight connections using hyJOIN®.
4. In the current era of rapid technological advancement, it is increasingly important to embrace a circular economy. This approach focuses on optimizing the utilization of products and materials, minimizing waste and decreasing the demand for raw resources.
5. Today's global landscape is characterized by increasing competitive pressures in various industries, including resource scarcity, rising raw material costs, waste disposal challenges, pollution concerns, carbon emissions, energy scarcity, and unpredictable cost increases. In response to these challenges, we introduce "Zirkel": a project addressing the core principles of the circular economy, resource efficiency of e-mobility components.
6. The greatest potential lies in avoiding additional costs for reworking in production, avoiding unplanned machine downtimes and increasing production output. The process data generated in automated assembly processes, which is usually used to control the process workflow, remains predominantly at the place where it is generated and is not merged with other data and information. However, there is great potential here, for example to quantitatively map the effects of different component tolerances on subsequent assembly processes and, based on this, to carry out product optimizations or learn for future product generations. The aim of this paper is therefore to develop an approach that leverages this potential.
7. Against this background, the question arises as to how a robust sustainability assessment for technology and material developments with a low readiness level is nevertheless possible and how the necessary data can be collected for this purpose. Based on this research question, this paper presents a Tiered Approach for Prospective Assessment of Benefits and Challenges (TAPAS) as a new, tiered methodological framework for a prospective assessment of the sustainability aspects of novel technologies and materials systems.

11. Work with a partner and write examples of the sentences for the Methods section according to the function offered. If you need, consult Appendix 6.

1. Describing previously used research methods.
2. Indicating the use of an established method.
3. Giving reasons why a method was adopted.
4. Giving reasons why a method was rejected.
5. Indicating criteria for selection or inclusion.
6. Describing the process.
7. Describing the characteristics of the sample.

12. Analyze the part of the Methods section and identify the function of the sentences.

As shown in the theoretical foundation section of this paper, even though the concepts of sustainability and CE as tools to achieve sustainability remain vaguely defined, Digital Hubs pose a suitable solution to find a common notion as well as an agreed-on transformation path through stakeholder participation. Figure 2 shows the strategic roadmap for the design and implementation of the DIONA Digital Hub as a comprehensive knowledge platform that creates a shared vision of a feasible transformation towards a future CE in the automotive industry. As mentioned in the introduction, the foundations of the MobilKreis-Initiative as well as the DIONA Digital Hub are set by the internationally agreed on sustainability obligations and the resulting German Sustainability Strategy for the specific context of Germany. Building on this foundation, a variety of research was already and is still being conducted to create a successful Digital Hub.

As a first step, we identified and interviewed internal and external stakeholders about their individual sustainability understanding, relevant circularity indicators in the automotive industry, data and technologies, as well as necessary features to be included in the future DIONA Digital Hub by using semi-structured interviews. In addition, we conducted a systematic analysis of existing Digital Hubs, evaluated relevant characteristics, and created a Digital Hub taxonomy. Combining the Taxonomy as well as the insights from the interviews, we defined the requirements of a successful Digital Hub for the automotive industry. To develop an application-oriented and user-friendly Digital Hub, the defined requirements were also evaluated in a second step through a stakeholder survey. As a next step in the foreseeable future, the DIONA Digital Hub will be established, and identified stakeholders will be invited to participate. The three main functions of the Digital Hub are: First, to foster circular collaboration, Second, networking and, Third, the sharing of knowledge between all participants. The fourth step of the strategic roadmap includes the operation and continuous improvement of the DIONA Digital Hub through stakeholder feedback after every activity. Through continuous effort, we hope the serve as a meaningful addition to transformation of the automotive industry by perpetuating the relevant knowledge and pairing the relevant stakeholders.

13. Fill in the gaps with the words given (the Methods section).

created	evaluate	consists	exchanging
achieve	comparative	carried	connection
developed		includes	

- To the media tightness of metal plastic connections, a test specimen design was and fabricated as a first step.
- The test specimen of a flat metal plate with sufficient rigidity. In this case, a material thickness of 3–4 mm was used for the aluminium alloys (wrought alloy or die-cast aluminium).
- An injection molding tool was for the plastic cover.
- Different melting rib geometries were realized by individual segments.
- Three different geometries were used in the study.
- The test specimen also has a to the test media (water or pressurized air).
- To good joint strength, the metallic surface must be pre-treated before joining. Various ablative or coating processes can be used.
- In this case, the pre-treatment was out on both sides using a chemical etching process
- The method the assessment of part variations, that have direct influence on the process complexity and from that derives an evaluation of process-specific automation possibilities.

14. Decide which category (A–C), each of the phrases below (1–16) belongs to. (the Results and Discussion section)

(A) Admitting limitations	(B) Explaining and justifying undesired or unexpected results	(C) Minimizing undesired or unexpected results

- A major source of uncertainty is in the method used to...
- Although performance was not optimal, we nevertheless believe that...
- As anticipated, there were some discrepancies.
- As is well known, these types of children are extremely difficult to control, consequently...
- Despite the limitations of this method, and consequently the poor results in Test 2, our findings do nevertheless suggest that...
- Since this was only a preliminary attempt to scan the brain, it is hardly surprising that...
- It is plausible that a number of limitations could have influenced the results obtained.
- The performance was rather disappointing.
- The prime cause of the discrepancy is the result of...
- The unexpectedly high level of contamination is without any doubt due to...

11. There are several possible explanations for this finding.
12. These discrepancies are of no real consequence due to the fact that...
13. This apparent lack of correlation can be attributed to...
14. This may have happened because we had not examined the data in enough depth.
15. Unfortunately, we were unable to investigate the significant relationships of X and Y further because...
16. We are aware that our research may have two limitations. The first is... The second is... These limitations are evidence of the difficulty of collecting data on...

15. Find 3 scientific articles in your major and compare structural components of them. Complete the chart about them.

Author	Title	Journal	Number of structural components	The order of the components

16. Choose one article found for Ex.15, read it, and answer the following questions:

1. What have the authors included in the abstract / summary?
2. How much space is dedicated to each of the different sections?
3. How frequently are references used? What are the references used for?
4. Which techniques does the author use to keep different sections of the article brief?
5. How do the authors introduce their articles? Do they start broadly and then focus on their topic? Is any knowledge assumed?
6. How are the methods described? How much detail is provided?
7. How is the data presented? Is the data described in the text? How frequently are figures referred to in the text? How have figures and tables been labelled? Which kinds of figures and tables are the easiest to read? Which kinds of figures show the results most effectively?
8. How do the authors reach conclusions? Do they refer to the work of other authors to provide support for their conclusions? Are any problems with the experiments discussed? What techniques do authors use to explain results that don't fit?

17. Make sure you are familiar with what is considered plagiarism and what the consequences are.

Plagiarism is using someone else's work as if it were your own. It is a type of academic dishonesty. To avoid plagiarism, you need to be aware of what it is, and have good writing skills and referencing knowledge. You need to be able to:

- paraphrase and summarise
- know when to quote a source and when to paraphrase it
- link information from sources with your own ideas
- correctly use referencing conventions.

When you quote a source, you use an extract exactly as it was used in/by the source. You indicate a quote by using quotation marks or indenting the text for long quotes.

When you paraphrase or summarise, you put the author's ideas in your own words. However, you still need to attribute the idea to the author by including a reference.

It is usually better to paraphrase than quote, as it shows a higher level of thinking, understanding and writing skills. To rephrase ideas, you need a large vocabulary of formal and technical words for the subject matter, as well as grammatical flexibility.

18. Study the examples of citation methods and pay attention to punctuation marks.

Author-centred / Within the sentence citation

This citation method is used when you intend to emphasise on the author than the idea. Applying this method requires the use of reporting verbs as you are interpreting and reporting the idea expressed by the author in the original text.

Format of the citation: Name of author and year of publication is written in front of a direct quotation or paraphrase.

Example:

Quotation: Bryson (2003) claimed that “Cosmologists have long argued over whether the moment of creation was 10 billion years ago or twice that or something in between” (p. 2).

Paraphrase: According to Bryson (2003), the first discovery of the universe was believed to happen between 15-20 years ago though the exact timeline could not be concluded by cosmologists.

Idea-centred / At the end of the sentence citation

This citation method is used when you intend to emphasise on the idea than the author.

Format of the citation: Name of author and year of publication is written at the end of a direct quotation or paraphrase.

Example:

Quotation: “Cosmologists have long argued over whether the moment of creation was 10 billion years ago or twice that or something in between” (Bryson, 2003, p. 2).

Paraphrase: It was argued that the first discovery of the universe was believed to happen between 15-20 years ago though the exact timeline could not be concluded by cosmologists (Bryson, 2003).

19. Complete the guidelines for punctuating and capitalizing quotations with the words from the table below. Use the examples to help you.

period	single	last	precedes
quotation	double	block	direct
reopen	margin	colon	small

The Use of Quotation Marks

For a single sentence of quotation, enclose only the speaker's words in **1)** quotation marks. If the attribution **2)** the quotation, put a comma at the end of the attribution.

Example: She said, "Today, the typical US family vehicle weighs about 1400 kg."

If the attribution follows the quotation, change the **3)** at the end of the quotation to a comma and put the period at the end of the attribution.

Example: "Today, the typical US family vehicle weighs about 1400 kg," she said.

For a **4)** quotation of two or more sentences with the attribution at the beginning of the first sentence, put a **5)**, not a comma, after the attribution and place the quotation in double quotation marks.

Example: She said: "Today, the typical US family vehicle weighs about 1400 kg. Iron and steel account for the majority of this weight."

If the attribution is in the middle of a sentence or between two sentences, close the quotation marks before the attribution and **6)** them after it. Use commas to separate the attribution from the quotation.

Example: "Today, the typical US family vehicle weighs about 1400 kg," she said. "Iron and steel account for the majority of this weight."

If the quoted sentences is separated in two parts, the second part of a quotation begins with a **7)** letter.

Example: "Today, the typical US family vehicle," she said, "weighs about 1400 kg."

For direct quotations of more than one paragraph, place open quotation marks at the start of each new paragraph. Place close quotation marks at the end of only the **8)** paragraph.

Example: A Rivian spokesperson told SAE Media: "Sketching out the pieces of an early sensor fusion model is a known process.

"The challenge is that each of those pieces is fractally complex and requires high reliability and scale. Continuing to chase down those subsequent nine-tenths of reliability is orders of magnitude more difficult.

“A single camera offers various tunable parameters that hint at this fractal complexity: image resolution in megapixels, focal length, field-of-view, frame rate, and dynamic range.

“The [early fusion] perception model can be jointly trained with behavioral agent prediction, where we can not only identify and classify objects but predict paths and likely actions of other vehicles and road users.

“Modern AI is incredibly powerful, but it is a tool that requires constant early decision-making, with a view towards the future.”

For a direct quotation that includes another 9), use double quotation marks to identify the overall quotation and 10) quotation marks (or an apostrophe on the keyboard) to indicate the quotation within the quotation:

Example: Lines (2017) argued that “having an equal representation of women and men in academia contributes to structural diversity, considered beneficial ‘because differences among group members enhance collaboration, generation of ideas, knowledge and skills which can improve problem solving and work outcomes (Diezmann and Grieshaber 2010, 223)’ ”

Longer quotations should be set off from the main text, and are referred to as 11) quotations. Because the quoted material is set off from the main text, it is not necessary to use quotation marks. Style varies, but at a minimum a block quotation should have a bigger left-hand 12) than the main text. In contrast to the main text, a block quotation might also have a bigger right-hand margin, be in a smaller or otherwise different font, or have reduced line spacing.

Example:

As Angelo Corallo (2025) writes:

Despite the different total number of parts, the percentage of saleable parts is the same for both vehicle categories, equal to 15%. However, this proportion leads to different results in terms of saleable parts: petrol vehicles have 70 saleable parts, while electric vehicles have 62. Turning to the economic aspects, the estimated value of used parts, calculated as 35% of the original value, highlights a gap: for petrol vehicles, the value is EUR 6639, while for electric vehicles it is EUR 4679. This gap can be attributed to the intrinsic value of parts, which could be higher in petrol vehicles due to the variety of components.

For academic writing, the *MLA Handbook* requires block quotations whenever the quoted material exceeds four lines, while the American Psychological Association (APA) requires block quotations for anything exceeding forty words. The *Chicago Manual of Style* suggests 100 words or more as a rule.

20. Watch the video ‘How to Paraphrase’ (<https://youtu.be/SObGEcok06U>), and complete the sentences with the information from the video.

1. Paraphrasing is
2. THREE ways of paraphrasing are

3. To paraphrase, we start with
4. Some people think that paraphrasing is
5. The bad paraphrase is wrong because
6. The main problem with using synonyms is that
7. A good way to paraphrase is to
8. A great way to paraphrase is
9. Mapping out the information is a great strategy because
10. The author's name can be
11. The quotation marks are not used with

21. Write the following statements as a quotation, and then paraphrase them:

1. After recognizing the torque breakdown, the unscrewing parameters are adjusted in terms of productivity what especially results in high rotational speeds of the tool. [Schmidt 2024]
2. For the screwing tool itself, a commercially available impact wrench solution is chosen which offers the desired breakaway and tightening torque for the process. [Schmidt 2024]
3. The study identified two types of tolerance chains: a single component chain, which is associated with the intended outer welding group and directly transmits changes in individual components to the overall component dimension, and a more complex multi-component tolerance chain that describes the inner welded assembly. [Bublitz, 2024]
4. The direct connection in the functional area, combined with the higher number of links in the tolerance chain with different vector directions, complicates tolerance compensation. [Bublitz, 2024]
5. The recycling of the GFRP material into an injection moulding granule is favourable in 8 of 13 impact categories. [Weise, 2024]
6. An intelligent substitution of existing structural components in cars that are currently made of metals with wood can improve product sustainability and reduce the overall CO₂ footprint of cars. [Grosse, 2024]
7. This result highlights a fundamental tension for automakers: the more durable the vehicles they make are, whether privately owned or shared, the fewer the number of vehicles that will be demanded by the market each year. [Keith at al., 2024]
8. Repurposing is another option for EOL batteries, whereby batteries are reconfigured for “second life” use in less-stressful applications (such as stationary storage), thus extracting more value by extending their useful lifetime beyond their automotive “first life” usage. [Chen at al., 2019]
9. Each component of the fuel cell system is connected to the fixed plate assembly by bolts or other methods. As indicated by the random vibration stress analysis, the fixed plate assembly, being the primary load-bearing component, experiences significantly higher stress levels than other assemblies, making it susceptible to fatigue failure. [Liu at al., 2024]

UNIT 3

MASTER'S THESIS

1. Read these facts about master's thesis. Which one surprised you the most and why?

1. According to historical usage dating back to the 17th century, in both the UK and the US, the written work submitted at the end of a master's degree was called a 'dissertation', while the scholarly work submitted as the primary requirement for a PhD was called a 'thesis'. In the second half of the 20th century – for no known reason – the terms in the US ended up being reversed.
2. A dissertation or thesis that is associated with a master's degree is largely the student's analysis of the existing literature on the topic, together with some original contribution.
3. Work by a doctorate student – for a PhD degree – focuses on original research. A doctoral thesis must contain a substantial contribution of new knowledge to the field of study. The resulting work may be called a dissertation or thesis.
4. The word dissertation is taken from the root Latin word 'dissertare' which means to continue to discuss. The word thesis is taken from the Greek word 'tithenai' which means to place.
5. Historically, master theses emerged in the medieval European university system.
6. The average length of a master thesis ranges from 50 to 100 pages.
7. Many programs require a defense before an academic committee evaluates the thesis.
8. Cross-disciplinary topics in theses can spark innovative research methodologies.
9. A thesis may influence career trajectories and professional opportunities substantially.
10. Digital repositories now host thousands of accessible master theses online.
11. Some disciplines emphasize creative projects over traditional thesis formats.
12. Plagiarism detection software is routinely employed in thesis evaluation processes.

2. Read and act out the dialogue:

Professor Walker: Hello, Claudia. How's the thesis coming along?

Claudia: Hi, Professor. Honestly, it's been a bit tough.

Professor Walker: I know it can be difficult to find the right topic and structure for your Master's thesis. Have you made any progress since our last meeting?

Claudia: I think so. I've narrowed down my research question and I have an outline of my chapters with a clear introduction and conclusion.

Professor Walker: That sounds great. Are there any specific challenges or concerns that you're facing?

Claudia: Well, the literature review is taking me longer than expected. There's just so much information out there and I want to make sure I cover all the necessary studies and theories.

Professor Walker: Yes, it's important to have a solid foundation for your argument. Don't worry too much about covering everything. Just focus on the most relevant and influential sources.

Claudia: Okay, I will keep that in mind. And I also wanted to confirm the guidelines for citations and referencing.

Professor Walker: Sure. It follows the standard APA format, but I'll send over some examples from previous students' theses so you can get a better idea.

Claudia: Thank you, Professor. I really appreciate your help and guidance.

Professor Walker: No problem, Claudia. Keep up the good work. You're almost there.

3. Read the text below and answer the following questions:

1. Why is it important to get guidance before starting your master thesis?
2. How can you ensure that your research proposal for your master thesis is realistic and achievable?
3. What role do supervisors play in the thesis writing process, and why is it important to communicate with them throughout?
4. Why is setting a daily goal for writing a little bit each day beneficial when working on your master thesis?
5. What are the advantages of starting the writing process early and budgeting for a specific word count every day?
6. Why is it crucial to have clear research questions identified before beginning the reading phase of your master thesis?
7. What challenges are associated with reading lengthy and complex material, and what strategies can be used to overcome these challenges?

MASTER'S THESIS

As part of your master's course you are going to be spending a *considerable* amount of time working on a single written submission. In fact, your master thesis may be the longest and most detailed piece of writing that you have ever been asked to complete. With that in mind, getting some guidance before you begin is an important first step.

As you progress through your degree, you may have questions on exactly how to write a master's thesis and are thus looking to obtain some thesis writing tips to help you on your way. When writing your thesis, make sure that your plan is *flexible*, and allows time for dealing with unexpected circumstances.

Next, reconsider your research proposal. It is likely you had to write one before you were accepted onto your master's programme. If this was your first time producing a research proposal, you may read it back now and find it is a little over-ambitious in its claims about what you planned to do. It is a common trap to fall into,

so don't despair! Book some time with your research supervisor to determine whether your research proposal is actually realistic for your master's thesis. If you claimed that you were going to do qualitative interviews of 200 participants, and you only have a year to complete your master's, you might want to rethink your project and scale it to something that is achievable and not setting you up for failure.

Another tip on supervisors: make sure that you ask them questions about their expectations throughout the thesis writing process. Will they want to see drafts of your chapters as they are written? If the answer is yes, finding out these dates will help you to develop a plan to achieve this without scrambling at the last minute.

Another tip for planning how to write your master thesis is to set yourself a goal of doing a little bit each day. Framing your thesis in your mind as a long-term project with a deadline very far away in the future will only encourage you to put off writing it. Then 'far away in the future' will all of a sudden be 'next month' and major panic will set in, and the lack of time at your disposal will make for rushed, compromised writing.

It is easy to go back and delete words that you do not need during the editing process. Conversely, having to add thousands of words at the last minute will be stressful and sometimes impossible. Plan to start writing early, and budget for, say, 1000-2000 words every day. Not only will you then reach the full word count of your master thesis quickly, but you will leave yourself plenty of time to edit it, remove sections that are not working, and add more words that strengthen the overall assignment, all long before the deadline arrives.

The first step in the reading phase of your master thesis is knowing what research questions you are trying to answer. Hopefully you have identified these questions with your supervisor before you started to work on your thesis. If you do not have a clear research question, your reading strategies will be severely hindered.

There are certain databases that are going to be more relevant to your area of study. Getting research from these databases is going to streamline the writing process for you to ensure that your project is focused within the context that it needs to be. A research librarian can likely help you focus this search, making the process significantly easier.

There are several challenges associated with reading. First, it is easy to get distracted, especially if your reading material is lengthy and complex. So you want to keep your reading blocks short and sweet. 'Chunk' your reading. Spend 20 to 25 minutes reading *without distraction* and then take a 5 to 10 minute break before starting up again. A good idea is to build out a spreadsheet or other list that documents your reading in a detailed and organised manner. You can keep track of key information, such as: author, title, date, location of research, sample size, research methods and main findings.

The first step in the research process is deciding on what type of research you will do. Is it going to be qualitative or quantitative? Maybe it will be a combination of the two. You have likely documented this in your research proposal, but your answer to this question will have implications about how you will organise and analyse your data once it is collected. Regardless of what route you choose, you will need software to help you manage your data. Many universities have free data

management software tools available, and if that is the case for your institution then use them.

It is also worth mentioning that you will likely end up with a lot of data, much more than can actually be presented in your master's thesis. It is helpful to start here by going over the structure of a master's thesis. The precise way that different master theses are structured is largely going to depend on the discipline area. But most of the time, empirical dissertations follow a format including: abstract, table of contents, list of tables/figures, introduction, literature review, methodology, findings, discussion, conclusion, references and appendices.

There is no universal approach to writing a master thesis, but there are a lot of people out there who are willing to help you along the way. You will put yourself in a really good place if you seek advice at multiple stages in the process and from multiple different sources. Your university library is going to be a useful source for research and reference, whereas your supervisor can give more discipline-specific advice on writing.

Writing a master thesis can be one of the most challenging and rewarding tasks of your academic career. But surely, if you follow the plan, you will navigate the process more effectively and produce high-quality work. Remember that the key to a successful dissertation is a combination of careful planning, dedication and a genuine passion for your research topic.

4. Match the words and combinations with their definitions:

- | | |
|------------------------------------|---|
| 1. to organize data | a) to approach problems creatively by considering unconventional ideas and solutions |
| 2. deadline | b) a specific date or time by which a task must be completed or submitted |
| 3. dedication | c) to arrange information systematically for easier access, analysis, and interpretation |
| 4. literature review | d) the lack of success in achieving a desired outcome or goal, often leading to learning opportunities |
| 5. to defend a thesis | e) to present arguments and evidence in support of a scholarly proposition during an academic examination |
| 6. think outside the box | f) to systematically investigate a subject to discover new information or validate existing knowledge |
| 7. to conduct (carry out) research | g) a comprehensive survey of published works on a particular topic that summarizes and evaluates previous research findings |
| 8. failure | h) a preliminary version of a written work that is subject to revision and editing before finalization |
| 9. discipline-specific advice | i) a commitment to a task or purpose, often requiring significant time and effort |
| 10. draft | j) guidance tailored to the unique requirements and standards of a particular field of study or profession |

5. Translate the following sentences into Ukrainian:

1. The abstract provided a succinct summary of the research objectives and outcomes, ensuring clarity for potential readers.
2. The table of contents was meticulously structured to guide readers through the complex chapters of my master's thesis.
3. The list of tables / figures highlighted the significant data visualizations that complemented the narrative of my research findings.
4. In the introduction, I established a clear context for the study, emphasizing its relevance to current academic debates.
5. The literature review critically examined various sources, laying the foundation for my original contributions to the field.
6. My methodology section detailed the rigorous approaches employed to gather and analyze data for accurate results.
7. The findings revealed unexpected correlations, challenging some of the prevailing theories in the discipline significantly.
8. In the discussion, I interpreted the implications of my findings, considering both their limitations and broader impacts on future research.
9. The conclusion synthesized all key points from the research, reiterating the importance of my work within the academic community.
10. The references and appendices were diligently compiled to ensure transparency and to support the credibility of my research efforts.
11. The location of research is critical, as it directly impacts the relevance and applicability of the study's outcomes.
12. An adequate sample size ensures that the results are statistically significant and can be generalized to a larger population.
13. Utilizing diverse research methods allowed the authors to triangulate their data and validate their conclusions effectively.
14. The main findings of the thesis revealed a surprising correlation between social media usage and mental health outcomes among adolescents.
15. The title of the master's thesis was carefully chosen to encapsulate its core thesis while intriguing potential readers.

6. Watch the video ‘The structure and length of a Master Thesis’ and answer the following questions: <https://www.youtube.com/watch?v=STvhreOvFYI>

1. What is the recommended word limit for the title of a master thesis?
2. How many words should the abstract of a master thesis typically contain?
3. What are the word limits for the introduction section of a master thesis?
4. Why do some people divide the Data and Method section into two sections?
5. How many journal articles are recommended for a master's thesis, along with additional books and reports?
6. What is the purpose of using Zotero or EndNote for reference management in a master's thesis?

7. Choose the best summary of the video:

- A.** In the video, the speaker discusses the structure and length of a master's thesis. He breaks down the different sections of a thesis, such as the abstract, introduction, literature review, data and methods, results, discussion, conclusion, references, and appendix. The speaker emphasizes the importance of using Zotero or EndNote for reference management and recommends including a minimum of 20 journal articles in a master's thesis.
- B.** In the video, the speaker explores the impact of font size and spacing on the word count of a master's thesis. He discusses how using different formatting options can affect the overall length of the thesis. The video also touches on the use of tables and figures in different sections of the thesis to enhance readability. Overall, the speaker highlights the importance of formatting choices in determining the final word count of a thesis.
- C.** In the video, the speaker briefly mentions the structure of a master's thesis without going into much detail. He suggests that the length of a thesis can vary depending on the topic and supervisor's preferences. The speaker briefly touches on the importance of reference management tools but does not provide specific recommendations. Overall, the video provides a general overview of thesis structure without delving into specifics.

8. Fill in the gaps:

A master's thesis typically consists of several sections including 1) The word limits for each section vary, with the introduction usually between 2), literature review between 3), and results between 4) It is recommended to use a minimum of 5) in a master's thesis, along with books and reports for method explanation and research design issues. The total word count for a master's thesis generally ranges from 6), but there is flexibility depending on the supervisor's guidance.

The quality of the thesis is more important than the word count, and the number of pages may vary based on 7) Starting with the literature review can be helpful if the introduction is challenging, and maintaining a neat and clean appearance can positively influence the grading process. A linear approach to writing the thesis, beginning with the title and abstract, is common, but starting with the literature review is also a viable strategy.

9. Study the following information about thesis titles.

MASTER'S THESIS TITLES

Titles are important components of scientific and research writing, "responsible" for gaining readers' attention and facilitating positive perceptions of any kind of written research. They should include specific words to indicate the following:

- the topic, that is, the main, general subject you are writing about;
- the focus, that is, a detailed narrowing down of the topic into the particular, limited area of your research;
- optionally, for a scientific article, the purpose of your writing.

Punctuation of titles: capital letters

- ✓ It is clearer to type your title in lower case rather than in capital letters.
- ✓ Use capital letters for the first letter of all the main words in the title, including nouns, pronouns, verbs, adjectives, adverbs, longer prepositions, conjunctions.
- ✓ Do not use capital letters for short structural words (except when they are the first word of the title), such as articles (*a, an, the*), short prepositions (*of, in, to, at*), coordinating conjunctions (*and, or, nor, but, for*).

Titles may have quite ***different syntactic structures***. The main structural types of English titles are as follows.

Nominative constructions that is titles with one or more nouns as principal elements:

Appraisal Theory and the Principal of Change

The Uniform Standards of Appraisal Practice

"Colon"-titles consisting of two parts separated by a colon:

Real Estate Appraisal: The Comparative Approach

Real Estate Valuation Theory: A Critical Appraisal

Titles consisting of two parts (of different syntactic types) separated by a punctuation mark other than the colon. These constructions are close in their rhetorical features to "colon"-titles.

Born Again? The Ethics and Efficacy of the Real Estate Appraisal Practice.

Verbal constructions, that is titles containing a non-finite form of a verb as a principal element.

Creating Appraisal Reports over the Years

Assessing the Effects of Land Use

Developing a Conceptual Framework for Inspecting Property

Titles in the form of complete sentences.

Different Photogrammetric Softcopies Are Analysed to Get Geodata

Maps Can Be Biased.

Sample titles

<i>Purpose</i>	<i>Topic</i>	<i>Focus</i>
An Analysis of	Power Supply Systems	for Diesel and Petrol Engines.
An Overview of	Transport Activities	and Their Effects on the Environment.
A Discussion of	Reliability and Wear Resistance	of Road and Airfield Pavements.
An Evaluation of	Waste Treatment	as a Tool in Environmental Protection.

Key patterns

A Research <i>into/on</i>	дослідження(чого-небудь)
An Analysis <i>of</i>	аналіз (чого-небудь)
An Assessment <i>of</i>	оцінка (чого-небудь)
Improvements <i>in</i>	удосконалення (чого-небудь)
An Evaluation <i>of</i>	оцінка (чого-небудь)
A Substantiation / Justification / Rationale <i>of</i>	обґрунтування (чого-небудь) ...
A Case Study:	на прикладі

10. Work with the partner, discuss the following tips about writing a title and put them under the appropriate heading:

1. Use generic titles.
2. Indicate accurately the subject and scope of the study.
3. Reflect the area of interest in it.
4. Avoid using words that create a positive impression and stimulate reader interest.
5. Use abbreviations and acronyms.
6. Use current nomenclature from the field of study.
7. Suggest a relationship between variables which supports the major hypothesis.
8. Use as many words as you want.
9. Identify key variables, both dependent and independent.
10. Include "study of," "analysis of" or similar constructions.
11. It cannot be in the form of a question.
12. All first words and last words in a title have to be capitalized.
13. Use the "Context: Details" structure to cover several problems or aspects of a topic.
14. When the "Context: Details" structure is used, the second part after the colon should be short and memorable.

DOS	DON'TS

11. Do the correct capitalization for the following headings / sub-headings some of which may contain mistakes:

1. Description of the Grant Applicant Institution's study and research facilities
2. The European dimension of technology Know-how and Transfer
3. Investigation of Existing wireless and mobile communication systems
4. Needs and constraints in British Higher Education related to the improvement of the quality of student support services
5. LLP Interfaces to MP&L, suppliers and carriers
6. Porous Ceramics Based on a Foam System of Recycling Materials

7. Draft proposal for the “Teaching Processes Graduate School”: excellence initiative by the German Federal and State governments
8. Problems and needs at the Partner Country’s universities
9. Development of the project idea and preparation of the project proposal
10. Presentation and explanation of the research framework concept and the connections to the research profile of the university and the participating faculties
11. Design and optimization of a battery management system for High-Performance Electric Vehicles
12. Development And Testing Of A Wireless Power Transfer System For Electric Vehicle Charging
13. Predictive maintenance for electric vehicle motors using machine learning
14. Investigation Of Aerodynamic Drag Reduction Techniques For Improved Electric Vehicle Range

12. Match titles in Ukrainian with their English equivalent.

- | | |
|--|---|
| 1. Дослідження необхідності проведення науково-технічного супроводу геодезичних робіт при будівництві та реконструкції транспортних споруд | A. Normative Monetary Valuation of Road Land (A Case Study: Land Allocation under the Great Ring Road of Kyiv) |
| 2. Дослідження аеродромних зон та геодезичні роботи при проектуванні аеродромів | B. Application of Strategic Planning Methods of Real Estate Development on the market (A Case Study: Commercial Real Estate in Kyiv) |
| 3. Нормативна грошова оцінка земель дорожнього господарства (на прикладі відведення земель під Велику Кільцеву дорогу м. Києва) | C. Research into Aerodrome Zones and Geodetic Works while Designing Aerodromes |
| 4. Застосування методів стратегічного планування розвитку нерухомості на ринку, на прикладі комерційної нерухомості м. Києва. | D. Research into Necessity of Scientific and Technical Support of Geodetic Works at Construction and Reconstruction of Transport Structures |

13. Make the following titles more concise.

Example: The development of a CAE tool for the prediction of the steady state and transient behavior of orbit annular machines (20 words) = A CAE tool for predicting the steady state and transient behavior of orbit annular machines (15 words)

1. Design of a Hydraulic System for Liquid Packaging

2. A Study of the Ethical Dilemma of Using Autonomous Cars
3. An Investigation into the Modeling of Telephony Data Flows
4. A Study of a Novel System for Solving the Three-Bus Problem
5. An Investigation into the Modeling of the 3D Car Process
6. A Study of a Novel Hydrogen Production and Energy Conversion System
7. An investigation into the Long-term Effects of a Perennial Fiber Crop, Ramie [Boehmeria nivea (L.) Gaud.], on the Chemical Characteristics and Organic Matter of Soil
8. The Design and Development of a System for Biomass Production and Energy Balance

14. Choose the right preposition.

1. The Consumption **in / of** Electricity **for / per** 100 km/h Precludes the Need **for / of** Using Petrol
2. Why do Some Countries Produce so Much More Output **for / per** Worker than Others?
3. The Effect **among / of** Maintenance Guidelines **in / on** Repairing
4. Influence **by / of** Education and Occupation **on / onto** the Driver's Behavior
5. Trends **of / in** Defining the Specifications **for / per** Educational Software
6. Examining the Difference **among / between** Electric and Hybrid Vehicles **in / into** Germany
7. New Technologies **by / for** Research and Teaching **in / into** Automotive Engineering
8. An Investigation **about / into** the Causes **by / of** Engine Knocking

15. Find 10 titles of master's thesis in your field. Analyze the structure of them.

16. Choose one of the tasks and do it in the written form:

1. Write a persuasive email to your professor requesting an extension on the deadline for your master thesis. Explain the challenges you have faced and how you plan to overcome them to produce a phenomenal piece of work.
2. Craft a detailed blog post discussing the process of choosing a topic for your master thesis. Share your journey of brainstorming ideas, conducting research, and finally deciding on a subject that excites you as a high achiever in your field.
3. Create a promotional flyer for a workshop you are hosting to help other students navigate the daunting task of writing a master thesis. Highlight the benefits of attending, such as expert advice on maintaining equilibrium during the research process and strategies for successfully completing a master thesis.

17. Watch the first half of the video 'How To Write A Dissertation at Undergraduate or Master's Level'

(https://www.youtube.com/watch?v=1O_Go1KzAyE) and answer the following questions:

1. Why is it recommended to pick a topic for your thesis that will appeal to organizations?
2. How should you approach writing the abstract for your thesis?
3. What key elements should be included in the introduction of your thesis?
4. Why is it important to create diagrams throughout your thesis, especially in the literature review section?
5. What common mistake do many students make when developing their methodology section?
6. How can you enhance your overall grade by incorporating gateways to collect data in your research methodology?
7. Why is it crucial to link the questions in your questionnaire to your literature review?

18. Watch the second half of the video and mark the following sentences as True or False:

1. Students should avoid using pie charts in their findings section.
2. The literature review should be referenced in the findings section to demonstrate analysis and application.
3. It is recommended that the conclusion section should be approximately one page long.
4. The recommendations section should include strategic, tactical, and operational suggestions.
5. Middle management support is not necessary for implementing recommendations.
6. Students should create diagrams to illustrate the linkage between themes and recommendations.
7. The introduction should include aims, objectives, and a justification of the literature review.

19. Complete the sentences according to the information from the video:

1. Identify issues linked to
2. Create organizational structure
3. Structure recommendations at
4. Justify structuring recommendations in
5. Include paragraphs on
6. Consider creating an action sheet with
7. Recommendations should be
8. Include themes and person responsible for
9. Estimate costs and time frames for
10. Ensure recommendations are

20. Choose one of the tasks and do it in the written form:

1. Craft an engaging blog post detailing the step-by-step process of conducting research for a dissertation at the undergraduate or master's level. Include the significance of choosing a research topic, conducting literature reviews, and formulating research questions to guide your study.
2. Write a formal email to your academic advisor requesting feedback on the initial draft of your dissertation proposal. Highlight the importance of their guidance in ensuring the success of your research project.
3. Create a promotional flyer for a workshop you are organizing on effective dissertation writing strategies for undergraduate and master's students. Emphasize the benefits of attending the workshop in enhancing their research and writing skills.

UNIT 4

ABSTRACTS

1. **Work with a partner, read the abstract and put the questions on which it gives answers:**

Abstract

Artificial neural networks (ANNs) have emerged as the technology that provides solutions to key issues arising in automobile engineering regarding autonomous driving, predictive maintenance, energy control, and vehicle protection. This paper aims to present various uses of ANNs in the car industry concerning data handling for continuous decision-making and adaptation. Convolutional Neural Networks (CNNs), Long Short-Term Memory Networks (LSTMs), and Generative Adversarial Networks (GANs) are all explored regarding their ANN-specific relevance to automobiles. The identified limitation also responds to issues associated with the integration of ANN such as data dependency, the computational load required, and questions related to the ethical use of AI decision-making. This paper compares ANN techniques in an automotive context, explaining where they excel and where they could improve the tasks they are applied to. The strategies for phased implementation of the ANN framework, the performance evaluation for each stage of implementation, and the optimization methodologies are discussed below. Future direction highlights the future development of transformers, and energy-efficient models and raises concerns about ethical regulatory frameworks regarding ANN-driven systems. Thus, by overcoming such barriers, ANNs have the potential to significantly influence the further development of automotive engineering and make automobiles safer, more efficient and environmentally friendly. This study advances the discussion around

intelligent mobility and provides the foundation on which future research in the field can build.

2. Compare your list of questions with the abstract worksheet and diagram offered below.

Abstract Worksheet

Answer the following questions in 1 or 2 sentences, avoiding “I,” “we,” or “you”:

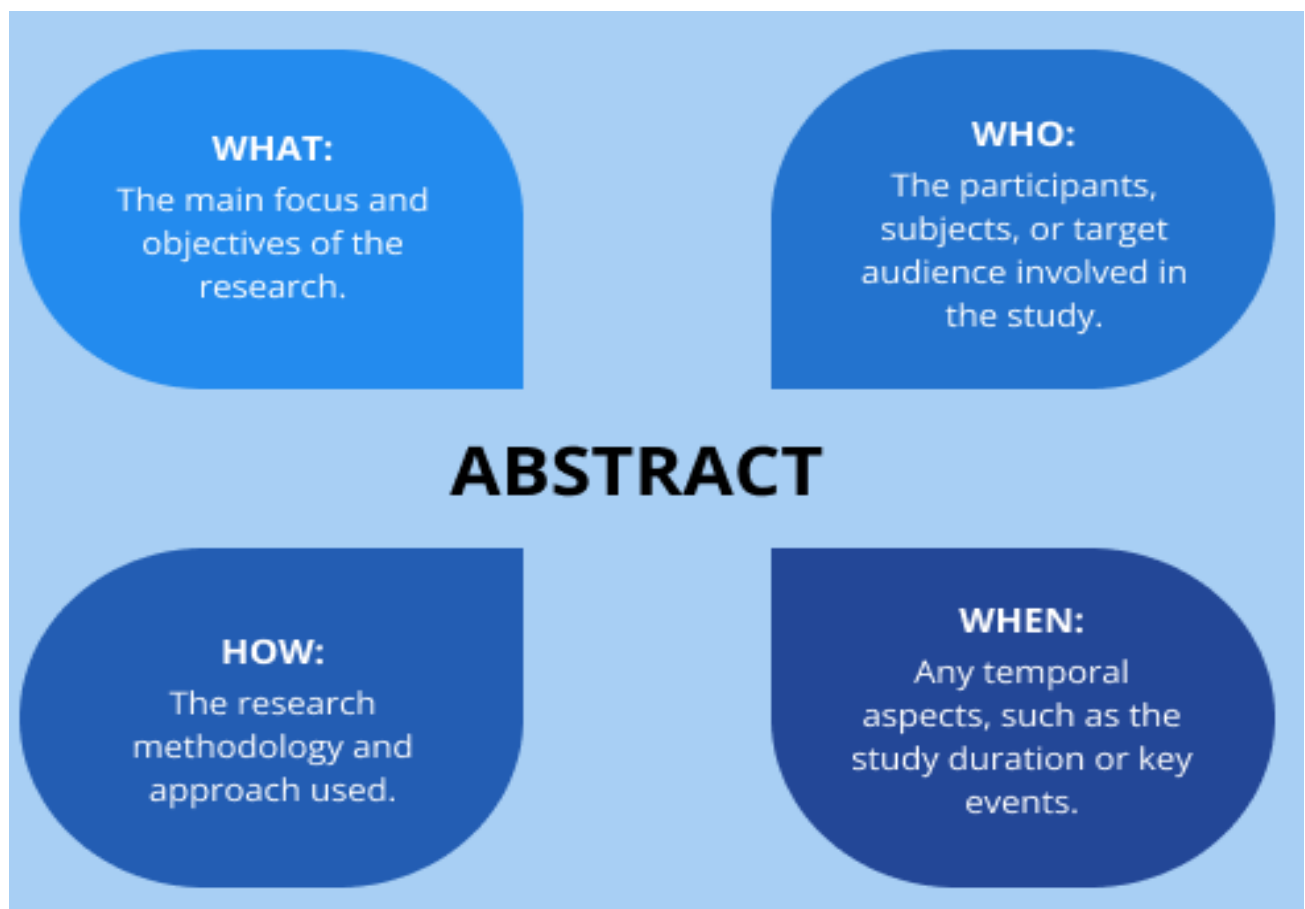
1. What question was studied?

2. What is the significant background or context? Why is the question important?

3. What overall approach was used to study the question?

4. What were the significant results?

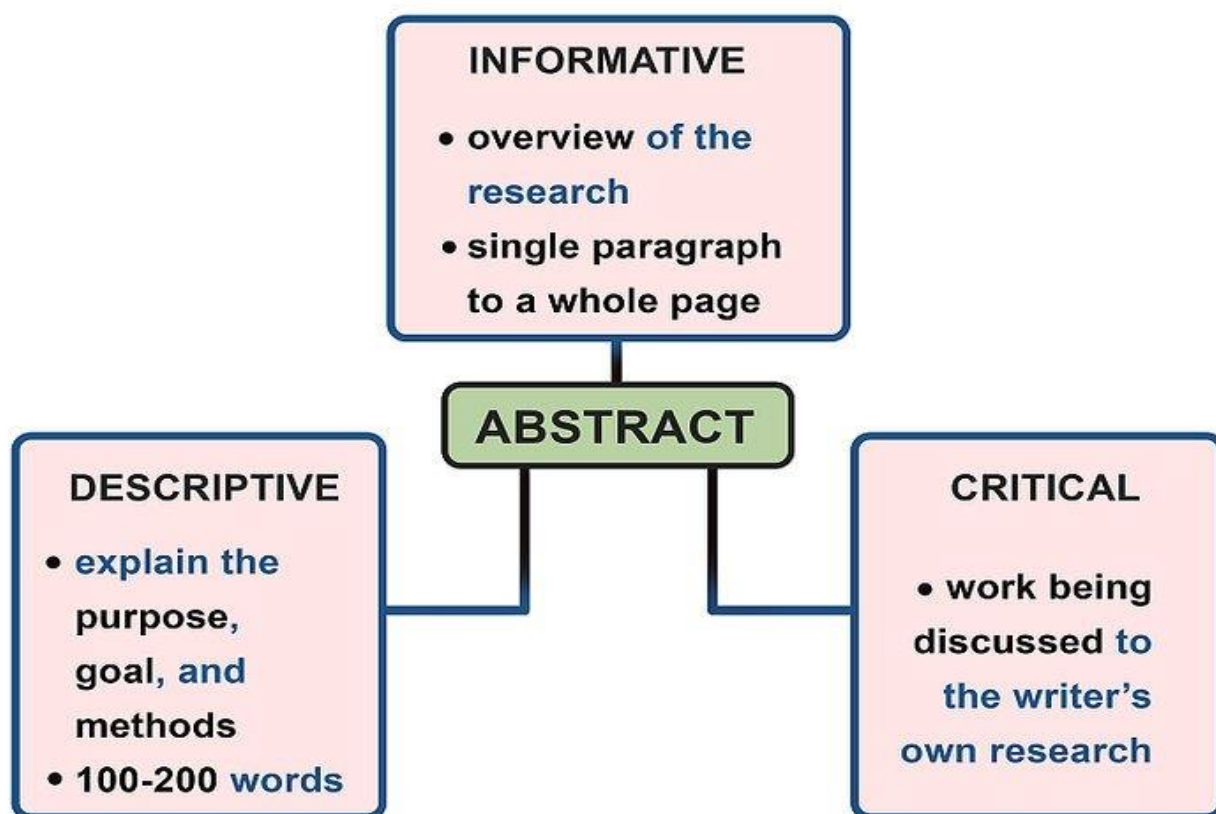
5. What do these results mean? What major conclusions follow from them? Why are they important?



(Source: <https://collegeessay.org/blog/how-to-write-a-research-paper/research-paper-abstract>)

3. **Work with a partner and answer the question:**

1. What is an abstract?
2. Why are abstracts so important?
3. What information should be included in an abstract?
4. Can you share your experience with writing abstracts for any assignments?
5. Have you ever read an abstract that made you want to read the full paper?
6. When is it necessary to write an abstract?
7. What types of abstracts are there in academic writing? What is the difference between them? (Use the diagram given below)



4. **Do you agree with the following definition? Underline key words.**

An abstract is a condensed version of a longer piece of writing that highlights the major points covered, concisely describes the content and scope of the writing, and reviews the writing's contents in abbreviated form.

5. **Read the text and fill in the abstract type in the table.**

Abstracts can precede introductions to journal articles, theses, grant applications, book proposals, and more. They are also used for indexing purposes, which is why keywords at the bottom of the abstract are important. Moreover, these specific associated keywords allow researchers to find that body of work within online databases more easily

Types of abstracts

There are four types of abstracts: informative, descriptive, critical, and highlight abstracts. However, students most often use informative abstracts. With that being said, always follow the guidelines dictated by your instructor or institution.

Informative Abstracts

Informative abstracts detail the background, major points, research methods, significant findings, the conclusion reached, and any recommendations so that readers understand the main elements of the paper before delving further. These paragraphs are typically 250 words in length, although this can vary based on discipline.

Outline of an Informative Abstract

Although different disciplines may require distinct information, informative abstracts follow this outline: 1. Background & purpose of paper or report (i.e., Why was this topic researched? Why should people care?). 2. Main argument or thesis points. 3. Research methods or approaches used. 4. Significant findings and/or results found and how they may contribute to the overall discussion surrounding the topic at hand.

Descriptive Abstracts

Descriptive abstracts provide an overview of the content, detailing major points and research methods involved. However, contrary to informative abstracts, they do not provide significant findings, conclusions, or recommendations. Additionally, they are about 100 words in length. For these reasons, they are often less helpful in determining the relevance of a work when conducting research as opposed to informative abstracts.

Critical Abstracts

Unlike the previous two, critical abstracts evaluate and/or offer analysis on the paper's findings and provide an overview of the paper. These abstracts are typically longer, extending to about 400 to 500 words because of analytical commentary. Further, they can refer to outside information to compare and contrast, which informative and descriptive abstracts do not include.

Highlight Abstracts

Highlight abstracts are infrequently used in academia because they are meant to grasp the reader's attention to read the work more so than act as stand-alone overviews. Readers may not receive a full picture of the purpose and major findings of a text.

1.	2.	3.
250 words in length Structural components 1. background 2. aim or purpose of research 3. method used 4. findings/results 5. conclusion	400 to 500 words in length Evaluation of: 1. methods 2. findings 3. implications	about 100 words in length Structural components 1. background 2. purpose 3. particular interest/focus of paper 4. overview of contents (not always included)

6. Look at the abstract samples below and identify its type.

1. Which one is a descriptive abstract?
2. Which one is an informative abstract?
3. Which one is a critical abstract?
4. Which one is a highlight abstract?
5. Which one is a research abstract?

1. Development and Testing of an Adaptive Cruise Control System with Enhanced Collision Avoidance.

John Chou

This research focuses on the development and testing of an advanced Adaptive Cruise Control (ACC) system for passenger vehicles. The proposed system integrates existing ACC functionalities with enhanced collision avoidance capabilities, utilizing advanced sensor technologies such as LiDAR and radar. The core innovation lies in the development of an intelligent control algorithm that predicts and adapts to real-time traffic scenarios, including sudden braking, lane changes, and merging vehicles. The system incorporates machine learning techniques to continuously refine its predictions and improve overall safety and driving comfort. Extensive simulations and real-world testing have been conducted to evaluate the system's performance under various driving conditions. The results demonstrate significant improvements in collision avoidance rates and reduced driver workload compared to conventional ACC systems. This research contributes to the advancement of autonomous driving technologies and enhances road safety by minimizing the risk of accidents caused by driver inattention or human error.

2. Predictive Maintenance for Electric Vehicle Batteries: A Review of Current Approaches and Future Directions

William Brown and Anna Voihovska

This review critically analyzes the state-of-the-art in predictive maintenance (PdM) for electric vehicle (EV) batteries. While advancements in battery technology have propelled the rise of EVs, concerns regarding battery degradation, safety, and range anxiety persist. PdM strategies, utilizing data-driven techniques, offer a promising solution by enabling proactive maintenance and extending battery lifespan. This review examines various PdM approaches, including data-driven modeling (e.g., machine learning, deep learning), physics-based models, and hybrid approaches that combine both. The strengths and weaknesses of each approach are discussed, along with their potential for implementation in real-world EV scenarios. Furthermore, this review identifies critical challenges and future research directions, such as:

- Data quality and availability: High-quality, real-time data from diverse sources is crucial for effective PdM.

- Model interpretability and explainability: Understanding the underlying reasons for predictions is essential for building trust and ensuring safety.
- Integration with vehicle control systems: Seamless integration of PdM algorithms with vehicle control systems is necessary for real-time decision-making and optimal battery management.
- Development of robust and scalable solutions: PdM solutions must be robust to variations in driving conditions, battery chemistry, and environmental factors, while also being scalable to accommodate the growing number of EVs.
- Ethical considerations: Addressing potential biases in data and ensuring fair and equitable access to PdM benefits for all EV users.

This review concludes by emphasizing the importance of continued research and development in PdM for EVs to ensure their long-term sustainability, safety, and consumer acceptance.

3. For Aston Martin, a Fifth-Place Finish Again

Alex Kalinauckas, New York Times, Dec. 17, 2024

Its season began with so much promise, but the team was unable to keep up with the leaders. Aston Martin started 2024 no better than it had ended the previous year, as ultimately the fifth-fastest squad once again. Things then got worse when it dropped back from racing well against some of the quicker teams. When the season was over, the team had scored 94 points, compared with 280 last year.

4. Development and Testing of a Novel Active Suspension System for Improved Ride Comfort and Handling

Alan Smith

This research focuses on the development and experimental validation of a novel active suspension system designed to enhance both ride comfort and handling dynamics in passenger vehicles. The proposed system utilizes a combination of advanced sensors, high-performance actuators, and a real-time control algorithm based on a predictive control strategy. The control algorithm aims to minimize vehicle body accelerations while simultaneously optimizing suspension travel and tire forces to maintain optimal contact with the road surface. A comprehensive simulation model of the vehicle and suspension system was developed using a multi-body dynamics approach.

7. Read the information about the components of an abstract and identify the key parts of it in an example of an informative abstract.

COMPONENTS OF AN ABSTRACT

Abstracts from almost all fields of study are written in a very similar way.

The types of information included and their order are very conventional. These are the basic components of an abstract, key patterns and language tips for writing an abstract in any discipline.

Introduction. This part should include the importance of the research work, the difficulty of the area and the impact it might have if successful. The purpose of the introduction is to provide the reader with a background to the study and hence to smoothly lead into the description of the methods employed in the research.

Purpose. This section describes the purpose of the investigation. What is not known about the subject and hence what is the study intended to examine? What problem are you trying to solve? What is the scope of the research work?

Method. This section contains such questions: How did you go about solving or making progress on the research? What did you actually do to get your results? What was the extent of the research work? What important variables did you control, ignore, or measure?

Results. This section is the most important part of an abstract and includes the results of the investigation. This is because the audiences who read the abstract do so to learn about the findings of the study. As a result of completing the above procedure, what did you learn/invent/create? What's the answer? Here you should avoid vague, hand-waving results such as "very", "small", or "significant".

Conclusion. This section should contain the most important take-home message of the research, expressed in a few precise sentences. The last section includes answers to such questions: What are the implications of the results? Are your results general, potentially generalizable or specific to a particular case?

Abstract	Key parts
Electric vehicles (EVs) are gaining traction as a sustainable alternative to traditional gasoline-powered vehicles.	
This study investigates the current state of EV technology, focusing on battery technology, charging infrastructure, and consumer adoption.	
A literature review was conducted to analyze existing research on EV performance, environmental impact, and market trends.	
Key findings include significant advancements in battery technology, leading to increased range and faster charging times. However, limited charging infrastructure and high initial costs remain major barriers to widespread adoption.	
The study concludes that continued research and development in battery technology, coupled with government incentives and expanded charging infrastructure, are crucial for accelerating the transition to electric mobility.	
Keywords: Electric vehicles, battery technology, charging infrastructure, consumer adoption, sustainable transportation	

8. **Use the Web and a major search engine to find examples of abstracts and identify the structural components of them.**
9. **Read the examples of abstracts found again and check if they follow the rules given below.**

The abstract has certain textual and linguistic characteristics. It:

- consists of a single paragraph;
- contains 4-10 full sentences;
- tends to avoid the first person and to use impersonal active constructions (e.g. "This research shows ...") or passive voice (e.g., "The data were analyzed ...");
- rarely uses negative sentences;
- uses meta-text (e.g. "This paper investigates ...");
- avoids using acronyms, abbreviations, and symbols (unless they are defined in the abstract itself);
- does not cite by number or refer by number to anything from the text.

The structure for the English abstract includes the following moves:

- Situating the research (e.g., by stating current knowledge in the field).
- Presenting the research (e.g., by indicating its main purpose or main features).
- Describing its methodology.
- Summarizing the results.
- Discussing the research (by drawing conclusions and/or giving recommendations).

10. **Watch the video “How to Write an Abstract for a Research Paper” https://www.youtube.com/watch?v=JMEnRBss6V4&ab_channel=WordviceEditingService and answer the questions:**

1. Why is the abstract considered an important part of a research paper?
2. What are the two main types of abstracts that accompany research writing, and how do they differ?
3. How should you structure the purpose and motivation section of your abstract to engage the reader?
4. In the methods section of the abstract, what key information should be included about the research methodology?
5. Why is it essential to link the results of the study back to the initial problem statement in the abstract?
6. What should the conclusion section of the abstract focus on, and how does it relate to the overall study?
7. How can including relevant keywords in the abstract improve the visibility and searchability of your research paper?

11. Choose the best summary of the video above:

- A.** In the video, Kevin highlights the significance of research paper abstracts in attracting readers. He delves into the details of crafting a compelling abstract that accurately summarizes the paper's content. Kevin offers insights into the different types of abstracts and the importance of adhering to specific formatting requirements set by journals or conferences. By following Kevin's advice, writers can create abstracts that effectively communicate the essence of their research.
- B.** In the video, Kevin discusses the importance of including specific elements in a research paper abstract. He emphasizes the role of the abstract in enticing readers to engage with the full paper. Kevin explains the difference between descriptive and informative abstracts and provides tips on structuring an effective abstract to meet journal or conference guidelines.
- C.** In the video, it is discussed how abstracts play a crucial role in the success of a research paper. Kevin shares valuable tips on structuring abstracts to capture the readers' interest and meet submission guidelines. He also touches on the impact of abstracts on the overall reception of academic papers. By implementing Kevin's suggestions, researchers can enhance the visibility and impact of their work.

12. Fill in the gaps:

An abstract is crucial in enticing readers to engage with a 1) There are two main types of abstracts: 2) Descriptive abstracts focus on the 3) of the paper, excluding results and conclusions. Informative abstracts summarize all aspects of the study, including results, and are more common in 4) The structure of an abstract typically includes sections on 5) It is important to adhere to specific 6) based on the journal or conference requirements. Tips for writing an effective abstract include writing it last, avoiding 7), and using relevant 8)

13. Choose one of the tasks and do it in the written form:

- 1. Develop a catchy and engaging social media post promoting a workshop on writing research paper abstracts. Highlight the importance of a well-written abstract using advanced vocabulary like "concise," "comprehensive," and "impactful."
- 2. Craft an informative blog post discussing the key elements of an abstract for a research paper. Include examples of successful abstracts and provide tips on how to effectively summarize your research findings using terms such as "significance," "methodology," and "implications."

3. Draft a professional email to a colleague seeking feedback on your draft abstract for a research paper. Request specific insights on the clarity, coherence, and overall effectiveness of your abstract while incorporating advanced vocabulary related to abstract writing such as "keywords," "objective," and "summary."

14. In each sentence delete the one word / phrase that is not appropriate / grammatical.

1. This paper **outlines / proposes / describes / discovers / presents** a new approach to...

2. This paper **validates / examines / seeks to address / focuses on / discusses / investigates** how to solve...

3. This paper is **an overview of / a review of / a report on / a preliminary attempt** how automobile companies choose smart materials for new models.

4. The aim of our work is to **further / extend / widen / broaden / amplify** current knowledge of...

5. This paper **takes a new look at / re-examines / revisits / informs / sheds new light on** how regenerative braking system converts the kinetic energy from a car's momentum into electricity.

6. In the literature, 'hybrid' **usually refers / often refers / is usually referred** to a vehicle which ...

7. Crown [2024] has **provided / put forward / put down / proposed** a new definition of X, in which...

8. In the literature **there lacks of a general definition of X / a general definition of X is lacking / there is no clear definition of X.**

9. In their **seminal / groundbreaking / cutting edge / state-of-the-art** paper of 2022, Peters and Jones...

10. Experiments on X were **conducted / carried on / carried out / performed on** X in 2023 by a group of researchers from...

11. More recent evidence [Black, 2022] **shows / suggests / investigates / highlights / reveals / proposes** that.

12. He **claims / argues / criticizes / maintains / suggests / points out / underlines** that ...

13. Kamos's [23] assumptions seem to be **sensitive / realistic / wellfounded / well-grounded / plausible / reasonable / acceptable** .

14. Many experts contend, **however / instead / on the one hand**, that this evidence is not conclusive.

15. This has led authors **as / such as / for example / for instance** Mithran [32], Yasmin [34] and Hai [35] to investigate...

15. Find the text in your field of specialization and write a summary to it using Appendix 7.

16. Study the following information and explain the difference between an abstract and an annotation (annotated bibliography).

Annotations, otherwise referred to as annotated bibliographies, are evaluations of sources written by someone researching a topic. Each annotation is usually about 150 words, and is a descriptive and evaluative paragraph. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of each source cited. An annotation will describe the work and may give the background of its author, but they also critique the resource and explain its strengths and weaknesses.

17. Read the samples of the annotated bibliography and find the structural parts of it.

1. Cengiz Kahramam, Muhammet Deveci, Eda Boltürk, SedaTürk , “Fuzzy controlled humanoid robots: A literature review,” *Robotics and Autonomous Systems*, vol 134, December 2020. Available: <https://www-sciencedirect-com.unh.idm.oclc.org/science/article/pii/S0921889020304838>

These authors try to examine controlling robot paths through several aspects of programming that have close intersection paths. Three levels of robotic scenarios which include the static, dynamic and persistent are looked at trying to determine how to correctly program a group of robots to work harmoniously while changing position and speed. The article is trustworthy because the authors are university faculty members in industrial engineering departments. Their study is reliable because the journal is peer-reviewed, so the data was reviewed by other experts in the field. This article will be useful for my project because it provides an overview of fuzzy logic, which I will use in my own design.

2. Garcia, Maria. “Renewable Energy Sources: A Sustainable Solution for the Future.” *Energy Studies*, vol. 15, no. 2, 2019, pp. 112-125.

Garcia’s article looks into the possibility of renewable energy sources being used to address climate change and lessen the dependence on fossil fuels. The research gauges the environmental effects, the affordability, and the progress in renewable energy technology. Garcia proposes a quick move to renewable energy to reach global sustainability objectives. This source is invaluable for those looking into renewable energy answers and environmental protection.

Find in the samples one or more sentences that

- a. evaluate the authority or background of the author,
- b. comment on the intended audience,
- c. compare or contrast this work with another you have cited, or
- d. explain how this work helps and support your project topic.

18. Find articles in your field of specialization and write annotated bibliographies of them.

UNIT 5

REFERENCES

1. Discuss the following questions:

1. Have you ever faced challenges related to plagiarism, and how did you navigate those situations?
2. What role do you believe research skills play in shaping a successful academic career?
3. Can you share an experience where understanding proper citations significantly improved your work or grades?
4. In your opinion, what are the most effective strategies for mastering citation formats like APA Style?
5. How has your approach to using external sources evolved since starting your university education?
6. How do you perceive the importance of proper citation in academic writing and research?
7. In your experience, what challenges have you faced when trying to format references correctly?
8. Can you share a time when accurate referencing significantly impacted your work or studies?
9. What strategies do you employ to ensure that your reference lists are comprehensive and well-organized?
10. How has technology influenced the way we manage citations and references in our academic endeavors?
11. Do you believe that understanding different citation styles is essential for effective communication in academia? Why or why not?
12. How do cultural differences affect the approach to citing sources in various academic contexts?
13. What role does attention to detail play in maintaining academic integrity through proper referencing?
14. Have you ever encountered any misconceptions about citation practices among peers? If so, what were they?
15. In what ways can mastering citation formats enhance one's credibility as a researcher or writer?

2. Read the text below and answer the following questions:

1. How can introducing aspects of upper level education into the university curriculum help students transition more easily from high school settings?
2. Why is it important for students to comprehend and implement APA Style citations in their academic work?

3. What role does requiring APA Style citations play in motivating students to delve deeper into their sources rather than staying at a surface-level understanding?
4. Why has proficiency in conducting and reviewing research become imperative for university students across all academic disciplines?
5. How has the standardization of APA Style in academic writing impacted the way teenagers learn and publish works at the collegiate level?
6. Why is it essential for authors to provide both citations and references when using external sources in their work?
7. Can you explain the difference between citations and references, and why they are both necessary in academic writing?

GUIDELINES FOR CITATIONS AND REFERENCES

Transitioning from the familiarity of high school settings to the complexities of upper level education can be intimidating. But if teachers begin introducing aspects of upper level education into the university curriculum, then students will have additional knowledge and skills that make the transition much simpler.

Comprehending and implementing APA Style citations will not only increase students' grades but also highlight their potential as future researchers and writers, allowing them to stand out in large university classrooms. Understanding the basics of APA Style will encourage students to build a fundamental understanding of creating references and will help them avoid risking their future with plagiarized sources.

Every academic discipline requires research in some way or another. Thus, becoming proficient in conducting and reviewing research has become imperative for university students. Requiring APA Style citations within assignments motivates students to parse their sources rather than remaining content with a surface-level understanding.

At some institutions, APA Style has become the standard for writing academic papers, making it imperative for teenagers to learn it. Publishing works at the collegiate level has become more normalized in the past few years, allowing students to become more familiar with academic journals, peer-reviewed sources, theses and dissertations, and much more. For these publications to succeed, it is essential for students to become well-versed in creating citations and reviewing articles.

Using external sources without citing them is considered plagiarism. Authors must provide enough information so that readers can go to the original sources and review them. This involves two things: Citations and References.

Citations briefly identify the source of borrowed information, quotes, and figures in the text. The citation must be placed at the beginning, middle or end of the borrowed information. It must be clear what information is borrowed and where it comes from, including page references whenever possible. The brief citation matches the first word(s) in an entry in the reference list; the author(s) or title serves as a main entry in the reference list.

The reference list contains the full descriptions of only those sources that are cited in the paper. It enables the reader to find any source cited in the paper. The references are placed in alphabetical order at the end of the paper.

References and a bibliography are not the same. In **References**, you list only the items you have actually cited. In a **Bibliography**, you list all of the material you have consulted in preparing your paper work whether or not you have actually cited the one. Reference lists contain only those materials cited in the report.

On the references page, arrange entries:

- In alphabetical order by surname of first author. (If no author is given, alphabetize by first word of title.)
- In order of date, with earliest first, for references by the same author.
- With hanging indents, meaning the first line of each reference is set flush left and subsequent lines are indented.
- In double space with the word References appearing in uppercase and lowercase letters, centered.
- A reference list includes only references that document the article and provide recoverable data. Don't include personal communications such as letters, memos, and informational electronic communications. Instead, cite those online in text.
- In all reference entries, certain pieces of information need to be included if at all possible. These include things like author(s), year of publication, title and pages. However, some specific pieces of information vary for different types of references.

Basic components and formats include the following:

- **Article:** Author's last name, First and Middle (if available) initials. (Publication date). Title of article. Title of Journal, Volume number (Issue number), start page-end page.
- **Book:** Author's last name, First and Middle (if available) initials. (Copyright date). Book title. Publisher's city: Publisher's name.
- **NOTE:** APA does not use the words "Volume," "Vol.," or "Issue" in reference list entries, just the appropriate numbers. If no publication date is available, use (n.d.) to indicate that there is no publication date.
- **NOTE:** Place the DOI at the end of the reference. If there is no DOI, cite the home page URL. DOI: digital object identifier (DOI) is a unique alphanumeric string assigned by a registration agency (the International DOI Foundation) to identify content and provide a persistent link to its location on the Internet. The publisher assigns a DOI when your article is published and made available electronically.

When referring to the titles of **books, chapters, articles, reports, webpages**, or other sources, capitalize only the first letter of the first word of the title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Italicize titles of longer works (e.g., books, edited collections, names of newspapers, and so on). Do not italicize, underline, or put quotes around the titles of shorter works such as chapters in books or essays in edited collections. Present journal titles in full. Italicize

journal titles. The titles of academic journals are subject to special rules. Capitalize **all major words** in the **titles of journals**. Note that this differs from the rule for titling other common sources (like books, reports, webpages, and so on).

Use punctuation marks in reference list entries to group information. Ensure that a period appears after each reference element – that is, after the author, date, title, and source. However, do not put a period after a DOI or URL because it may interfere with link functionality. And if a title ends with a question mark, the question mark replaces the period.

Use punctuation marks (usually commas or parentheses) between parts of the same reference element. For example, in a reference for a journal article, use a comma between each author's last name and initials and between different authors' names, between the journal name and the volume number, and between the journal issue number and the page numbers.

Do not use a comma between the journal volume and issue numbers. Place the issue number in parentheses directly after the volume number instead.

Italicize punctuation marks that appear within an italic reference element (e.g. a comma or colon within a book title). Do not italicize punctuation between reference elements (e.g. the period after an italic book title or the comma after an italic journal title).

3. Mark the following statements as True or False:

1. The text advises using the term "Vol." when listing journal volumes in references.
2. Personal communications should be included in the reference list.
3. Titles of books should have only the first word and proper nouns capitalized.
4. The DOI should be placed at the beginning of the reference entry.
5. Journal titles should be italicized and have all major words capitalized.
6. If a title ends with a question mark, it should be followed by a period.
7. References should be listed in alphabetical order by the first author's surname.

4. Put the following in the alphabetical order:

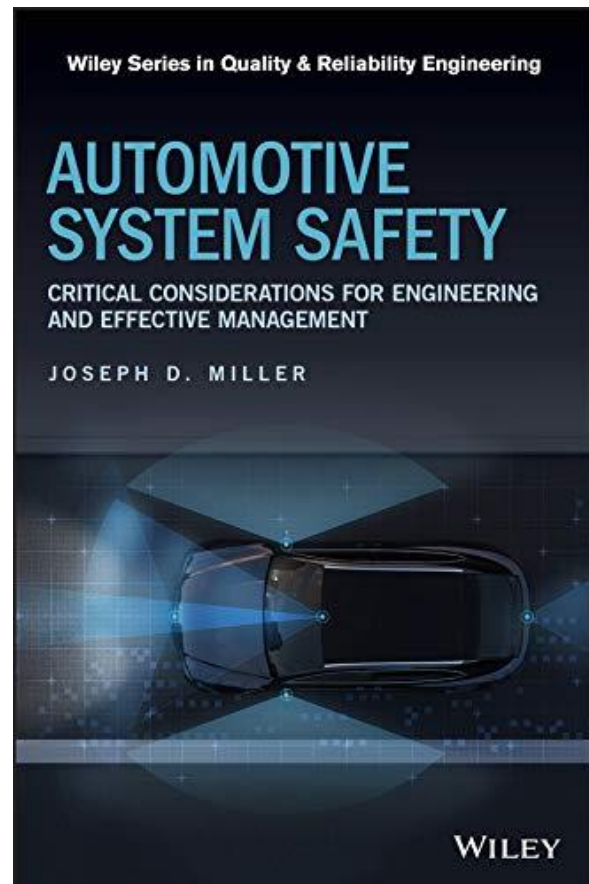
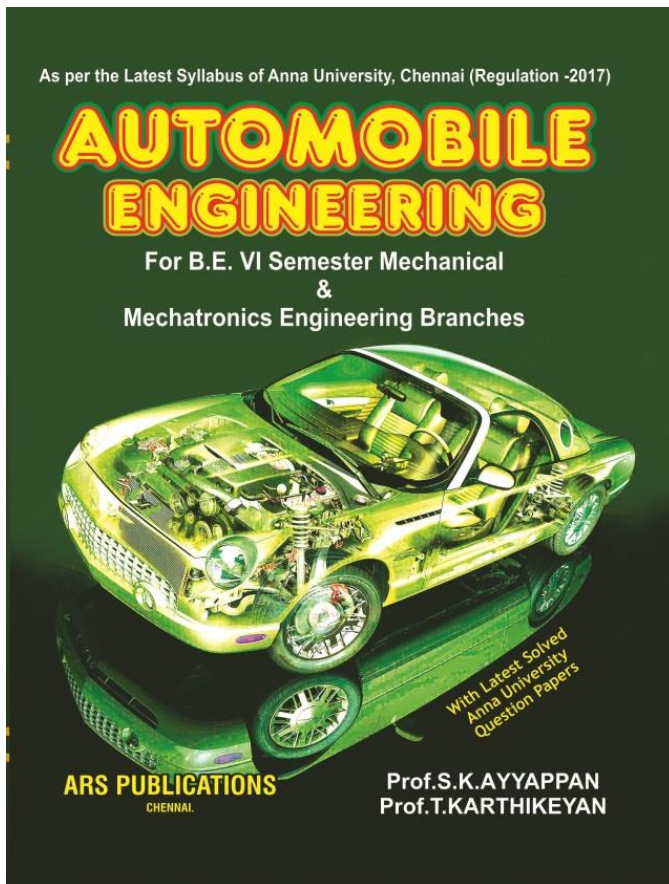
1. Ahmed, R., El Sayed, M., Gadsden, S. A., Tjong, J., & Habibi, S. (2014). Automotive internal-combustion-engine fault detection and classification using artificial neural network techniques. *IEEE Transactions on Vehicular Technology*, 64(1), 21–33.
2. Li, W., et al. (2024). Optimization of PCM passive cooling efficiency on lithium-ion batteries based on coupled CFD and ANN techniques. *Applied Thermal Engineering*, 124874.
3. Wang, Z. (2024). Advanced obstacle recognition and trajectory prediction for autonomous vehicles using 3D CNN and GRU. *Applied and Computational Engineering*, 101, 164–174.

4. Datta, S. P., Das, P. K., & Mukhopadhyay, S. (2019). An optimized ANN for the performance prediction of an automotive air conditioning system. *Science and Technology for the Built Environment*, 25(3), 282–296.
5. Ribbens, W. B., Park, J., & Kim, D. (1994). Application of neural networks to detecting misfire in automotive engines. In ICASSP'94. *IEEE International Conference on Acoustics, Speech, and Signal Processing*, 2, 593–596).
6. He, Y., & Rutland, C. (2004). Application of artificial neural networks in engine modelling. *International Journal of Engine Research*, 5(4), 281–296.
7. Maass, B., Deng, J., & Stobart, R. (2011). In-cylinder pressure modelling with artificial neural networks. *SAE Technical Paper*, 0148–7191.
8. Jahangir, H., et al. (2019). Charging demand of plug-in electric vehicles: Forecasting travel behavior based on a novel rough artificial neural network approach. *Journal of Cleaner Production*, 229, 1029–1044.
9. Bengler, K., Dietmayer, K., Farber, B., Maurer, M., Stiller, C., & Winner, H. (2014). Three decades of driver assistance systems: Review and future perspectives. *IEEE Intelligent Transportation Systems Magazine*, 6(4), 6–22.
10. Martinho, A., Herber, N., Kroesen, M., & Chorus, C. (2021). Ethical issues in focus by the autonomous vehicles industry. *Transport Reviews*, 41(5), 556–577.
11. Rankovic, V., Đonić, A., & Geroski, T. (2024). *Road traffic accidents prediction using machine learning methods*.
12. Wagner, S. (2024). Real-time AI-enhanced driver assistance systems. *Hong Kong Journal of AI and Medicine*, 4(2), 129–142.

5. There is one mistake in every entry. Correct them.

1. Belcher, D. D. (1989) How professors initiate non-native speakers into their disciplinary discourse communities. *Texas Papers in Foreign Language Education*, 1, 207-225.
2. Brett, P. 1994. A genre analysis of the results sections of sociology articles. *English for Specific Purposes*, 13, 47-59.
3. Bridgeman, B., & Carlson, S. B. Survey of academic writing tasks. *Written Communication*, 1, 247-280.
4. Horowitz, D. (1986). Essay examination prompts and the teaching of academic writing. *English for Specific Purposes*, 5.
5. King, P. 1989). The uncommon core: Some discourse features of student writing. *System*, 17, 13-20.
6. Kaplan, R. (1966). Cultural thought patterns in intercultural education. *Language Learning*, 16, 1-20.
7. Leki, I, & Carson, J. (1994). Students' perceptions of EAP writing instruction and writing needs across the disciplines. *TESOL Quarterly*, 81-101.
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10. Turk, & Kirkman. (1989). *Effective writing*. E. & F. N. Spon.

6. Write a list of references for an essay that uses the books shown below.



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Teaching Innovation of University Grade in Automotive Engineering

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7-23-2024

A Thermodynamic Analysis of Intake Valve Actuation in Internal Combustion Engines

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International Journal of Automotive Technology
<https://doi.org/10.1007/s12239-024-00202-8>

ELECTRIC, FUEL CELL, AND HYBRID VEHICLE, FUELS AND LUBRICANTS, HEAT TRANSFER, FLUID AND THERMAL ENGINEERING, VISION AND SENSORS



Comprehensive Analysis of Battery Thermal Management and Energy Consumption in an Electric Vehicle: Impact of Driving Modes and Ambient Temperatures

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RESEARCH



Efficient and simplified numerical contact model for the braking simulation of a magnetic track brake

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Andreas Pavicsics · Eray Arslan¹ ·
Johannes Edelmann

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7. Write a list of references for an essay from the information given below.

1. Someone called Andy Gillett wrote this web page, which is very useful, and he worked at the University of Hertfordshire. It was published on May 6th this year. The title is: Using English for Academic purposes. The URL is <http://www.uefap.com/> and I copied some information from it for this exercise on Sunday November 7th at 11.00 at night.
2. This small book is called: learning purpose and language use. It was written by Henry George Widdowson and published in 2019. Like all his books it was published in Oxford by Oxford University Press.
3. This newspaper article was written in 2024 by Chet Babla, indie Semiconductor SVP Strategic Marketing. The title of the article is: How ADAS Sensing Is Evolving to Deliver Safer Vehicle Automation.
4. This book, like many dictionaries, does not say who wrote it. The title is: Collins COBUILD English language dictionary and it was published in 1999 by Harper Collins in London.
5. An article in the journal: Improved PRTD circuit is product of EDN DI teamwork. It was written in 2024, by STEPHEN WOODWARD. The URL is <https://www.edn.com/improved-prtd-circuit-is-product-of-edn-di-teamwork/>
6. An article in a collection of articles edited by John Lyons. The title of the article is: the study of language acquisition, and it was written by Robin Campbell and Roger Wales. It was on pages 242 to 260. The book of articles was called: new horizons in linguistics and it was published in 1970 by Penguin in London.
7. An article by Robert Cooper called: What do we learn when we learn a language? It was published in 2022 in the journal TESOL Quarterly. It is on pages 303-314 in volume 4.
8. A very important article written by Aliaksei Safonau. It was written in 2024 and the title of the article is: How Embedded Technologies Have Been Transforming the German Automotive Industry. The URL is <https://www.eetimes.com/how-embedded-technologies-have-been-transforming-the-german-automotive-industry/>
9. A book by Lyle F Bachman and Adrian S Palmer written in 2020. The title is: Language testing in practice. It is published by Oxford University Press in Oxford.
10. An article in the journal: Semiconductors Enable the Design of Energy-Efficient EVs by Infineon Technologies. It was written in 2024. The URL is <https://www.eetimes.com/semiconductors-enable-the-design-of-energy-efficient-evs/>

8. Watch the video “ANNOTATED BIBLIOGRAPHY | APA FORMAT|”
https://www.youtube.com/watch?v=O8nO9rezBNk&ab_channel=SmartStudent and answer the following questions:

1. What is the purpose of an annotated bibliography?
2. How does the formatting differ for a standalone annotated bibliography compared to one that is part of a larger assignment?
3. What are the two main components of every annotation in an annotated bibliography?
4. Why is it important to read the abstract or introduction and conclusion or discussion sections of a source when researching for an annotated bibliography?
5. What are the three different types of annotations, and how do they differ from each other?
6. When summarizing a source for an annotation, what key aspects should be focused on?
7. In an evaluative annotation, what additional step is taken beyond summarizing the main points and conclusions of a source?

9. Choose the best summary of the video above:

- A. In the video, Chelsea Seaburn suggests that creating an annotated bibliography is a complicated task. She emphasizes the need for detailed notes under each citation. The video implies that formatting an annotated bibliography can be confusing, especially when it comes to standalone assignments. It ends by highlighting the importance of research and smart reading strategies.
- B. In the video, the focus is on the challenges of writing an annotated bibliography in APA format. It explores the different types of annotations that can be included in the bibliography. The video also touches on the importance of selecting relevant sources and summarizing key points effectively. However, it does not delve into the specific formatting requirements for an annotated bibliography.
- C. In the video, Chelsea Seaburn discusses how to write an annotated bibliography in APA 7th edition format. She explains the importance of annotated bibliographies and provides a real example with proper formatting. The video covers the three different types of annotations that can be included in an annotated bibliography.

10. Fill in the gaps:

Double click in header banner or go to insert to add 1) Use toolbar icon to set 2) for references in annotated bibliography. Read abstract or introduction first when researching for annotated bibliography. Evaluate sources for relevance and quality in annotated bibliography. Use combination of summarizing and evaluating in 3) Summarize main points and conclusions in summary 4) Compare sources and evaluate differences for evaluation 5)

11. In order to avoid plagiarism, you need to acknowledge your sources through referencing. Learn the information about referencing and citation styles.

Referencing is an essential part of academic writing. It's an ethical practice that fulfils the standards of academic conduct that members of a research or scholarly community are expected to uphold. Its purpose is to acknowledge the original source of ideas and work that is not the author's own, to point the reader to the original documents so that they can determine independently whether the attributed sources support the author's argument as written, and to help identify the author's own ideas and arguments from that of their sources.

Referencing generally has two key elements:

- An in-text marker that indicates to the reader that a particular concept, phrase or idea is attributable to someone else;
- A complete reference list giving the full citation details for all sources referred to in the document.

The manner in which you are required to write the in-text citation and the reference list is determined by the reference system and citation style.

There are several different referencing conventions, also called citation styles, such as Harvard, American Psychological Association and MLA. The referencing convention you use depends on your discipline. You should be told which system to use by your lecturer, department and/or faculty at the beginning of the year or semester. Occasionally, you will be allowed to choose the citation style you prefer, as long as it is consistently used. If you're not sure which system to use, ask your lecturer.

If you have a lot of references, you can use software such as *EndNote* to automatically apply the right format to each reference.

Building a reference

A reference entry generally has four main elements each of which answers a key question about a work which helps to uniquely identify it.

- Author: *Who* created the work?
- Date: *When* was the work published?
- Title: *What* is the work called?
- Retrieval information: *Where* can I find the work?

Using these elements together allows us to build a reference even when there is no specific example for it in a style manual.

12. There is some more information about referencing systems. Learn it and find examples of different note and parenthetical referencing systems.

There are two common systems for referencing:

Note systems – These involve the use of sequential numbers as in-text markers that refer to either footnotes or endnotes.

- Footnotes: these are notes included at the end of each page.

- Endnotes: these are notes on a separate page at the end of a paper (not to be confused with EndNote, a reference management system).

Common note systems include Chicago 17th A and Vancouver.

Parenthetical systems – Also known as Author-date or Harvard referencing, parenthetical referencing involves the use of a partial reference contained within parenthesis as in-text markers (such as the author and date). The complete reference is then included in a list on the last page of the document.

Common parenthetical systems include APA, Harvard, and MLA.

13. Read the text and answer the questions below:

1. What is crossref?
2. What is the aim of crossref?
3. What role does Crossref play in promoting open access to scholarly research?
4. In what ways does Crossref contribute to the global research infrastructure?
5. What services are provided by crossref? Which of them can be more helpful to you?

Crossref (formerly styled **CrossRef**) is a nonprofit open digital infrastructure organization for the global scholarly research community. It is the largest digital object identifier (DOI) Registration Agency of the International DOI Foundation. It has 19,000 members from 150 countries representing publishers, libraries, research institutions, and funders and was launched in early 2000 as a cooperative effort among publishers to enable persistent cross-platform citation linking in online academic journals. As of July 2023, Crossref identifies and connects 150 million records of metadata about research objects made openly available for reuse without restriction. They facilitate an average of 1.1 billion DOI resolutions every month, and they see 1 billion queries of the metadata every month.

Crossref provides a range of services that support the scholarly communication ecosystem.

Services for members only

Content Registration:	This is the core service, allowing members to register and update metadata for their content, including assigning DOIs.
Cited-by:	This service tracks and displays how works have been cited, providing insights into their impact.
Similarity Check:	A plagiarism detection service that helps editors identify potential instances of plagiarism.
Crossmark:	This service provides readers with information about the current status of a publication, including any updates, corrections, or retractions.

Services available to all

Metadata Collection:	Crossref provides access to a rich database of metadata, enabling researchers and others to discover and use scholarly
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content. This metadata, stored in Crossref in a standardised format, is freely accessible and reusable through tools and APIs.

Reference Linking:	This service facilitates connections between references and full-text documents, enhancing discoverability.
Funder Registry:	A registry of grant-giving organizations, promoting transparency in research funding. It allows these to be added to the metadata of documents registered with Crossref. Clicking on the name of a funder displays all the articles resulting from the funded research.
Event Data:	This service collects and distributes data about online mentions and interactions with research outputs. By providing access to the raw data, it allows users to understand the context in which their research is disseminated.

14. Use some services of crossref to find information for your research.

SELF-ASSESSMENT MODULE TEST 3

1. Read the article and write descriptive and informative abstracts.

In the current context, the increasing demand for energy efficiency and the adoption of sustainable technologies have driven the development of advanced energy conversion systems in electric vehicles and renewable energy systems. High-frequency converters have become essential components in these systems, facilitating the integration of renewable sources and enhancing the performance of electric vehicle chargers [1,2]. The advancement of wide-bandgap materials, such as gallium nitride (GaN), has enabled the significant miniaturization of magnetic components, thus increasing power density and efficiency in these converters [3,4]. However, significant challenges remain, such as control complexity in bidirectional charging systems and high-frequency interference issues in power grids that impact stability and power quality [5,6]. These challenges highlight the need for a comprehensive review of recent advancements in the design and optimization of high-frequency converters, as well as their applications and limitations in energy efficiency and economic viability in these sectors. This review study aims to provide a critical contribution by identifying solutions and future development opportunities in the field of power electronics applied to energy sustainability.

Historically, classical converters have faced critical limitations, including high energy losses, bulky designs, and restricted scalability, which have hindered their adoption in large-scale renewable energy systems and electric vehicle (EV) applications. These issues arise primarily due to inefficient switching mechanisms and the use of silicon-based semiconductors, which constrain power density and thermal performance. Recent advancements in topologies, such as dual active bridge (DAB) and LLC resonant converters, have directly addressed these deficiencies. For example, the integration of soft-switching techniques like zero-voltage switching (ZVS) and the use of wide-bandgap (WBG) semiconductors such as gallium nitride (GaN) and silicon carbide (SiC) have reduced switching losses by up to 50% and improved system efficiency by 15–20% [7,8]. This review aims to bridge the gap between classical limitations and contemporary innovations, demonstrating how these advancements overcome practical deficiencies and enable transformative applications in sustainable energy and transportation. In the literature, extensive studies examine the role of high-frequency converters in advancing renewable energy systems and electric vehicle charging. High-frequency AC-DC converters, for instance, are developed to improve efficiency and modularity in power supplies, often integrating soft-switching techniques to achieve power factor correction and zero-voltage switching [9]. In the context of electric vehicles (EVs), on-board chargers and low-voltage DC-DC converters are essential to isolate and step down power while optimizing weight and volume, as seen in innovative tapped transformer designs [1]. Bidirectional chargers for vehicle-to-grid (V2G) applications are explored for their impact on grid impedance and supraharmonic emissions, an area that is crucial as electric grids become more complex with increased renewable integration [5].

Wide bandgap semiconductors, particularly in resonant converters, support the miniaturization and efficiency gains in power systems, allowing high switching frequencies and optimized magnetic component design for applications such as EV charging [10]. Wireless power transfer for battery charging is also advancing, with systems achieving constant voltage and current adaptive charging through dual-channel configurations that maximize efficiency under varied load conditions [11]. For on-board EV chargers, the use of phase-shift PWM-controlled converters with high-frequency transformers demonstrates improved soft-

switching and compactness [12], while designs with reduced switching frequency variations achieve stability and low resonance losses, critical for reliable operation [13]. Bidirectional single-stage converters that incorporate zero-current switching for PFC-based EV charging are developed to reduce switching losses and footprint, enhancing reliability and robustness for bi-directional power flow [14]. Furthermore, innovative AC-DC topologies achieve high efficiency and compact design by removing inductors and capacitors, as in inductorless, capacitorless bidirectional converters, achieving high performance and minimized circulating current [15]. For applications with matrix rectifiers, high-frequency link systems demonstrate advantages in efficiency and compactness but present challenges in control complexity, motivating new dual-loop strategies to improve dynamic performance [16]. In the context of light electric vehicles (LEVs), a bridgeless SEPIC APFC is employed to increase voltage gain while maintaining high power quality, a simplified and cost-effective approach for LEV charging [17]. Phase-shift modulation in single-stage converters also supports bidirectional capabilities for vehicle-to-home (V2H) operations, enabling high-frequency isolation without bulky capacitors further optimizing for efficiency and soft switching [18]. To address fast charging needs, partial power converters (PPC) without galvanic isolation achieve high efficiency and lower costs, making them suitable for high-power, low-complexity EV fast charging solutions [19]. GaN-based LLC resonant converters are frequently discussed for their high-frequency applications in power systems, with a focus on soft-switching and interleaved topologies to manage current ripple and enhance power density, making them ideal for EV chargers and renewable energy systems [3]. Bidirectional converters for EV applications are also refined to operate with high power factor and low harmonic distortion, as seen in single-phase PFC designs [20]. Power quality in dual active bridge (DAB) converters is optimized using disturbance rejection techniques, minimizing ripple and improving performance under varying load conditions [6]. Silicon carbide (SiC)-based chargers are introduced for portable EV applications, with loss models that guide component selection and thermal design, achieving high power density and efficiency [2].

For medium-voltage systems, modular multilevel converters (MMCs) with hybrid topologies are proposed to handle high-AC/low-DC voltages, offering semiconductor savings and improved efficiency, making them suitable for interfacing renewable sources with the grid [21]. Modular DC-DC converters in low-speed EV fast chargers improve system efficiency by leveraging direct current sharing control, avoiding instability common in parallel systems [22]. Recent research on isolated resonant DC-DC converters also explores designs based on wide-bandgap transistors, which support high power density and efficiency through optimized control strategies [4]. Control strategies in isolated AC-DC converters for EVs include phase-shift techniques to regulate power flow and smooth power ripple, supporting bidirectional and grid-interactive charging functions [23]. Additionally, reviews address the simultaneous charging of multiple EV batteries, focusing on power quality and high-frequency transformer testing to ensure reliable, simultaneous operations [24]. The global shift from internal combustion engines to EVs has raised concerns over charging infrastructure and grid impact, with literature focusing on the environmental and technical standards required for widespread EV adoption [25]. To address frequency challenges in renewable microgrids, supercapacitor integration offers enhanced frequency support, reducing nadir and rate of change of frequency (ROCOF) under disturbances [26]. High-frequency resonance issues in HVDC systems with modular multilevel converters are also studied, with multi-band band-stop filters proposed to suppress resonance and improve grid stability [27]. Lastly, cybersecurity remains a critical focus in EV charging systems to mitigate risks associated with data integrity attacks on charging controllers and battery management systems [28,29].

Despite significant advances in the design and optimization of high-frequency converters

for electric vehicle charging systems and renewable energy, certain research gaps remain unaddressed. While many studies focus on enhancing the efficiency and compactness of high-frequency converters through novel topologies and advanced materials like wide-bandgap semiconductors [3,12], other critical aspects require further exploration. For instance, the scalability of bidirectional converters in multi-vehicle charging setups remains underexplored, particularly regarding how to optimize power flow and grid stability across multiple units [16,27]. Similarly, the literature lacks a detailed analysis of how control complexities in modular systems scale with increasing grid size and the integration of diverse renewable sources, both of which are crucial for ensuring reliable operation in modern energy systems [18,24]. Moreover, the compatibility of high-frequency converters in high-frequency grids and their impact on supraharmonic emissions continue to be underexamined, particularly for vehicle-to-grid (V2G) and vehicle-to-home (V2H) applications, where stability and power quality are paramount [5,30]. Although advanced control strategies have been investigated to reduce fluctuations and enhance performance under varied load conditions, their adaptability to large-scale systems with dynamic and distributed energy sources remains a significant challenge [6,19]. Additionally, the cybersecurity risks inherent in EV charging systems, such as vulnerabilities to data integrity attacks on charging controllers and battery management systems, demand more comprehensive analyses and robust mitigation strategies, especially as connected infrastructures become more prevalent [31,32]. Futuristic applications of high-frequency converters, such as dynamic wireless charging for EVs and energy-sharing microgrids, further highlight these gaps. Dynamic wireless charging, for instance, relies on high-frequency resonant converters to maintain efficient energy transfer under variable conditions, yet studies often neglect the challenges of maintaining stability and minimizing losses in such scenarios [13,15]. Similarly, the integration of bidirectional converters in energy-sharing microgrids raises critical questions about the optimization of control strategies for peer-to-peer energy exchange and their impact on grid reliability and efficiency [16,20]. Addressing these gaps through experimental studies, simulation frameworks, and the development of adaptive control algorithms will be essential to advance the field.

2. Write down 15 terms from the article and translate them.

3. Translate the titles from Ukrainian into English.

1. Дослідження доцільності переведення бензинових двигунів на живлення зрідженим нафтовим газом
2. Конструктивні складові автомобілів з гібридною силовою установкою та особливості їх технічного обслуговування
3. Поліпшення екологічних показників автомобілів в умовах експлуатації застосуванням газового палива
4. Поліпшення паливної економічності і зниження шкідливих викидів автотранспортних засобів використанням альтернативних палив
5. Удосконалення систем управління запасами запасних частин підприємств автомобільного транспорту
6. Підвищення ефективності діяльності підприємства автосервісу ТОВ «Промавтотехсервіс» м. Київ

7. Удосконалення технології підвищення довговічності вузлів тертя ходової частини автотранспортних засобів
8. Переобладнання бензинового двигуна для використання спиртових палив
9. Аналіз конструкцій і розробка рекомендацій для застосування систем живлення стисненим природнім газом для легкових автомобілів
10. Переобладнання карбюраторного ДВЗ для використання систем впорскування
11. Сучасний бензиновий двигун з покращеними екологічними показниками
12. Газодизель для вантажного автомобіля
13. Поліпшення паливної економичності і зниження шкідливих викидів дорожніми транспортними засобами використанням альтернативних палив
14. Теоретичне дослідження паливної економичності та екологічних показників автомобіля з гібридною силовою установкою

4. Translate the sentences from Ukrainian into English.

1. Стаття присвячена актуальній проблемі – аналізу сучасного стану, особливостям і перспективам розвитку світового автомобільного ринку. Проаналізовано динаміку виробництва автомобілів у світі та провідних країнах-лідерах.
 2. Виконано оцінку впливу вимог безпеки руху на розвиток конструкції зарубіжних автомобілів. Проаналізовані складові системи безпеки руху, які є невід'ємною частиною конструкції автомобіля.
 3. В статті розглянуто основні типи автоматичних регуляторів частоти обертання колінчастого валу дизеля та наведено тип регулятора, який дозволить знизити експлуатаційну витрату палива при виконанні технологічних сільськогосподарських операцій.
 4. В статті наведено огляд процесу розвитку автоматизованих систем керування, починаючи з випуску автомобіля Ford Model T та закінчуючи автомобілями з гібридними силовими установками.
 5. В статті розглядається формування конструкції автомобілів за період з середини минулого століття по теперішній час на базі інформації, наведеної в автомобільних довідниках.
 6. На основі аналізу стану автосервісу зроблено висновок про необхідність докорінної зміни організації автосервісу в Україні.
 7. Наведено історія створення та розвитку складових вузлів гібридного автомобіля. Розвиток гібридних автомобілів став досяжним завдяки новим технологіям, що отримали розвиток в останні 10-20 років. Зазначені недоліки використання гібридних автомобілів та наведено шлях їх подолання.
- 5. Change MDPI and ACS Style into APA Style in references and put sources in the alphabetical order:**

1. Ma, Y.; Liu, Y.; Zhang, L.; Cao, Y.; Guo, S.; Li, H. Research Review on Parking Space Detection Method. *Symmetry* **2021**, *13*, 128. [[CrossRef](#)]
2. Suhr, J.K.; Jung, H.G. Sensor Fusion-Based Vacant Parking Slot Detection and Tracking. *IEEE Trans. Intell. Transp. Syst.* **2014**, *15*, 21–36. [[CrossRef](#)]
3. Im, G.; Kim, M.; Park, J. Parking Line Based SLAM Approach Using AVM/LiDAR Sensor Fusion for Rapid and Accurate Loop Closing and Parking Space Detection. *Sensors* **2019**, *19*, 4811. [[CrossRef](#)] [[PubMed](#)]
4. Ghallabi, F.; Nashashibi, F.; El-Haj-Shhade, G.; Mittet, M.-A. LIDAR-Based lane Marking Detection For Vehicle Positioning in an HD Map. In *Proceedings of the 2018 IEEE 21th International Conference on Intelligent Transportation Systems (ITSC)*, Maui, HI, USA, 4–7 November 2018.
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6. Zhang, L.; Huang, J.; Li, X.; Xiong, L. Vision-Based Parking-Slot Detection: A DCNN-Based Approach and a Large-Scale Benchmark Dataset. *IEEE Trans. Image Process.* **2018**, *27*, 5350–5364. [[CrossRef](#)] [[PubMed](#)]
7. Xu, C.; Hu, X. Real time detection algorithm of parking slot based on deep learning and fisheye image. *J. Phys. Conf. Ser.* **2020**, *1518*, 012037. [[CrossRef](#)]
8. Zinelli, A.; Musto, L.; Pizzati, F. A Deep-Learning Approach for Parking Slot Detection on Surround-View Images. In *Proceedings of the 2019 IEEE Intelligent Vehicles Symposium (IV)*, Paris, France, 9–12 June 2019.
9. Wang, L.; Musabini, A.; Leonet, C.; Benmokhtar, R.; Breheret, A.; Yedes, C.; Burger, F.; Boulay, T.; Perrotton, X. Holistic Parking Slot Detection with Polygon-Shaped Representations. In *Proceedings of the 2023 IEEE/RSJ International Conference on Intelligent Robots and Systems (IROS)*, Detroit, MI, USA, 1–5 October 2023; pp. 5797–5803. [[CrossRef](#)]
10. Lai, C.; Yang, Q.; Guo, Y.; Bai, F.; Sun, H. Semantic Segmentation of Panoramic Images for Real-Time Parking Slot Detection. *Remote Sens.* **2022**, *14*, 3874. [[CrossRef](#)]

MODULE IV

REPRESENTATION OF RESEARCH

UNIT 1

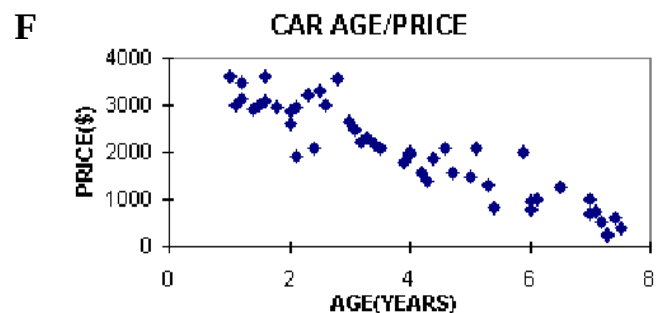
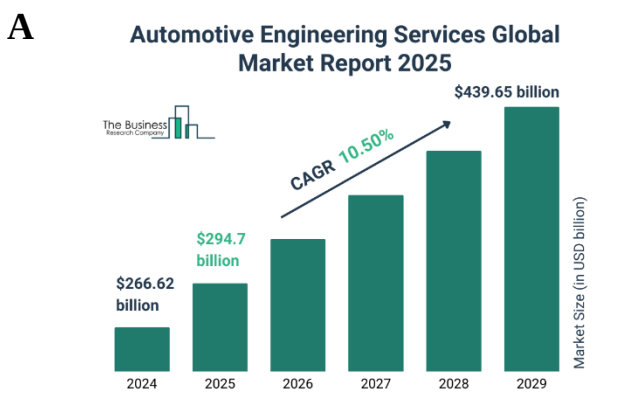
VISUAL REPRESENTATION OF DATA

1. **Work with a partner and discuss the following quotes. Then, share your opinion on the importance of visual data representation charts.**

1. “The effectiveness of data visualization can be gauged by its simplicity, relevancy, and its ability to hold the user’s hand during their data discovery journey.” – Jagat Saikia
2. “The greatest value of a picture is when it forces us to notice what we never expected to see.” – John W. Tukey
3. “The simple graph has brought more information to the data analyst than any other device invented.” – John W. Tukey
4. “A picture is worth a thousand words, but a good chart is worth a thousand pictures.” – H.G. Wells
5. “Data visualization is the language of decision making. Good charts effectively convey information. Great charts enable, inform, and improve decision making.” – Dante Vitagliano
6. “Data visualization helps to bridge the gap between numbers and words.” – Brie E. Anderson
7. “The pie chart should be avoided like the plague.” – Edward Tufte
8. “The bar chart is the most versatile of all statistical graphics.” – Edward Tufte

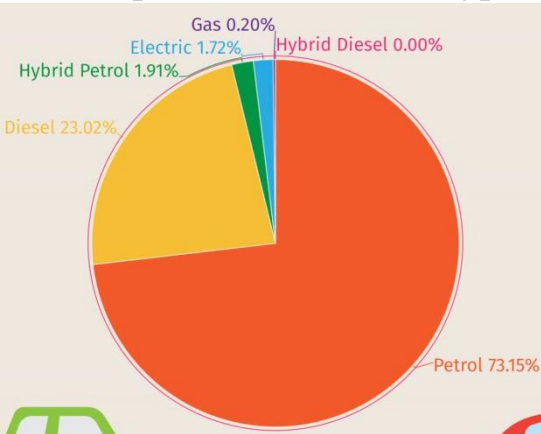
2. **Match types of charts with their visual representation.**

flow chart	pie chart	bar chart	table	diagram
line chart	Scatter chart (plots)	Histogram	donut chart	bubble diagram



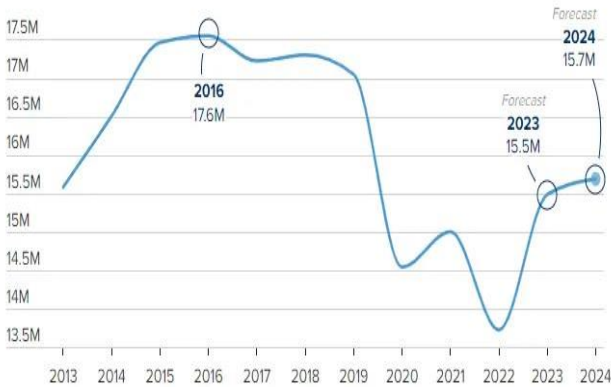
B

Most Popular Vehicle Fuel Types



G

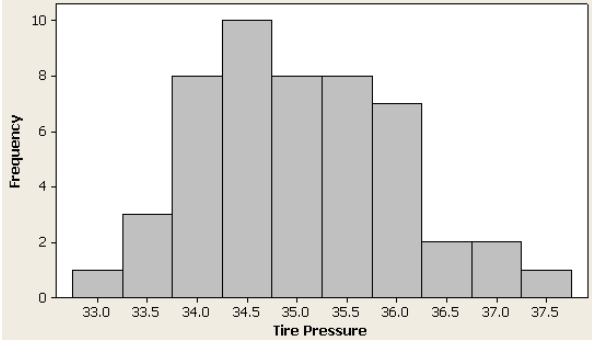
New vehicle sales in the U.S.



C

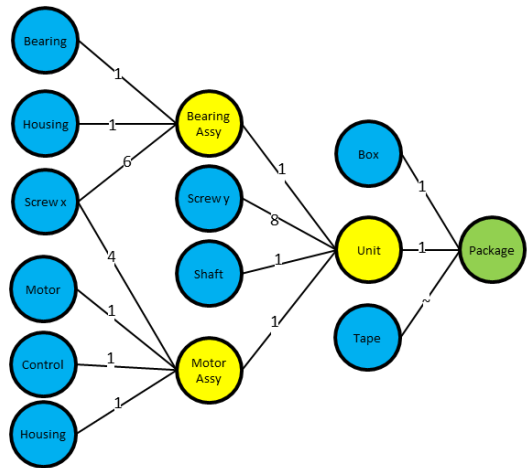


H Tire Pressure (Motorcycle ALF production)



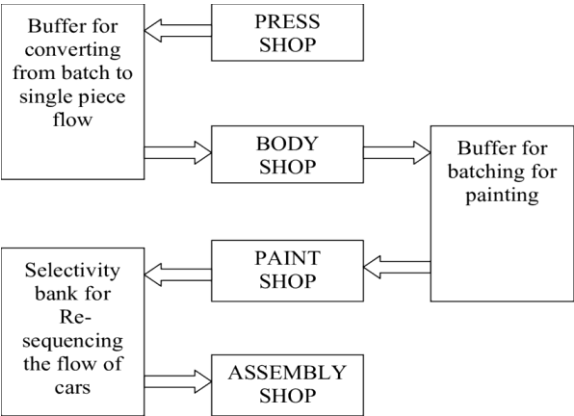
D

Bill of Materials

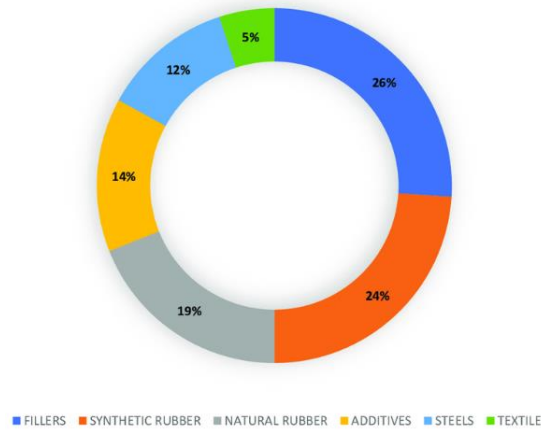


I

Production Flow in an Automotive Plant

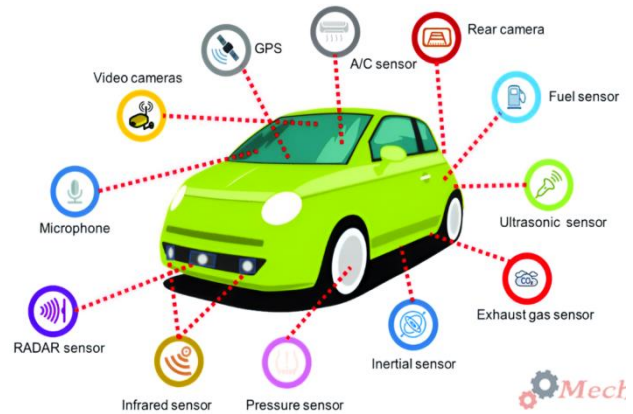


E Car Tire Tread Composition



J

Automotive Sensors



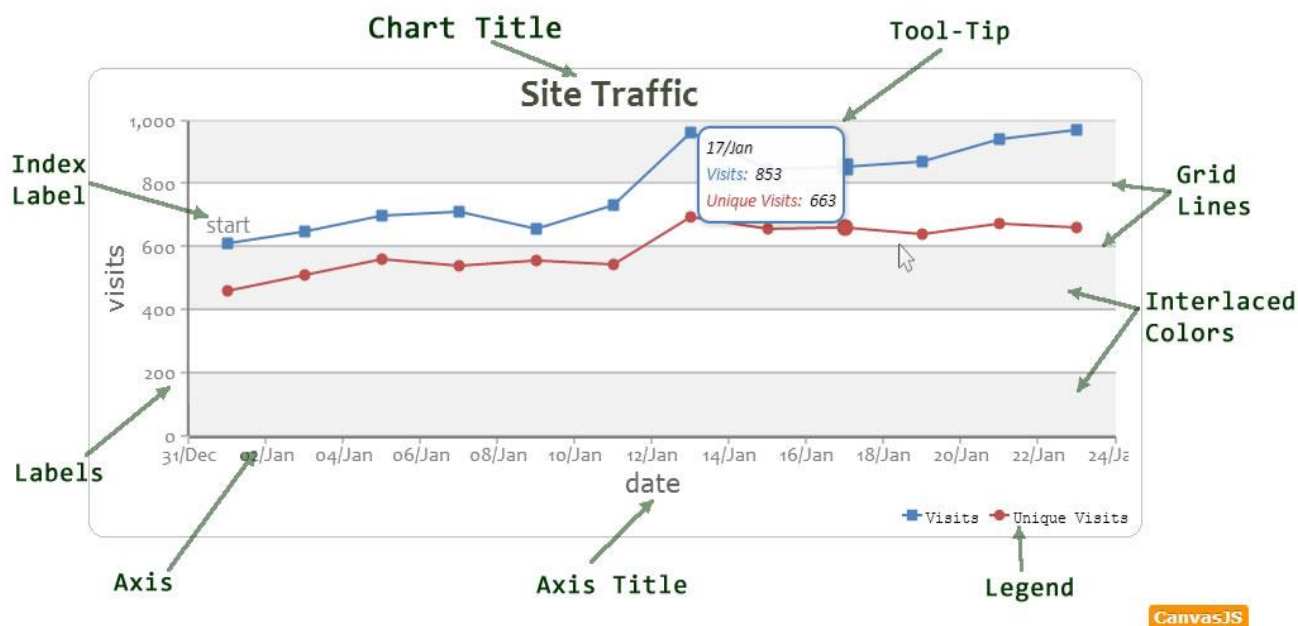
3. Answer the questions:

1. What role do charts play in enhancing understanding when presenting complex information?
2. What types of charts have you ever made and used? Why did you choose them?
3. Can familiarity with various chart types improve overall productivity in professional settings?
4. How can the misuse of charts lead to misunderstandings or misinterpretations of data?
5. Which chart is used to:
 - a. to organize data into rows and columns for detailed comparison or presentation;
 - b. to show relationships or correlations between two variables;
 - c. to illustrate concepts, relationships, or structures in a visual format;
 - d. to compare discrete categories or groups;
 - e. to show the frequency distribution of continuous data;
 - f. to show parts of a whole in proportional segments;
 - g. to show proportions with an option for additional context in the center;
 - h. to map processes, workflows, or decision-making sequences;
 - i. to represent relationships between three variables, where size, position, and color provide meaning;
 - j. to show trends or changes over time.

4. Write a sentence or two for each chart from Ex.2 to explain what it represents.

Example: *This bar chart shows market share of automotive services in 2024 and forecast from 2025 to 2029.*

5. Study the following information and draw some line graphs indicating different elements of the graph.



6. Complete the table. Then, divide the words into two groups: upward and downward movement.

Verb	Noun	Verb	Noun
to cut	1. a <i>cut</i>	improve	an improvement
3.	a rise	to increase	9.
to drop	4.	10.	a decrease
5.	a fall	to reduce	reduction
to fluctuate	fluctuation	recover	a recovery
6.	a plunge	to go/be up	an upswing
to extend	7.	to go down	11.
to collapse	8.	12.	a growth
to boom	a boom	to decline	13.
9.	a slump	to reach a peak, to peak	14.

7. Divide adjectives and adverbs into two groups:

Rapid(ly), huge(ly), little by little, a lot significant(ly), moderate(ly), dramatic(ally), gradual(ly), quiet(ly), considerable(bly), slight(ly) vast(ly), gentle/y, quick(ly), swift(ly), slow(ly), a lot substantial(ly), a little.

Degree	Speed

8. Fill in the gaps with the words and phrases given.

consistent growth	fluctuations	sharp decline	increasing	consistent growth
steady increase	gradual growth	upward trend	slight dip	major downturn
trend	compares	histogram		relatively stable



This histogram 1) the regional car sales of four different brands: Toyota, Mercedes, BMW, and Audi, over a period of five months: February, March, April, May, and June. Toyota shows a steady 2), with a 3) in March, but overall demonstrating consistent growth throughout the period. Mercedes also shows a 4), but with a steeper incline. BMW shows a 5) starting in March with sales plummeting from a high in February. Audi remains relatively flat with minimal 6) Toyota had the highest sales figures in February, May, and June. BMW had the highest sales in February, but experienced a 7) Toyota and Mercedes both demonstrated 8) throughout the period. BMW saw the most significant drop in sales, while Audi remained 9) BMW had a strong start in February, while other brands showed more 10) BMW and Toyota experienced a dip in March, while Mercedes and Audi remained relatively stable. All four brands, except BMW, saw a general increase in sales from April to June, suggesting potential seasonal factors or 11) consumer demand.

Toyota and Mercedes appear to have been the most successful brands in this region during this period. Their 12) suggests strong market positioning and consumer appeal. BMW's decline is a concern and requires further investigation. Factors like changes in consumer preference, competitor activity, or marketing

strategies might be contributing to this **13)** Audi's stable performance indicates a steady demand for the brand, suggesting it has a loyal customer base.

This **14)** visually represents the differences in sales performance between these brands and provide insights into the car market dynamics in 2025.

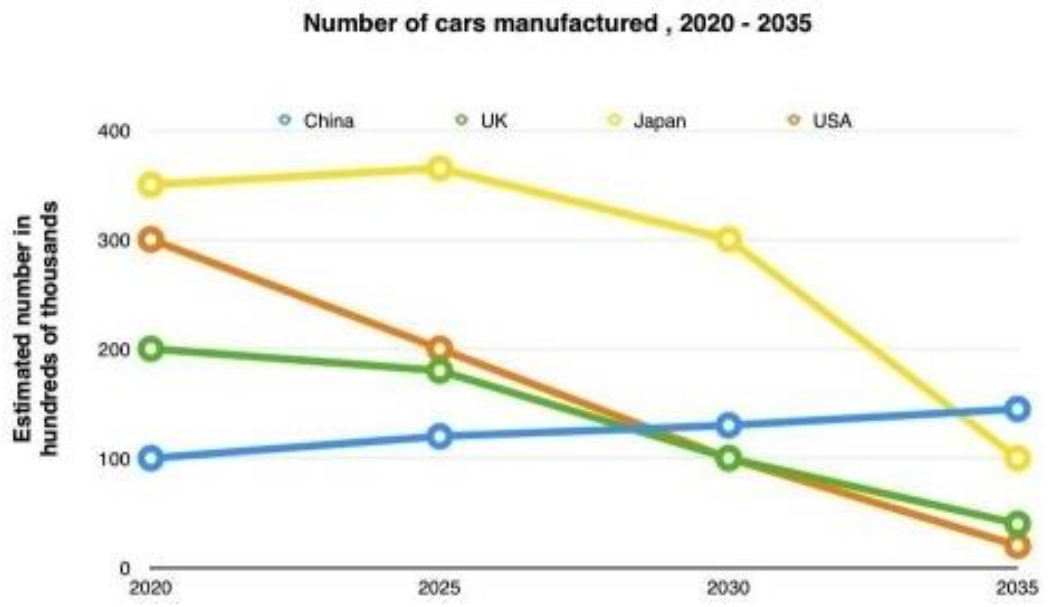
9. Study the following information and complete the extract from a company report using the prepositions in the box.

Past trends can be described as follows:

Fuel consumption	increased/declined rose/fell	by	6% 200 litres a month.
------------------	---	-----------	---------------------------

There was	an increase a rise a decline a fall	of	5% 100 tonnes per kilometer
		in	sea shipping market share

by	back	from ... to	to (2)	over	at
below	for	above	of	in (3)	



The line graph illustrates the car manufacturing trends **1)** China, the UK, Japan, and the USA **2)** 2020 2035. China dominates the graph, starting with the highest production **3)** 2020 (around 200 units). Their production skyrockets **4)** 2025, reaching almost 375 units, but then undergoes a gradual decline, settling **5)** about 325 **6)** 2030 and finally dipping **7)** to slightly above 200 in 2035. The UK starts with a significantly lower production rate (just over 100 units) in 2020. They experience a rise **8)** almost 200 units by

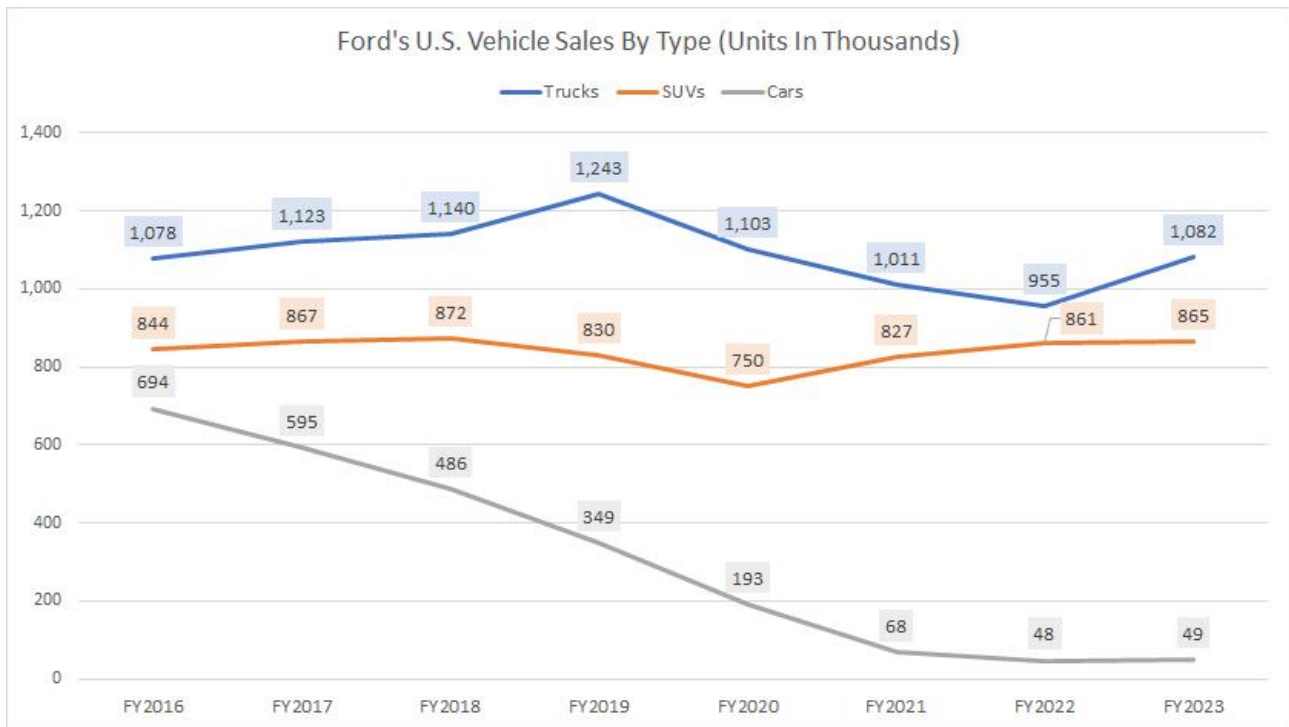
2025, followed by a consistent downward trend, reaching 100 units in 2030 and falling **9)** 50 units by 2035. Japan, beginning at a production level **10)** about 300 units in 2020, witnesses a decrease to around 250 units by 2025. This downward trend continues, reaching near 200 units in 2030 and dropping further **11)** approximately 100 units by 2035. The USA, starting at 300 units in 2020, mirrors China's initial growth by reaching nearly 375 units in 2025. However, their decline is less drastic than China's, reaching about 325 units **12)** 2030 and stabilizing at just **13)** 250 units by 2035.

Overall, the graph highlights the dynamic nature of the automotive industry, with China experiencing the most dramatic fluctuations in production **14)** the 15-year period.

10. Place the right word(s) in the gaps and if necessary change them to fit correctly.

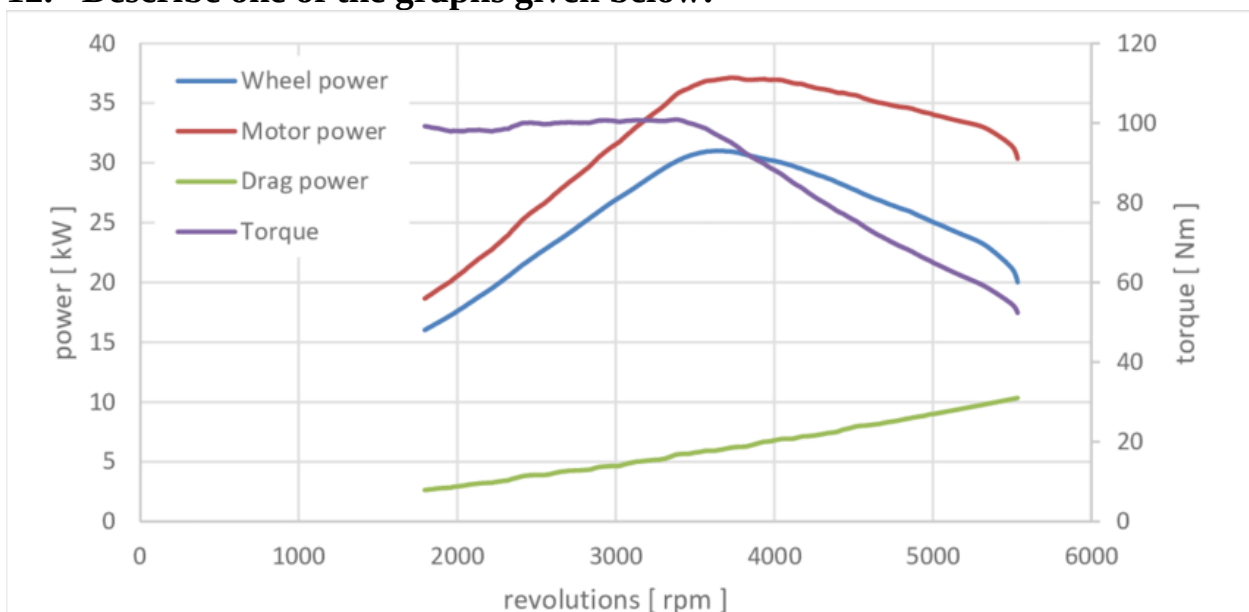
1. The graph illustrates a gradual decline in sales in 2020, with figures **(drop - consistent)**.
2. The data depicts a **(fluctuate)** pattern in the stock market.
3. In contrast to the initial period, there was a significant upswing in productivity, jumping 50 units 120 units per hour.
4. Last year there **(be)** a **(mark)** contrast between urban and rural population growth.
5. The line graph depicts a gradual but consistent decline in air quality over the past decade, with pollution levels **(reach)** a concerning peak.
6. There was a clear correlation between advertising expenditures and product sales, with **(increase - spend)** leading to a subsequent rise in revenue.
7. **(experience)** a steady increase, the number of participants in the study climbed from 200 to 400 over the ten-year period.
8. Sales figures **(fall - steady)** over the past five years. (*Tip: the time frame is the past up to the present time*)
9. The stock market displayed both **(peak)** and **(trough)** throughout the observed timeframe.
10. Productivity, which initially **(stand)** at 50 units per hour, experienced a significant upswing, reaching 120 units by the end of the study.
11. There **(be)** a dramatic surge in immigration in 2030.
12. 2015 and 2023, natural disasters displayed a cyclical pattern, with peaks occurring every five years.
13. Technological advancements are occurring every two to three years, **(accord)** to the data.
14. Urban population growth **(experience)** a rapid surge, while rural areas **(witness)** the opposite in the previous decade.
15. Manufacturing output saw a substantial drop in the first half of the year, followed by a rapid **(recover)** in the second half.

11. Look at the graph below, then complete the sentences.



1. The compares three types of vehicles: trucks, SUVs, cars.
2. The shows time over seven years while the Y-axis shows sales in number of units.
3. As you can see, Trucks are represented by the
4. The performance of SUVs is shown by the
5. And a has been used to show the results of Car sales.
6. Clearly, is the most successful product
7. Sales of SUVs in recent years while sales of Cars fell slightly to
8. On the contrary, Trucks showed an increase by

12. Describe one of the graphs given below:



UK car manufacturing facing new challenges

Cars produced in the UK per month since the first lockdown



BAR CHARTS

13. Read the bar chart description about the number of car journeys into the city centre made by residents and non-residents, and draw it. Then answer the following questions:

1. What can you learn from the title?
2. What are the time periods?
3. What information do the 2 axes give? Is it dynamic or static?
4. What are the units of measurements?
5. What is the most obvious trend?
6. What are for main parts of the description structure: Introduction, Overview, 1st main feature, 2nd main feature
7. What linking words are used? Explain their choice.

Car journeys into the city centre made by residents and non-residents

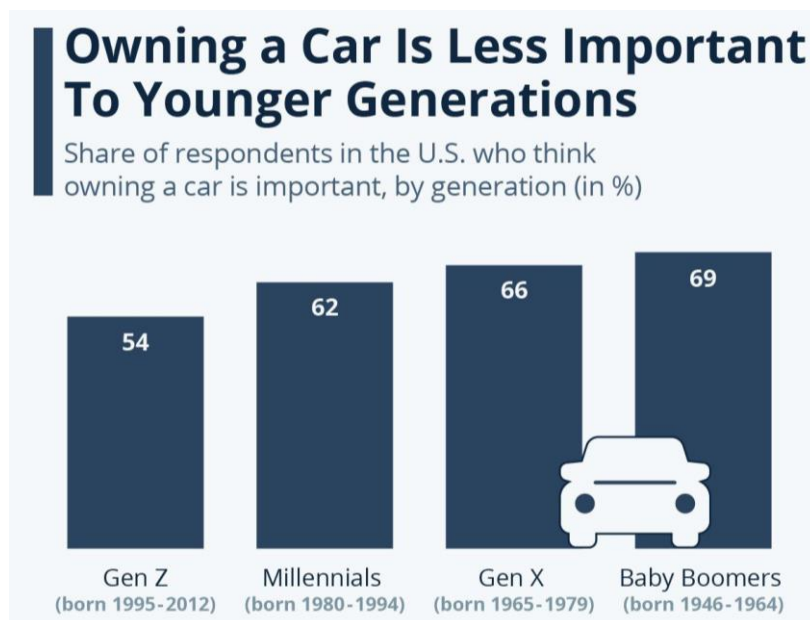
The bar chart compares data about how many cars went to the centre of the metropolis by inhabitants and travellers from 2005 to 2024.

Overall, it was important that the trends of both of them reduced over the period of 9 years; additionally, after a range of the limited the figure of citizens become less than the non-residents.

According to the diagram, in the beginning, the city's population, the most community who travelled to the city centre in 2005, hit just under 10,000; then it dipped to just over 9000 in 2006; thereafter, it rose to the same number at the start in 1998; however, it declined overwhelmingly to 4500 in 2010; nevertheless, it rose to 5000 in 2012; then it fell to the minimum mark at 3500 in 2014; finally, it reached 4000 in 2024.

The graph demonstrates that people, who did not live in the town, were in contrast to the residents' fashion between 2005 and 2012 owing to the fact that in 1999, they touched 5000a after that it leapt significantly to approximately 8000 in 2007 and their score almost stabilized until 2012; although, they dropped sharply and reported the nadir at 3000 in 2013, yet they jumped moderately to nearly 5000 in 2024.

14. Complete the bar chart description with the words given in the table below.



fall	demonstrate	highlights	prioritize
decline	rise	less financially feasible	compared to

The bar chart 1) a clear trend: younger generations in the USA are less likely to view owning a car as essential compared to older generations. There is a consistent 2) in the percentage of respondents who believe owning a car is important as we move from older to younger generations.

Gen Z (18-25) shows the lowest percentage (54%) believing car ownership is important, signifying a significant shift in perspective 3) older generations. Baby Boomers (57-76) 4) the highest percentage (69%) considering owning a car essential, reflecting a strong historical association with car ownership. Millennials (26-41) and Gen X (42-56) 5) somewhere in between, suggesting a gradual shift in values as we move towards younger generations.

Younger generations are increasingly concentrated in urban areas with more accessible public transportation and ride-sharing options. Growing awareness about climate change and pollution may be influencing younger generations to prioritize sustainable modes of transportation. The rising cost of car ownership, including insurance, fuel, and maintenance, may make owning a car 6) for younger generations. The 7) of remote work and gig economy jobs might contribute to a decrease in reliance on cars for commuting. Automotive companies may need to adapt their strategies to cater to the changing needs and preferences of younger generations. Urban planners should 8) sustainable infrastructure and public transportation to meet the evolving transportation needs of younger demographics. Policymakers might need to address concerns about accessibility and affordability for younger generations, especially regarding car ownership and alternative transportation options.

15. Watch the first half of the video “IELTS Writing Task 1: How to describe BAR GRAPHS” (<https://www.youtube.com/watch?v=QC8vN3GVQhI>) and answer the following questions:

1. What is the purpose of writing task one in the IELTS exam?
2. How should you approach describing a bar graph in the IELTS writing task one?
3. Why is it important to avoid expressing personal opinions in writing task one of the IELTS exam?
4. What are some key elements to consider when analyzing a bar graph for the IELTS exam?
5. How can you effectively summarize information from a bar graph in the IELTS writing task one?
6. What are some common mistakes that students make when interpreting visual data like bar graphs in the IELTS exam?
7. Why is it crucial to pay attention to details and trends when analyzing a bar graph for the IELTS writing task one?

16. Watch the second half of the video and mark the following sentences as True or False:

1. The introduction and main trend can be combined into one paragraph.
2. The conclusion must be at least three sentences long.
3. Using memorized phrases can help manage anxiety during the writing process.
4. It is better not to use the same phrase repeatedly in the description.
5. Comparatives are used when comparing three or more things.
6. Using synonyms can improve the vocabulary mark on the IELTS.
7. Superlatives are used to compare two things.

17. Fill in the gaps:

Writing task should take about 1) Minimum of 2) to avoid losing marks. Don't write too many words, aim for around 3) Example question provided on 4) Analyze the bar graph by looking at 5) Compare and report 6) Don't panic, take a breath and analyze the information 7)

18. Choose the best summary of the video above:

- A. In the video, the focus is on the impact of population growth on housing prices in major Canadian cities. It explores how urbanization has influenced the real estate market in Toronto, Montreal, and Vancouver. The video also delves into the role of government policies in shaping housing affordability in these cities. By examining the relationship between population growth and housing prices, viewers can gain insights into the dynamics of the real estate market.
- B. In the video, it's evident that all three cities have shown an increase in housing prices over time. The main trend highlights the similarities between Toronto and Vancouver, with Montreal showing a slight decrease. By carefully analyzing the data, one can gain a better understanding of the information presented. It is clear that each city has experienced changes in housing prices, with Toronto and Vancouver leading the way.
- C. The video discusses how Toronto, Montreal, and Vancouver have experienced changes in housing prices over time. It emphasizes the importance of comparing and contrasting the data to understand the trends. Toronto and Vancouver show similar increases, while Montreal has a different pattern of decrease. Analyzing these patterns can help in providing a detailed answer.

19. Describe one of the bar charts following the steps given below:

Step 1: Analyse the chart

- Topic – What is the subject of the chart?
- Place – Where is the data in the chart taken from?
- Time – At what point is the data in the chart taken?
- Unit of measurement – Unit of measurement for the data in the chart

Step 2: Take note of essential information

Record the vital information from the chart, including:

- Highest point?
- Lowest point?
- Are there any outstanding changes in the chart?
- What are the standard features of the data?

Step 3: writing strategies for each part of the bar chart description

1) **Introduction:** paraphrase the question prompt.

Opening sentence structure: The bar chart + show(s)/illustrate(s)/give(s) information about + 3W (What? Where? When?)

Commonly used vocabulary: show, illustrate, give, compare.

2) Overview: present the main features, only providing general information and comparing if applicable.

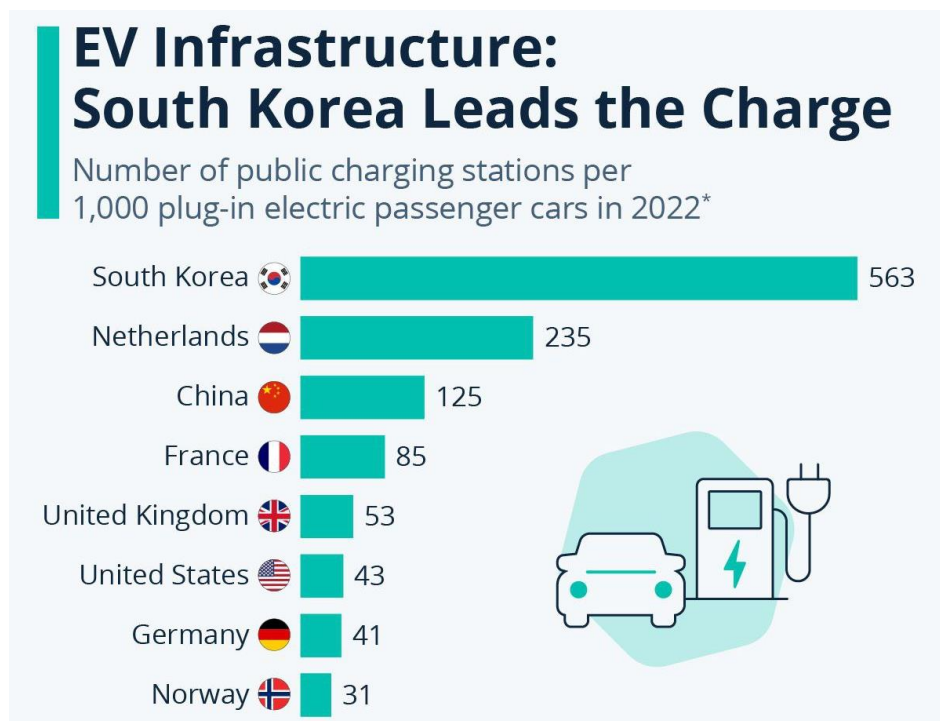
- It should consist of 2 sentences, one introducing the chart in general and the other providing the primary information.
- Refrain from including any data in the overview.
- Choose only 2-3 main points to write about.

Vocabulary for the Overview section: overall, generally speaking, at a first glance, as can be seen, increase, decrease, remain stable, reach the highest point, dramatically, slightly, gradually, as observed.

Ex: As observed, maintenance services were the primary issue in most cities, followed by repairing and renovating. Air pollution remained a minor problem.

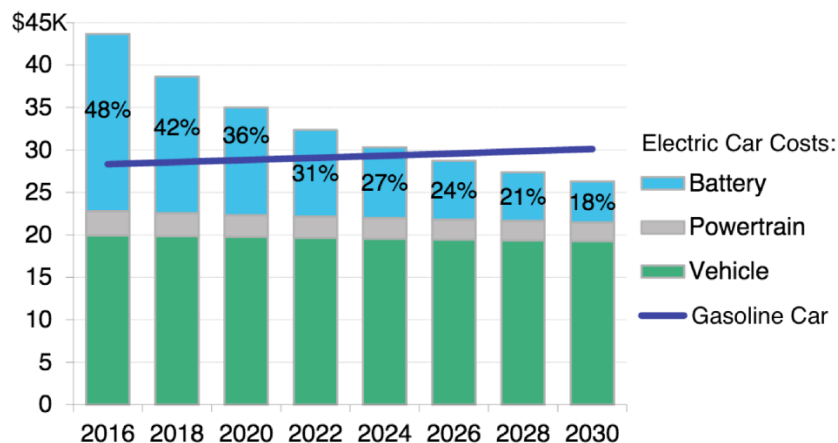
3) Body section: present detailed information related to the data in the chart.

Phrases used: accounted for, reached a peak of, just over, approximately.

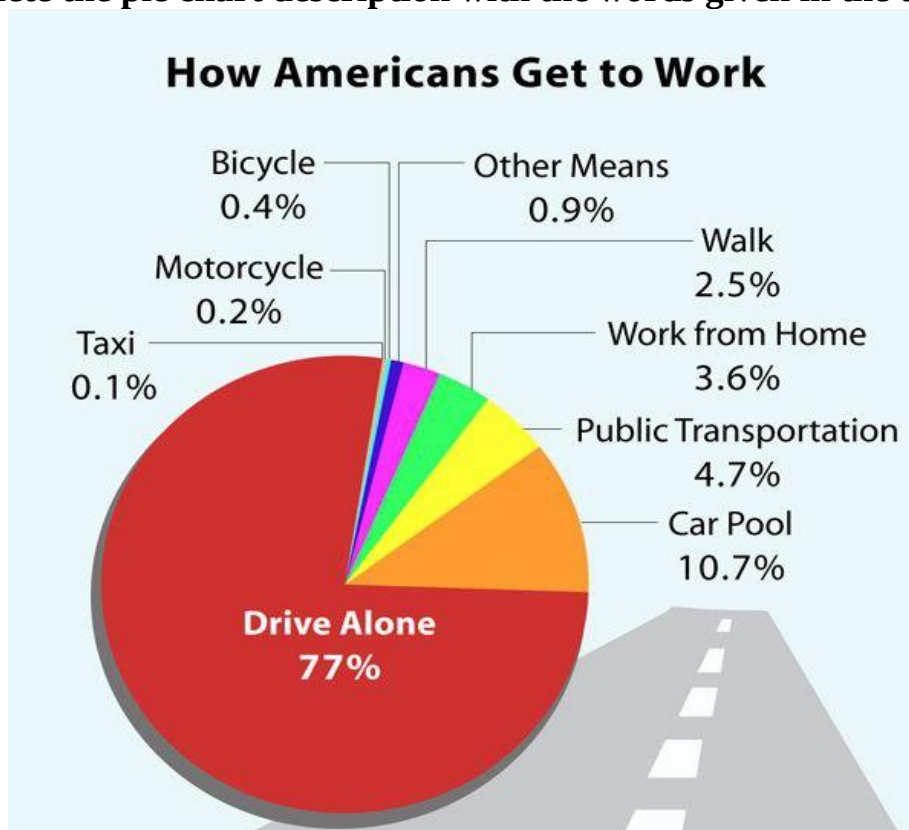


Electric Cars Will Win on Price

Falling battery prices undercut gasoline cars by mid-2020s



20. Complete the pie chart description with the words given in the table below.

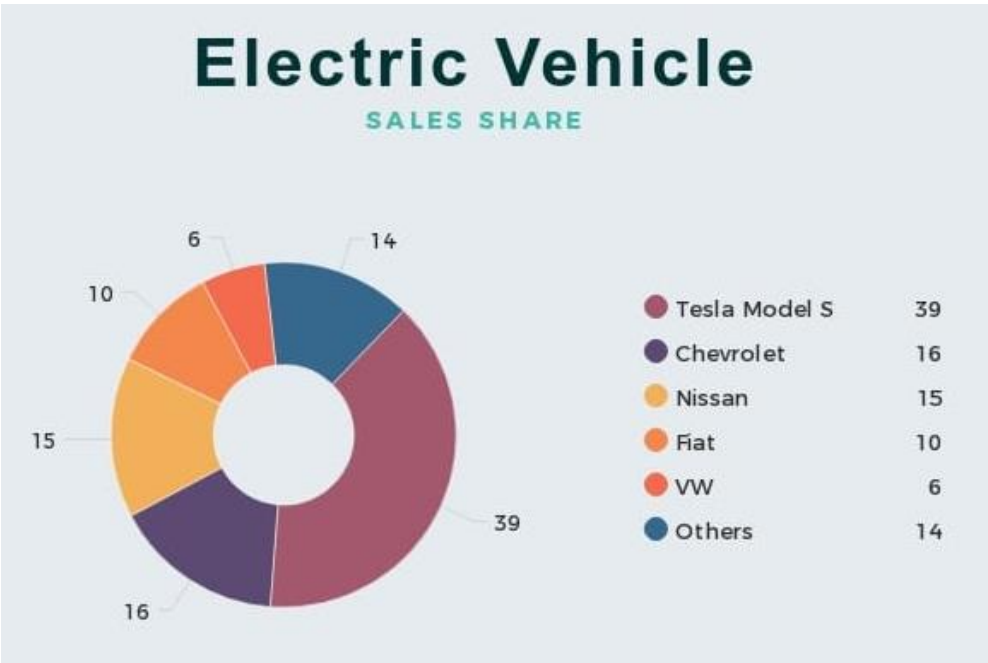
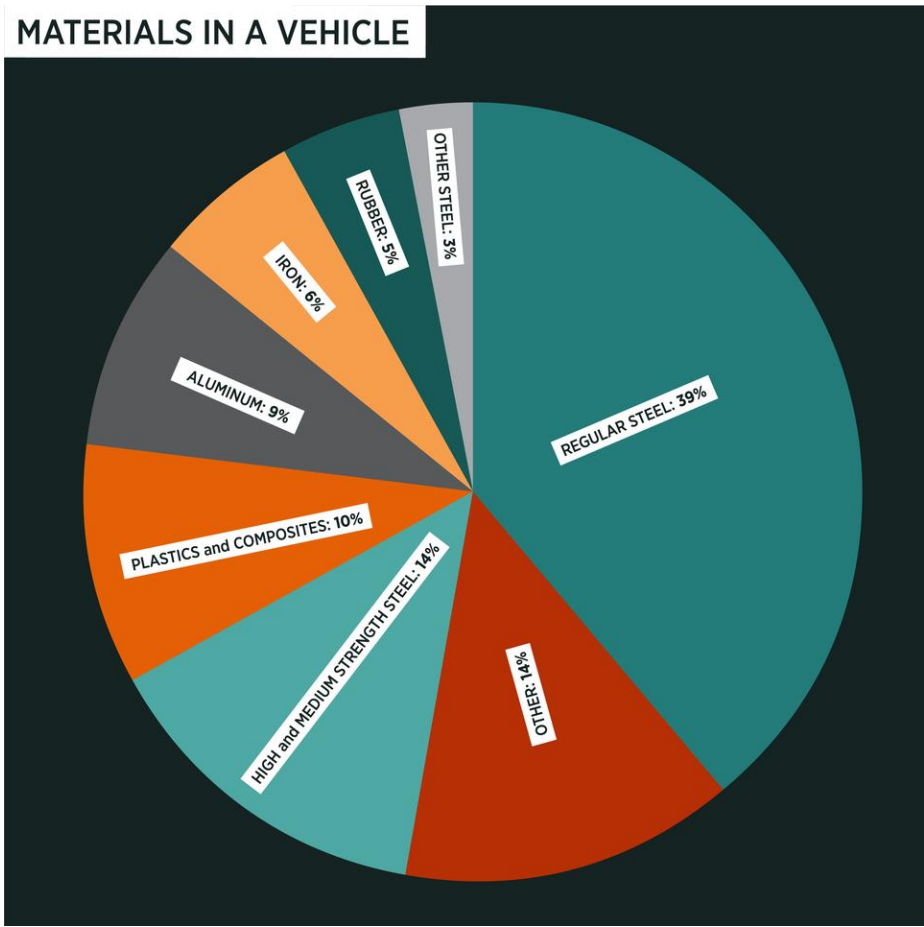


smaller	minor	majority	most common	minority
less popular	largest	smaller	Similar to	less frequently

This pie chart visualizes how Americans commute to work, highlighting the dominance of driving alone. The 1) slice of the pie, representing the 2) mode of transportation for Americans-driving alone (77%). A significant portion, demonstrating that carpooling (10,8%) is a popular alternative to driving solo. A relatively 3) slice, indicating that public transportation (4,7%) is 4) used for commuting compared to personal vehicles. A growing segment, reflecting the increasing trend of remote work options (3,6%). A modest slice, suggesting that walking (2,5%) is a common mode of transportation for some, but not the 5) The category of other means (0,9%) includes various modes, each with a small percentage, making it a 6) segment of the pie. A tiny sliver, showing that taxi use for commuting(0,1%) is very infrequent. Another small segment, indicating that motorcycling (0,2%) is a 7) choice for commuting. 8) motorcycles, bicycling (0,4%) is used by a small percentage of Americans for their daily commute.

Driving alone is the dominant mode of transportation for Americans. Carpooling is a popular alternative to driving alone. Public transportation, work from home, and walking are used by a 9) proportion of Americans. Other modes of transportation, including taxis, motorcycles, and bicycles, are used by a very small 10)

21. Describe one of pie charts.



UNIT 2

PRESENTATIONS

1. **Work with a partner and discuss the following quotes. Then, share your opinion on the importance of presentations for academic and professional purposes.**

1. "Designing a presentation without an audience in mind is like writing a love letter and addressing it 'to whom it may concern.'" – Ken Haemer
2. "A great presentation gives smart ideas a voice." – Nancy Duarte
3. "The success of your presentation will be judged not by the knowledge you send but by what the listener receives." – Lilly Walters
4. "Good communication is as stimulating as black coffee, and just as hard to sleep after." – Anne Morrow Lindbergh
5. "People will forget what you said, people will forget what you did, but people will never forget how you made them feel." – Maya Angelou
6. "Simplicity is the ultimate sophistication." – Leonardo da Vinci
7. "Great presentations are about telling a story, not giving a lecture." – Peter Guber

2. **Work with a partner and answer the following questions:**

1. What is the primary purpose of a presentation?
2. What are some common elements of a good presentation?
3. Why is it important to know your audience before creating a presentation?
4. How do cultural differences affect the way presentations are received by diverse audiences?
5. How can you make a presentation more engaging and memorable?
6. What are some different types of presentations you can think of?
7. How might the structure and style of a presentation differ depending on its type?
8. Can you give an example of a time when you had to give a presentation?
9. How do visual aids enhance or detract from the effectiveness of a presentation?

3. **Read the text and complete the table about different types of presentations.**

Type	Goal	Style	Area

Presentations are a powerful tool for sharing information, persuading audiences, and inspiring action. From formal lectures to informal discussions, there are many different types of presentations, each with its own unique purpose and style. Understanding the different types of presentations can help you choose the best approach for your specific needs and goals.

One common type of presentation is the informative presentation, which aims to educate the audience about a particular topic. These presentations often involve sharing facts, statistics, and research findings in a clear and concise manner. Informative presentations are often used in academic settings, where students present their research findings, or in business settings, where employees share updates on projects or company performance.

Another common type of presentation is the persuasive presentation, which aims to convince the audience to adopt a particular point of view or take a specific action. These presentations often use emotional appeals, logical arguments, and compelling evidence to sway the audience. Persuasive presentations are often used in sales settings, where salespeople try to convince customers to buy their products or services, or in political settings, where candidates try to persuade voters to support their campaigns.

Educational presentations are designed to introduce new concepts or skills to an audience. They often use visuals, such as diagrams and charts, to make complex information easier to understand. Educational presentations are commonly used in classrooms, where teachers teach students about various subjects, or in training sessions, where employees learn about new procedures or technologies.

Instructional presentations are similar to educational presentations, but they focus on providing step-by-step instructions for a specific task or process. These presentations often involve demonstrations and hands-on activities to help the audience learn and practice the new skills. Instructional presentations are often used in workshops, where participants learn how to use new software or tools, or in training programs, where employees learn how to perform specific job tasks.

Demonstrations are presentations that focus on showing how something works or how to use a particular product or tool. These presentations often involve live demonstrations or video recordings to illustrate the process or product in action. Demonstrations are often used in product launches, where companies showcase their new products, or in training sessions, where employees learn how to use new equipment or software.

Panel discussions are a type of presentation that involves a group of experts discussing a particular topic. These discussions often involve a moderator who asks questions and facilitates the conversation. Panel discussions are often used at conferences and events to provide insights and perspectives on current issues or trends.

Birds of a Feather Gatherings are informal gatherings designed to build networks and explore ideas. These sessions are typically smaller and more interactive than formal presentations, and they often involve facilitated discussions or brainstorming activities. Birds of a Feather Gatherings are often used at conferences and events to connect people with similar interests or expertise.

Expert lectures are formal presentations delivered by a single expert in a particular field. These lectures often involve sharing research findings, insights, and perspectives on a specific topic. Expert lectures are often used at conferences and events to provide in-depth knowledge and expertise on a particular subject.

Ignite presentations are a fast-paced and engaging format that involves a series of short presentations, each lasting only five minutes. These presentations are typically delivered using a slideshow with 20 slides that automatically advance every 15 seconds. Ignite presentations are often used at conferences and events to showcase a variety of topics and perspectives in a short amount of time.

Multi-paper sessions are presentations that involve multiple papers on a common theme. These sessions often involve a group of presenters who each have a limited amount of time to present their research findings. Multi-paper sessions are often used at conferences and events to provide a comprehensive overview of a particular topic or research area.

4. Put the examples of presentations under the appropriate type.

Research findings, training workshops, educational lectures, stand-up comedy, product demos, employee onboarding sessions, tutorials, theatrical performances, training sessions, scientific experiments, sales pitches, technical demonstrations, product demonstrations, motivational speeches, fundraising appeals, storytelling sessions, marketing presentations, political speeches, software tutorials, skill-building seminars.

Informative presentations	Persuasive presentations	Instructional presentations	Demonstrative presentations	Entertaining presentations

5. Read the information about some examples of different presentations and match the presentation types given to the things (A-H) that people say in them.

- press conference:** two chief executives tell journalists why their companies have merged.
- briefing:** a senior officer gives information to other officers about a police operation they are about to undertake.
- demonstration:** the head of research and development tells non-technical colleagues about a new machine.
- product launch:** a car company announces a new model.
- lecture:** a university professor communicates information about economics to 300 students.
- talk:** a member of a stamp-collecting club tells other members about 19th century British stamps.
- seminar:** a financial adviser gives advice about investments to eight people.
- workshop:** a yoga expert tells people how to improve their breathing techniques and gets them to practise.

- As you can see, this prototype is far in advance of anything we've done before.
- Here are some typical patterns for demand and supply in the widget industry.

- C. I'm going to give each group a series of problems faced by an imaginary company, and I want you to suggest solutions.
 - D. Now is the right time to get out of company shares and invest in property.
 - E. The combined resources of our two organizations will allow us to achieve great things.
 - F. The first postage stamp in the world was the Penny Black in 1840.
 - G. The parachutists will come in at 08:30 and land in two waves, here and here.
 - H. The X300 has the most advanced features of any car in its class.
- 6. Read the introduction part of the presentation and underline the common phrases that can be used at the beginning of any presentation. What is the structure of the introduction part of a presentation?**

'Good Morning ladies and gentlemen. First of all, let me start by thanking you for attending this presentation. I understand that everybody is very busy. So your attendance is very much appreciated.

My name is Russel Grants and I work as the European human resources manager for LPS, which I have done for the past 5 years. I have worked in human resources in various companies since I left university, nearly 20 years ago.

In this presentation, I am going to talk to you about why your staff are lazy and unproductive, or to put it another way, how employers and managers mismanage their staff.

Today's presentation is divided into three parts, which I will tell you about now. To begin with, I will give an overview of how current employee under-performance is costing companies millions in lost revenue, every minute of every day. Then I will explain the causes of this under-performance. And finally, I will outline an easy method to rectify this problem, which will keep your staff motivated and more productive.

If you have any questions, I would be pleased to answer them at the end of the presentation.

But before we start the first part, ask yourselves, what you would do if you could reduce the relative labour cost of each product you manufacture or sell or each service you provide. As you all well know, labour normally accounts for about 40% of total costs in most businesses. A lot of money! Money which could be spent in other areas like Research and Development (R&D) or by reducing the price of your product.'

- 7. Choose the word/phrase from Ex. 6 which is defined or described by the words/phrases below.**
- 1. To tell the audience what you will be talking about in the first part of the actual presentation, you start by saying
 - 2. A phrase used to make people in the audience 'think about' a particular situation or dilemma that you discuss in your presentation, is

3. A very polite phrase used at the beginning to welcome people to the presentation and show your appreciation for them coming to it, is
4. A polite way to ask people not to interrupt you with questions during the presentation, is
5. The opposite of 'discuss something in depth', is
6. When you want to say something (e.g. a fact) which you believe that everyone in the audience is already knowledgeable about, you start by saying
7. To tell the audience what you will be talking about in the last part of the actual presentation, you start by saying
8. A formal phrase used to introduce what the subject of the presentation is, is
9. A way to tell the audience how many distinct/separate sections there are in the presentation, is
10. A phrase used when you want to clarify (make sure people understand) something you have just said by saying the same thing using more direct and different words, is

8. Match the parts of the introduction with the phrase that can be used there.

- | | |
|--------------------------------|--|
| 1. Greeting and welcome | A. "Today, we're going to explore how sustainable energy is shaping the future of transportation." |
| 2. Attention-grabber | B. "This topic is crucial for anyone trying to stay competitive in today's market." |
| 3. Introduce yourself | C. "Good morning, everyone! I'm thrilled to see so many familiar and new faces here today." |
| 4. State the topic and purpose | D. "Now that we've outlined the agenda, let's get started with an overview of the current landscape." |
| 5. Outline the agenda | E. "Imagine a world where you could work half as much but achieve twice as much." |
| 6. Establish relevance | F. "We'll begin by exploring current trends, followed by a case study, and end with actionable takeaways." |
| 7. Smooth transition | G. "I'm Sarah, a mechanical engineer specializing in autonomous vehicle technologies, and I'm excited to share the latest breakthroughs with you today." |

9. **Read the introduction of the presentation from Ex. 6 again and find phrases to comply with the parts of introduction. If any of them is not presented, add your examples.**
10. **Choose the topic related to your major, prepare the introduction part and present it to your partner.**

11. Match tips (1-10) for a stand-up presentation (one person talking to an audience) and key phrases for introduction with reasons (A-J) for the advice given.

1. Find out about the audience: how many people there will be, who they are, why they will be there, and how much they know about the subject.
 2. Find out about the venue and the facilities: the room, the seating plan, the equipment, etc.
 3. Plan the content and structure, but don't write the complete text of the presentation.
 4. Write notes on sheets of paper, not on cards.
 5. Try to memorize the first five sentences of your talk.
 6. Prepare visual aids: pictures, diagrams, etc.
 7. Rehearse your presentation (practise it so that it becomes very familiar) with friends or colleagues.
 8. Introduce yourself and your subject.
 9. Outline what you're going to talk about: describe the different sections of your talk.
 10. Say whether people should ask questions during the talk, or at the end.
-
- A. If you drop the cards on the floor, you're in trouble.
 - B. It could sound monotonous and boring if you speak from a complete, prepared text.
 - C. It will help you adjust the content of your talk so that it is suitable, for example not too easy or difficult.
 - D. It will help you to keep control, and avoid people interrupting if you don't want them to.
 - E. It will help your audience follow the logic of what you're going to say.
 - F. It will make you feel more at ease at the beginning, when you may be nervous.
 - G. It will reassure people that they are in the right place, and provide a focus for the beginning of your talk.
 - H. They add visual interest, provide you with support and help the audience follow you.
 - I. You can ask for changes in the seating plan if necessary.
 - J. They will be able to tell you if anything is unclear before the presentation

12. Study key phrases to end a presentation, then, match the words / phrases with their definitions or descriptions.

'Let me end by **briefly recapping** the main parts of my presentation. Firstly, we talked about how relative staff costs have increased for the majority of large companies over the last 10 years, if not longer. Secondly, we identified that the main cause of this rise **stemmed from** staff isolation, due to the expanding use of Information Technology in the workplace, reduced direct physical communication and contact between managers and their staff, and out-of-date management strategies

and processes. And lastly, I suggested that one way to resolve this big issue is to adopt a new way of managing staff, where more direct physical communication takes place not only between managers and their staff but between the staff themselves.

I cannot emphasize too strongly the importance that this last part is for your business. We have already seen the rise of companies in the far east, whose ways of working are different to our own and whose relative staff costs are substantially lower than here in the west.

In the near future, they will not only be cheaper, but they will have the experience and products to directly compete with you! **You need to keep in mind** this, because without introducing these fundamental changes in managing your staff, **in the long-term** you will struggle to innovate and compete with your competitors from Asia **without a shadow of a doubt**.

Although this may all sound doom and gloom, I would like to **restate** that you can change this. It is in your hands. But you have to change now!

I would like to finish by thanking you for your time and **I hope that this has been of some use to you.**

1. A professional sounding way when you want to say what 'the cause' of a problem/situation was, is
2. A phrase like 'you should take into account' which advises the audience to remember something important you are telling them, is
3. A standard and polite phrase at the end of the presentation that expresses your desire that it has been beneficial for people listening, is
4. A phrase that you use to inform the audience that this is the last/summary part of the presentation, is
5. A phrase that is used to highlight/stress the importance of something you are going to say in order to ensure that the audience remember it, is
6. A phrase that informs people it's the actual end of your presentation to them, is
7. A phrase that has the same meaning as 'soon' and is often used when you want to express the urgency for doing something, is
8. A very professional way of saying 'say again' which you use when repeating something which you feel is important for the audience to know, is
9. A phrase that expresses that you are 100% confident that something you are going to say will happen, is
10. A phrase that refers to both the distant future and for a 'large period of time', is
11. Another way to tell the audience that you are going to 'quickly summarize' the main points of your presentation to them, is

13. Match the questions from the audience (A-F) to the possible answers (1-6).

1. That's a fair point. I know that some consultants don't have a very good image. But I think that Gem Consultants have helped companies reduce costs and increase profits enormously.
2. That's confidential. I'm afraid I'm not at liberty to tell you.

3. That's not really my field. But I can put you in touch with someone in my organization who is working on Internet applications.
 4. The questioner would like to know what sort of background the people we recruit usually have. Is that right?
 5. Well, I think that goes beyond the scope of today's presentation. Today I wanted to concentrate on consultants' skills, not go into particular case studies in consultancy.
 6. I'm afraid we've run out of time. But if you'd like to come and discuss that with me now, I'll try and give you an answer.
- A. Sorry, I didn't catch the end of the question - could you repeat what the questioner said?
 - B. In what ways do you think the Internet is going to change the way management consultants work in the future?
 - C. Some companies refuse to use management consultants. What do you say to people who say that consultants are a waste of time and money?
 - D. What's the average salary for your consultants?
 - E. I don't know if you have time to answer this, but can you tell me how I can apply to work for Gem?
 - F. You say that Gem have enormously increased profits for some companies. Can you give one or two examples of this?

14. The text below is part of a presentation of a glass-making company. Fill in the blanks with the appropriate language.

firstly	Now I would like to describe	thirdly	secondly
So to recapitulate	And to complete the picture	Then	If you look at
I'd like first of all to give you an overview	As you can see from the transparency		

Good morning, ladies and gentlemen 1) of our company, Pilkington Glass.

Pilkington is organised in three worldwide business lines 2) , the Building products business, 3) the Automotive products business and 4) the Technical Glass products business.

5) the Building products business accounts for about half the Group's sales and has manufacturing operations in 19 countries. Its largest operation is in Europe and we also have major operations in North and South America and Australasia.

The Automotive products business represents around 45% of sales. Its organisation is sub-divided into two major units supplying original equipment and replacement glass. There are operations in 18 countries with a major presence in

Europe and North America, and important operations in South America and Australasia.

6) the Technical Glass products business accounts for the remaining sales and is centred in Germany, the United Kingdom, the United States and Italy. It manufactures glass for the electronic and optical industry, precision mirrors and solar energy panels. 7) the company's structure 8) the organisation chart, the various businesses report through their management boards to the chief executive 9) , working from the corporate centre are Group functions - responsible for directing the businesses in their respective disciplines such as corporate affairs, environment and safety, finance, purchasing, legal and secretarial, human resources and internal audit. Technology is the only function that is organised centrally.

That's all I want to say at this point on company structure. 10), we have three major business lines, Building products, Automotive products and Technical Glass products. And there are various Group functions that report to the chief executive through the management boards. Are there any questions at this stage?

15. Watch the first half of the video "How to avoid death By PowerPoint | David JP Phillips | TEDxStockholmSalon" (<https://www.youtube.com/watch?v=Iwpi1Lm6dFo>) and answer the following questions:

1. Why can the acceptance of the way PowerPoint presentations typically look be questioned?
2. Why is it possible that a person who sat through a bad PowerPoint presentation will create an equally bad one for their presentation?
3. How can overloading a slide with information influence effective communication?
4. What effect does text sentences on a PowerPoint slide have when spoken at the same time during a presentation?
5. How does the redundancy effect in our brain affect the audience's ability to remember information presented in a PowerPoint slide?
6. What are the four things that people naturally focus on when they open their eyes?

16. Watch the second half of the video and mark the following sentences as True or False:

1. The most important part of a PowerPoint should be the smallest element.
2. The principle of contrast helps to direct the audience's focus to specific parts of a slide.
3. White backgrounds in PowerPoint slides are beneficial for maintaining audience focus.
4. The example of counting balls is used to illustrate the cognitive load of processing multiple objects.

5. The number of slides in a PowerPoint presentation is more important than the number of objects per slide.
6. Having more than six objects on a slide can overwhelm the audience.
7. Reducing the number of objects per slide can lead to a more effective presentation.

17. Fill in the gaps:

Bad news: no separate working memory for 1) Leading neurologist John Medina shares 5 design principles for 2) Principle 1: One message per slide to avoid 3) Principle 2: Use PowerPoint for visuals, not text, to enhance 4) Principle 3: Size matters - focus on 5) to guide attention. Principle 4: 6), use it to direct audience attention. Principle 5: Limit objects on slides to avoid 7)

Counting objects takes longer and more energy than just 8) Cognitive process of counting requires 9) Swedish number for "six" is 10) More than 11) makes it harder to understand. Reduction of objects in slides improves 12) Limiting slides is not the issue, but the number of 13) Corporate limitations on slides lead to 14) Focus on quality of content over 15) Cross-examination to test understanding of 16)

18. Put the parts of the text in a logical order and make a plan how to prepare a presentation.

- A. Visual aids, such as PowerPoint slides, are essential for enhancing your presentation. However, they should complement your message, not overshadow it. Avoid simply reading from your slides. Instead, use them to highlight key points, illustrate complex concepts, and engage your audience visually. Keep your slides simple, clear, and visually appealing.
- B. The first step is to plan your presentation meticulously. Determine your audience, their level of knowledge, and their interests. Define your goals and the key message you want to convey. Consider the time allotted for your presentation and create a structure that allows you to cover your points effectively. Remember, a well-structured presentation is like a compelling narrative with a clear beginning, middle, and end.
- C. Finally, don't forget the importance of authenticity. Be yourself, speak from the heart, and connect with your audience on a personal level. A genuine and passionate presentation will resonate with your listeners far more than a scripted and robotic delivery.
- D. Crafting a compelling presentation is an art form that involves more than just creating a visually appealing slideshow. It's about effectively communicating your message to an audience, captivating their attention, and leaving a lasting impression. To achieve this, you need to master the art of storytelling, presentation skills, and visual aids.

- E. Next, focus on the content of your presentation. Research your topic thoroughly, gather relevant information, and organize it logically. Avoid overwhelming your audience with too much detail. Instead, focus on the key points and support them with compelling evidence, examples, and visuals. Remember, less is more.
- F. When it comes to delivering your presentation, practice is key. Rehearse your speech until you feel confident and comfortable. Pay attention to your body language, eye contact, and tone of voice. Project your voice clearly, maintain an enthusiastic demeanor, and engage with your audience. Remember, your passion for your topic will be contagious.
- G. Ultimately, the key to a successful presentation lies in your ability to connect with your audience, convey your message effectively, and leave a lasting impression. By mastering the art of storytelling, presentation skills, and visual aids, you can transform your presentations from ordinary to extraordinary.

19. Choose one of the tasks and do it in the written form:

- 1. Write a persuasive email to your colleagues convincing them to attend a presentation skills workshop that you will be hosting. Highlight the importance of mastering presentation skills and mention the different presentation structures that will be covered in the workshop.
 - 2. Create a detailed blog post discussing the key elements of effective presentation structures. Provide examples of different formats such as chronological, problem-solution, and compare-contrast, and explain how each can enhance the overall impact of a presentation.
 - 3. Craft a social media post promoting a new online course on presentation skills. Emphasize the importance of mastering different presentation structures to engage and captivate an audience, and encourage your followers to enroll for valuable insights and practical tips.
- 20. Prepare and give the presentation on the topic related to your major. If you need, consult Appendix 8.**

UNIT 3

NETWORKING, ETIQUETTE, NETIQUETTE

1. Discuss the questions with a partner.

- 1. What is networking?
- 2. How important is networking in your professional life?
- 3. Can you share a memorable experience from a networking event you have attended?
- 4. In what ways can effective networking lead to new opportunities?

5. Do you think online networking is as valuable as face-to-face interactions? Why or why not?
6. How has social media changed the way we network today?
7. What challenges have you faced when trying to expand your professional network?
8. How do you approach someone new at a networking event?
9. When you meet someone for the first time and you are speaking your own language, how do you 'break the ice'? b Are there any subjects which you would definitely avoid?
10. How can individuals improve their networking skills over time?

2. Match types of networking with their aim.

- | | |
|----------------------------|--|
| 1. Professional networking | A. to create personal connections with friends, family, or acquaintances. |
| 2. Social networking | B. to developing relationships within your workplace to improve efficiency or collaboration. |
| 3. Strategic networking | C. to building connections with colleagues, mentors, or industry leaders. |
| 4. Operational networking | D. to form relationships to achieve specific goals (e.g., career advancement or collaborations). |

3. Put activities under the appropriate type of networking.

Attending conferences; social media interactions; LinkedIn networking; joining industry groups; building rapport with coworkers or cross-departmental teams; clubs; reaching out to experts or influencers in a particular field; community events.

Professional networking	Social networking	Strategic networking	Operational networking

4. Read the definition of networking and answer the questions.

NETWORKING

Networking is the word we use to describe building up our contacts so that we get to know more like-minded people. Usually, we use it in business circles so that people can exchange advice and get information about job opportunities. Traditionally, people would network by going to each other's houses for dinner, or to social events where they would expect to find others from the same profession. Nowadays, although people still network in person, a lot of networking is done online.

1. What do you think 'like-minded' means?
2. What do people usually expect to gain from networking?
3. In your own words, how has networking changed?
4. Which word or phrase in the definition means the opposite of 'online'?
5. In the space below, make a note of advantages and disadvantages of networking.

Advantages	Disadvantages

5. Complete the sentences using the words below.

achieve	connect	contact	exploit	manage	succeed
---------	---------	---------	---------	--------	---------

1. If you want to in business, you have to network.
2. Some people think that by networking, you your friends, and this is a bad thing.
3. I believe that if you work hard, you can anything – the sky's the limit!
4. Professionals often use networking as a way to with other professionals.
5. Throughout his career, he could never to rise above the position of Assistant Supervisor.
6. All I did was the manager on a social networking site and the following week, he invited me for an interview!

6. Complete the opinions about networking. When you have checked the answers, say which ones you agree with.

1. It's not what you know but you know that's important.
2. Before people can offer you a job, they have to that you exist.
3. networking sites, like Facebook, don't really help you to meet people.
4. Networking doesn't suit some people's
5. The whole point of networking is to connect with people who might offer you
6. You should only consider networking if you have something to
7. **When you network in person, it involves having conversations in social situations with people. This includes a combination of social and work-related discussion. Look at the examples below and add more questions to each list.**

Social questions	Work-related questions
<i>Do you live near here?</i> <i>What do you do in your free time?</i>	<i>How long have you been working in ... ?</i> <i>How did you get started in ?</i>

8. Write questions for the answers in bold.

1.	<i>Who do you work for?</i>	BMW.
2.		Berlin. Our offices are in the city centre.
3.		In the Royal. It's a great hotel.
4.		No, only French.
5.		He's talking to a client.
6.		I'm a mechanical engineer.
7.		Yes, two boys aged seven and ten.
8.		Portugal, I was born in Kyiv.
9.		Yes, I am – in fact, this is my wife, Yuki.
10.		No, I don't. There's no golf course near where I live, I play football.
11.		Yes, I met her last year at a conference in Vienna.

9. Your company has sent you to an international meeting. It starts in five minutes. You don't know the person sitting next to you. Make conversation with a partner and to find out about them.

Question word	Auxiliary	Subject	Verb	
Where What How Why When How many employees	do does are has have	you your company he she they	live work do doing have got like go travel studying speak	here? English? at the moment? any other languages? your job? this book? any children? to work? much in your work?

10. Brainstorm with the group what interpersonal skills and behaviour are needed for networking (whether on or offline).

Do you agree with the following statements?

Great networkers...

- present themselves with self-assurance
- are ready to seize opportunities

- are effective in give-and-take
- understand emotional and non-verbal cues
- relate well to others and create good relationships
- encourage and practice open communication
- stay receptive

11. Look at the list of tips for effective networking and discuss with a partner how to follow them.

Tips for Effective Networking

1. Prepare Ahead.
2. Present Yourself Well.
3. Always Be Ready to Give Your Pitch.
4. Ask Questions and Listen Actively.
5. Ask for Help.
6. Expand Your Online Presence.
7. Be Conscious of Your Digital Image.
8. Do Your Research.
9. Stay in Touch with Your Network.
10. Grow Your Network.

12. Read the dialogue and explain the difference between netiquette and etiquette.

John: Hey, have you heard of netiquette?

Samantha: Neti-what?

John: Netiquette, It's basically etiquette for the internet.

Samantha: Oh, like manners and stuff?

John: Yeah, exactly. And it's important because how we communicate online can affect how others perceive us and our relationships with them.

Samantha: That makes sense. I've noticed some people can be really rude online.

John: Exactly. And that's why having proper netiquette is crucial. It's all about being respectful and considerate in your online interactions.

Samantha: Can you give me some examples of good netiquette practices?

John: Sure, Like using proper grammar and spelling, not typing in all caps (which is considered shouting), and avoiding offensive language or disrespectful comments.

Samantha: Right, so it's just like regular etiquette but for the digital world.

John: Exactly, And there are also things like explaining yourself clearly when writing emails, using appropriate subject lines, and responding to messages in a timely manner.

Samantha: Wow, I never really thought about all this before. Thanks for bringing it up, John. I'll definitely be more mindful of my netiquette from now on.

John: No problem. As they say, it's always better to be safe than sorry, especially when it comes to online communication.

13. Watch the video What is Netiquette & Why is it Important? (<https://www.youtube.com/watch?v=gvybDc1LiVI>) and answer the following questions:

1. Why is practicing good netiquette important?
2. How is netiquette defined?
3. What does creating a "permanent digital footprint" mean?
4. Why should individuals avoid public arguments or engaging in flame wars online?
5. How can practicing good netiquette help protect one's digital reputation, both online and offline?
6. How is it possible to maintain a positive digital presence?
7. Why is there the need for rules of netiquette in today's internet landscape?

14. Choose the best summary of the video above:

- A. In the video, the focus is on the evolution of netiquette in the age of social media. It explores how online interactions can shape one's digital reputation and emphasizes the need for respectful behavior. The video also discusses the potential consequences of not practicing good netiquette, such as engaging in public arguments or flame wars. However, it concludes with a reminder to treat others with kindness and respect in the digital world to maintain a positive online presence.
- B. In the video, it is suggested that following rules of netiquette is unnecessary in the digital realm. It implies that one's online behavior has no impact on their digital reputation. The video subtly dismisses the idea of practicing good netiquette and engaging in civil online interactions. However, it concludes by emphasizing the importance of treating others with respect in all aspects of life, both online and offline.
- C. In the video, the importance of practicing good netiquette, or internet etiquette, is emphasized to protect one's digital reputation. It highlights the need for rules of netiquette when interacting online, especially on social networking sites like Facebook and Twitter. By avoiding public arguments and treating others with respect, individuals can maintain a positive online presence. Netiquette is crucial in the digital age to ensure that every online interaction contributes positively to one's digital footprint.

15. Fill in the gaps:

Netiquette is important for online behavior and 1) It includes how we behave on social networking sites like 2) Netiquette is crucial to protect your 3) Every online action creates a permanent 4) Avoid public arguments or "5) " online. Treat others online the way you want to be 6) Netiquette is like internet etiquette and essential in today's 7)

16. Choose the topic that you like and share your thoughts on it in the written form:

General essay topics:

- Many people believe that netiquette is becoming less relevant in today's digital age. To what extent do you agree or disagree with this opinion?
- Some argue that strict rules of netiquette stifle genuine expression online. Is this a positive or negative development?
- The rise of anonymous communication has led to a decline in netiquette among users. How does this affect online discourse?
- While some view netiquette as merely common sense, others see it as essential for respectful communication. To what extent do you agree with this perspective?
- Increasingly, educational institutions are incorporating netiquette training into their curricula. Is this a necessary step for fostering responsible digital citizens?

Personal essay topics:

- My experience navigating online communication and learning the importance of netiquette.
- How understanding netiquette has improved my interactions in virtual classrooms.
- The role of netiquette in shaping my online friendships and communities.
- My journey of teaching netiquette to younger generations and its impact on their digital behavior.
- How practicing netiquette has enhanced my professional relationships in remote work environments.

UNIT 4

CONFERENCES

1. Work with a partner and discuss the following questions:

1. What role do conferences play in a professional or academic life?
2. How do you prepare for a conference that you plan to attend?
3. Can you share an experience where attending a conference was particularly beneficial for you?
4. How can conferences address global issues?
5. Do you believe networking at conferences is important for career development? Why or why not?
6. How do you feel about the balance between formal presentations and informal discussions at conferences?
7. What topics do you find most interesting when attending conferences?

8. Have you ever participated in organizing a conference? What challenges did you face?
9. How has technology changed the way conferences are conducted today?
10. What makes a conference successful?

2. Read and translate the text. Work with a partner and offer some names for different types of presentations.

A conference is an event where a number of people come together to discuss a particular subject or share information. Conferences can last for one day, or be held over several days, depending on the size and scope of the event. Common types of conferences include:

- Academic conferences
- Business conferences
- Trade conferences

Conferences can vary in terms of their structure & size depending on their purpose. For example, in business conferences the itinerary of events may be made up of speeches from influential individuals within the business (such as CEO's and Directors), motivational speakers, and business updates from departments within the organisation. There may also be breakout sessions, where smaller groups come together to take part in team building activities or workshops.

Conferences can vary in size, however they do tend to be bigger than workshops or seminars. In some cases, certain conferences can attract thousands of delegates worldwide. In others, they may only be made up of employees from a single business.

Business Conferences. Business conferences are a fantastic way to bring groups of people together who otherwise would work apart, especially if they are part of the same organisation. For businesses with offices or shops nationwide, a conference allows you to bring everyone together and communicate business updates, new products, future plans and structural changes. Conferences can also be used as an opportunity to boost morale, promote team building, incentivise, and recognise and reward individuals for their achievements.

Academic Conferences. An academic conference is an event where researchers present their work and findings in a particular field to their peers. These types of events are necessary to allow for professionals to connect, discuss issues and share information. Usually, these types of conferences centre around one core theme or section of academia to allow for more focused sharing of information.

Trade Conferences. While trade shows offer the opportunity for businesses to showcase their products to customers, trade conferences are more geared towards the exchange of information and education of attendees. In these types of events, individuals come together who have a shared interest, or investment, in a certain area and take part in discussions and talks with other professionals. Again, trade conferences will generally revolve around a core theme, with talks and workshops reflecting these themes throughout the course of the event.

3. Match types of networking with their aim.

- | | |
|-------------------------------------|---|
| 1. Academic Conferences | A. Tailored to industries and professions |
| 2. Professional Conferences | B. Presentations of findings, experiments, and discussions on scientific advancements |
| 3. Business Conferences | C. Highlight products or services in a specific industry |
| 4. Technology Conferences | D. Focus on corporate strategies, networking, and business growth |
| 5. Scientific Conferences | E. Focus on arts, music, or culture-related topics |
| 6. Trade Conferences/Expos | F. Allow attendees to join remotely via online platforms |
| 7. Cultural or Creative Conferences | G. Focused on presenting research and scholarly work |
| 8. Hybrid or Virtual Conferences | H. Showcase innovations, products, and emerging trends |

4. One of the participants recorded the conference work. Here is a script of the opening address of the conference Chairman. Read the speech and fill in the gaps with prepositions from the box.

at	from	to	with	in
of	into	on	for	

I've been privileged to declare the conference open. 1) behalf of the Organizing Committee and 2) my own name I welcome the guests and the participants of the conference. I believe 3) this assembly you will be provided 4) an ample opportunity to exchange opinions and discuss scientific and organizational issues of mutual interest.

My pleasant duty as a Chairman is to introduce to you our honorable guest Professor Flowers 5) Kingston University, England.

Now let me remind you 6) the conference agenda and explain briefly the work to be done. I ask those taking the floor to keep 7) the point, to avoid digression.

The working language of the Conference is English, simultaneous translation 8) Ukrainian has been arranged 9) users of the Ukrainian language.

I wish you every success.

5. Check the knowledge of the topical vocabulary identifying Ukrainian equivalents for the following English ones.

1. conference proceedings; 2. under the auspices of; 3. workshops; 4. preliminary announcement; 5. working language of the conference; 6. to take part in the conference; 7. a closing speech; 8. to sum up the results of the conference; 9. a registration fee; 10. an abstract of the paper; 11. an international conference; 12. to get an invitation; 13. to share the experience; 14. to organize a conference; 15. to make an announcement; 16. panel discussions; 17. social program.

a. міжнародна конференція; **b.** отримати запрошення; **c.** поділитись досвідом; **d.** бути організатором конференції; **e.** під егідою (за сприяння); **f.** тези доповіді; **g.** робоча мова конференції; **h.** інформаційний лист; **i.** збірник доповідей конференції; **j.** брати участь у конференції; **k.** організаційний внесок; **l.** підводити підсумки конференції; **m.** заключна промова; **n.** зробити повідомлення; **o.** обговорення доповідей спеціалістами; **p.** культурна програма; **q.** секційні засідання.

6. Watch the video ‘Tips for Conference Presenting!’ (<https://www.youtube.com/watch?v=z5hgbVDPZsQ>) and answer the questions below:

1. What was the speaker's experience at the conference in Texas, and what motivated them after attending?
2. How did the speaker prepare their slides for the conference presentation, and why is consistency important?
3. What are the tips for creating effective slides to enhance a presentation?
4. Why is the importance of minimal text on slides and custom animations emphasized?
5. What advice did the speaker give regarding colors, graphs, and diagrams in conference presentations?
6. What recommendations are suggested engaging with the audience during the presentation, and what common mistakes did they highlight?
7. How is it possible to handle the question section at the end of a presentation?

7. Choose the best summary of the video:

- A.** In the video, the presenter discusses their experience attending a major conference for the first time as a researcher. They share tips on how to present effectively at conferences, emphasizing the importance of creating engaging slides and delivering a clear message. The video also touches on the importance of engaging with the audience, using visuals effectively, and handling the question and answer session confidently.

- B.** In the video, the presenter delves into the world of academic conferences, sharing insights on effective presentation skills. They discuss the significance of engaging slides, clear messaging, and audience interaction. Additionally, the video highlights the importance of confidently handling the question and answer session to leave a lasting impression on the audience.
- C.** In the video, the presenter talks about their journey to a conference where they presented their research for the first time. They provide tips on creating slides and delivering a speech, focusing on engaging the audience and using visuals effectively. The video briefly mentions the importance of handling the question and answer session but doesn't go into detail about it.

8. Fill in the gaps:

Attended first major conference in 1) Presented first talk as a 2) Received positive feedback and met 3) Shared tips on conference 4) Emphasized importance of 5) and clear messages. Advised on audience engagement and handling 6) Encouraged focusing on essential aspects of research and staying 7)

9. Watch the video ‘How to Present a Paper in an Online Conference?’ (<https://www.youtube.com/watch?v=Ch5WocWbiUA>) and answer the questions below:

- 1. What are some specific requirements to consider for your presentation slides when preparing for an online conference?
- 2. Why is it important to practice speaking while looking straight into the camera during an online presentation?
- 3. How can you ensure that your face is clearly visible and well-lit during an online conference presentation?
- 4. What should you do on the day of the conference to ensure a smooth virtual presentation experience?
- 5. Why is it essential to maintain a friendly balance in vocal delivery during an online presentation?
- 6. What steps can you take after the conference is over to publicize your achievements and stay connected with others who attended?
- 7. How does the focus shift from body language to verbal communication in an online presentation, and why is this significant?

10. Choose the best summary of the video:

- A.** In the video, it's highlighted that presenting a paper online can be challenging due to the lack of in-person interactions. However, it suggests that with proper preparation and practice, one can overcome these challenges. The video mentions the significance of having a suitable background and proper lighting

for the online presentation. It also advises on how to dress appropriately and maintain professionalism during the virtual conference.

- B.** In the video, the focus is on the technical aspects of presenting a paper online. It explores the importance of internet connectivity, audio, and video quality for a successful presentation. The video also touches upon the post-conference etiquette, such as sharing achievements on social media and staying connected with attendees.
- C.** In the video, the process of presenting a paper in an online conference is discussed. It provides a checklist for preparing and delivering a successful presentation. The video emphasizes the importance of practicing and preparing thoroughly for an online presentation. It also offers tips on how to handle technical aspects and engage with the virtual audience effectively.

11. Choose one of the tasks and do it in the written form:

- 1. Write a persuasive email to potential attendees of a conference, highlighting the importance of your upcoming presentation and why they should attend. Incorporate the target vocabulary to emphasize the significance of your speech.
- 2. Create a detailed blog post discussing the process of preparing for a conference presentation. Share tips and insights on how to deliver a successful and engaging speech, using the target vocabulary to enhance your points.
- 3. Craft a promotional social media post on Twitter or Instagram to generate excitement for your upcoming conference presentation. Use the target vocabulary to showcase your expertise and attract a larger audience to your session.

Unit 5

MEETINGS, AGENDAS, MINUTES

1. Work with a partner and discuss the following quotes:

- 1. “A meeting is an event at which the minutes are kept and the hours are lost.”
- 2. “If you had to identify, in one word, the reason why the human race has not achieved, and never will achieve, its full potential, that word would be 'meetings'.” - Dave Barry
- 3. “Meetings should be like salt - a spice sprinkled carefully to enhance a dish, not poured recklessly over every forkful. Too much salt destroys a dish. Too many meetings destroy morale and motivation.” - Jason Fried
- 4. “The least productive people are usually the ones who are most in favor of holding meetings.” - Thomas Sowell
- 5. “Meetings are a symptom of bad organization. The fewer meetings the better.” – Peter Drucker

6. “The biggest challenge in meetings is that most people don’t know why they are there.” – Patrick Lencioni
7. “Don’t have meetings about the problem. Have meetings about the solution.” – Jeff Bezos
8. “Great things in business are never done by one person; they’re done by a team of people.” – Steve Jobs
10. “The best meeting is no meeting at all.” – Elon Musk

2. Answer the questions:

1. Have you ever attended a meeting before?
2. What do you think are the benefits of having meetings in an organization?
3. Can you name some common types of meetings that take place in a workplace?
4. How important is preparation for a meeting?
5. Do you prefer virtual or face-to-face meetings? Why?
6. What are some challenges that can arise during a meeting?
7. How do you ensure that everyone's opinions are heard during a meeting?
8. In your opinion, what makes a successful meeting?
9. Have you ever had to lead a meeting? If so, how did it go?
10. How do you follow up after a meeting to ensure that action items are completed?

3. Translate the following collocations and add other ones related to meetings:

Agenda, minutes, participants, chairperson, discussion, presentation, to hold a meeting, to schedule a meeting, to attend a meeting, to cancel a meeting, brainstorming session, team briefing, client meeting, get together, call to order, on the same page

4. Fill in the gaps with the words given in the table below.

attendees	decision-making meeting	brainstorming session	matters
purpose	status update meeting	team-building meeting	discuss
productive	Informational meeting	participate	share

Meetings are an essential part of any organization or business. They provide a platform for people to come together and 1) important matters. There are several types of meetings, each with its own 2) and format.

The first type of meeting is the 3) This type of meeting is used to provide information to attendees. It can be a one-way communication where the presenter provides information to the audience, or it can be interactive where 4) can ask questions and clarify their doubts.

The second type of meeting is the 5) As the name suggests, this type of meeting is used to generate new ideas. Attendees are encouraged to 6) their thoughts and ideas, and the group works together to find solutions to problems.

Another type of meeting is the 7) In this type of meeting, the attendees come together to make decisions on important 8) The meeting can be chaired by someone in authority, and attendees are expected to contribute to the decision-making process.

The fourth type of meeting is the 9) This type of meeting is used to provide updates on ongoing projects or initiatives. Attendees are expected to provide updates on their progress and discuss any challenges they are facing.

Finally, there is the 10) This type of meeting is used to build relationships among team members. Attendees 11) in team-building activities that help them get to know each other better and build trust.

In conclusion, meetings are an integral part of any organization or business. Understanding the different types of meetings and their purposes can help you prepare for them and ensure they are 12) and successful.

5. Answer the questions:

1. Why are meetings important in organizations and businesses?
2. What are the different types of meetings, and what is their purpose?
3. How does an informational meeting differ from a brainstorming session?
4. What is the goal of a decision-making meeting, and who typically chairs it?
5. When would you use a status update meeting, and what is expected of attendees?
6. What is the purpose of a team-building meeting, and how do attendees participate?
7. How can understanding the different types of meetings help ensure they are productive and successful?

6. Read the text and choose the answer to the questions.

In a professional setting, meeting etiquette is important to ensure that everyone can work together effectively. One of the biggest issues that can arise in meetings is when people bicker or argue with each other. This not only wastes time but can also create tension and make it difficult for everyone to focus on the task at hand. It's important to remember to remain respectful and avoid personal attacks, even if you disagree with someone else's opinion.

Another way to ensure productive meetings is to avoid using jargon or technical language that others may not understand. This can be confusing and lead to misunderstandings or objections. Instead, try to use clear and simple language that everyone can understand. If you do need to use technical terms, be sure to explain them clearly so that everyone is on the same page.

Interrupting others during a meeting can also be disruptive and disrespectful. It's important to wait your turn to speak and to listen actively to what others are saying. If

you have a question or comment, wait until the person speaking has finished before raising your hand or politely interrupting to ask for clarification.

Finally, if you have objections to something that is being discussed, it's important to express them respectfully and constructively. Rather than simply saying "no" or shooting down an idea, offer alternative suggestions or solutions. This can help to move the discussion forward and ensure that everyone's ideas are heard and considered.

By following these basic guidelines for meeting etiquette, you can help to ensure that meetings are productive and respectful, and that everyone can work together effectively towards common goals.

1. Why is meeting etiquette important in a professional setting?
 - A. To ensure everyone can work together effectively
 - B. To create tension and make it difficult for everyone to focus on the task at hand
 - C. To waste time
 - D. To argue with each other
2. What is one of the biggest issues that can arise in meetings?
 - A. Using jargon or technical language
 - B. Interrupting others
 - C. Bickering or arguing with each other
 - D. Expressing objections
3. What is the consequence of bickering or arguing with each other in meetings?
 - A. It creates tension and makes it difficult for everyone to focus on the task at hand
 - B. It ensures everyone can work together effectively
 - C. It wastes time
 - D. It helps to move the discussion forward
4. Why is it important to avoid using jargon or technical language in meetings?
 - A. It can lead to misunderstandings or objections
 - B. It ensures everyone can work together effectively
 - C. It helps to move the discussion forward
 - D. It creates tension and makes it difficult for everyone to focus on the task at hand
5. What should you do if you need to use technical terms in a meeting?
 - A. Use them as much as possible
 - B. Explain them clearly so that everyone is on the same page
 - C. Avoid using them altogether
 - D. Use them only if you are sure everyone understands them
6. Why is interrupting others during a meeting disruptive and disrespectful?
 - A. It ensures everyone can work together effectively

- B. It helps to move the discussion forward
- C. It is confusing and leads to misunderstandings or objections
- D. d) It is disrespectful and can be disruptive

7. What should you do if you have a question or comment during a meeting?
 - A. Interrupt the person speaking immediately
 - B. Wait until the person speaking has finished before raising your hand or politely interrupting to ask for clarification
 - C. Keep your question or comment to yourself
 - D. Wait until the end of the meeting to ask your question or make your comment
8. How should you express objections during a meeting?
 - A. By simply saying "no" or shooting down an idea
 - B. By offering alternative suggestions or solutions
 - C. By interrupting others
 - D. By keeping your objections to yourself
9. What is the benefit of offering alternative suggestions or solutions during a meeting?
 - A. It ensures everyone can work together effectively
 - B. It creates tension and makes it difficult for everyone to focus on the task at hand
 - C. It helps to move the discussion forward
 - D. It wastes time
10. What is the goal of following basic guidelines for meeting etiquette?
 - A. To ensure that meetings are unproductive and disrespectful
 - B. To ensure that meetings are productive and respectful
 - C. To create tension and make it difficult for everyone to focus on the task at hand
 - D. To waste time

7. **Watch the video and take notes about rules for meeting etiquette “10 Meeting Etiquette Rules You Must Use For Successful Meetings” (<https://www.youtube.com/watch?v=PfFFHJqC0cA>)**
8. **Read the dialogue and find the phrases which a chairperson use to lead a meeting**

John: Hey, everyone. Thanks for coming to this meeting.

Lisa: No problem, John. So, what's on the agenda?

John: Well, we're here to discuss the new marketing campaign. I'd like to hear your thoughts and ideas.

Peter: Before we start, can I just say that I don't think this is a good idea. It won't work.

Lisa: Peter, could you explain why you feel that way? We haven't even heard the proposal yet.

Peter: Just trust me on this. It won't work.

John: Okay, well let's hear Tom's proposal first and then we can discuss it further.

Tom: Thank you, John. So, my idea is to....

Peter: Sorry to interrupt, but I really can't see how this will achieve our goals.

Lisa: Peter, could you please wait until Tom has finished speaking before expressing your concerns?

Peter: Sure, sorry about that.

Tom: As I was saying, my idea is to focus on social media advertising...

John: That sounds interesting, Tom. How do you plan to implement it?

Lisa: Could you also clarify what exactly "social media advertising" entails?

Tom: Yes, of course. So, we would use targeted ads on platforms like Facebook and Instagram to reach our specific audience.

Peter: That won't be effective because...wait, actually I think I misunderstood what you meant by social media advertising. Can you explain it again, Tom?

Tom: Sure thing, Peter. So, instead of traditional advertising methods like TV or print, we would focus on paid promotion on social networking sites.

Lisa: And we could also create organic content to share on our own company's profiles?

Tom: Exactly!

John: Great, so let's explore that idea further. Does anyone have suggestions or doubts about implementation?

Peter: Actually, now that I understand better, I think it could work. Maybe we could also collaborate with influencers to amplify our reach?

Lisa: That's a great idea, Peter!

John: Excellent suggestion. Let's make sure to add that to the plan.

9. Answer the questions:

1. What is the purpose of the meeting?
2. Who expresses doubts about the marketing campaign proposal before it's presented?
3. How does Lisa respond to Peter's initial objection?
4. What is Tom's proposal for the new marketing campaign?
5. What is social media advertising, according to Tom?
6. What are some platforms that could be used for targeted ads in social media advertising?
7. What is the difference between traditional advertising methods and social media advertising?
8. Who suggests collaborating with influencers to amplify reach?
9. Does everyone agree on the final plan for the marketing campaign?
10. What is the tone of the conversation during the meeting?

10. Watch the video ‘How to Write An Awesome Meeting Agenda (Tutorial & Template)’ (<https://www.youtube.com/watch?v=GAJV5hyrCD4>) and answer the questions below:

1. How does the speaker suggest stating the purpose of a meeting in step one of designing the perfect client meeting agenda?
2. Why is it important to describe any pre-work that must be completed before the meeting in step two?
3. What criteria is recommended for selecting participants to invite to a meeting in step three?
4. How does the speaker suggest building the agenda in step four, and what key components should be included in the outline?
5. Why does the speaker emphasize listing questions that need to be answered during the meeting in step five?
6. In step six, why is it crucial to list out any decisions that need to be made during the meeting?
7. What additional instructions does the speaker recommend including in step seven to help ensure everyone is prepared for the meeting?

11. Choose the best summary of the video:

- A. In the video, it's emphasized that creating a meeting agenda is a waste of time and unnecessary. The host suggests that participants should not be involved in the agenda creation process. The video implies that having a structured agenda does not contribute to productive client meetings. It subtly suggests that following the steps outlined in the video will not lead to successful client conversations.
- B. In the video, the focus is on creating a collaborative space for meeting participants. It explores the benefits of incorporating visual tools like mind maps to enhance collaboration during meetings. The video also discusses the importance of utilizing technology to streamline the meeting agenda creation process. Additionally, it highlights the significance of incorporating interactive elements to engage participants effectively.
- C. In the video, the host discusses the importance of designing a perfect client meeting agenda. The video outlines seven steps to create a cohesive and effective meeting agenda. Key outcomes, pre-work, participants, agenda topics, questions, decisions, and additional instructions are highlighted in the video. The host emphasizes the need for a well-structured agenda to drive client conversations in the right direction.

12. Write an agenda for the department meeting on master's internship. If you need, consult Appendix 9.

13. Watch the video ‘How To Write Meeting Minutes In English’ (<https://www.youtube.com/watch?v=JJliHeEd4ww>) and answer the questions below:

1. Why should meeting minutes be simple?
2. How can bullet points help in writing effective meeting minutes?
3. What important information should be included in the template for meeting minutes?
4. Why is it crucial to review the minutes from the last meeting at the start of a new meeting?
5. What are the key sections that should be included for each agenda item in the meeting minutes template?
6. Why is it recommended to send out the meeting minutes as soon as possible after the meeting?

14. Choose the best summary of the video:

- A. The video provides a comprehensive guide on writing meeting minutes in English, covering tips, templates, language use, and key components. It emphasizes the importance of simplicity, clarity, and objectivity in minute-taking. The video also discusses common verbs used in note-taking, writing key decisions, and creating action points to ensure effective communication in meetings.
- B. In the video, it's highlighted that writing meeting minutes in English is a complex process that requires extensive detail. It suggests including personal opinions and unnecessary information in meeting minutes for a thorough record. The video also implies that using complicated language and avoiding templates can enhance the quality of meeting minutes. It concludes by stating that sending out meeting minutes promptly is not necessary for effective communication.
- C. In the video, the focus is on the importance of incorporating humor and creativity into meeting minutes to engage participants. It explores how using emojis and GIFs in meeting minutes can make them more visually appealing and memorable. The video also discusses the benefits of including fictional characters and storylines in meeting minutes to make them more entertaining. However, it concludes with a reminder to maintain professionalism and clarity in meeting minutes despite adding creative elements.

15. Fill in the gaps:

Derek provides tips for 1) Tips include 2) , 3) , 4) , and 5) A template is provided for meeting minutes, including meeting 6) , 7) , 8) , and 9) Minutes from the previous meeting are reviewed at the start of the meeting. Notes, key decisions, and action items are included for each 10) Additional sections for items to be held over and any other business are

also included. Language used in meeting minutes includes common verbs for 11) , 12) , and 13)

16. Write minutes for the meeting. If you need, consult Appendix 10.

17. Choose one of the tasks and do it in the written form:

1. Write an informative blog post detailing the importance of meeting minutes in a professional setting. Discuss how meeting minutes contribute to effective communication and decision-making within an organization.
2. Create a formal email to your team members outlining the meeting agenda for an upcoming important business meeting. Include key discussion points and objectives for each agenda item.
3. Craft a detailed job advertisement for a position in your company, highlighting the necessity of strong organizational skills and the ability to effectively manage meeting minutes and agendas. Be sure to emphasize the importance of attention to detail and accuracy in maintaining these documents.

SELF-ASSESSMENT MODULE TEST

1. Match the words in column A with the words in column B. Translate them.

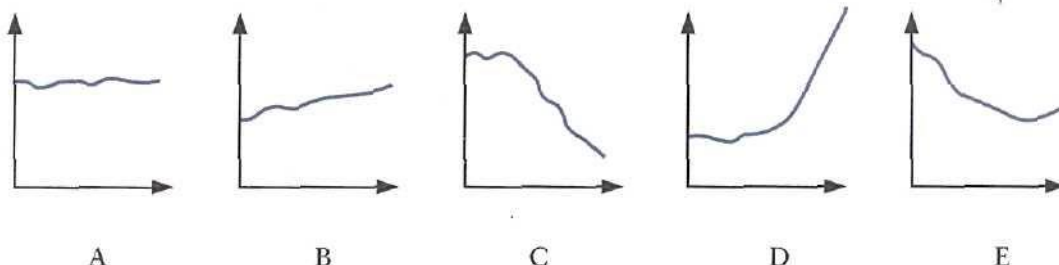
A

1. pie
2. horisontal
3. remain
4. avoid
5. academic
6. reach
7. downward
8. persuasive

B

- a. conference
- b. presentation
- c. trend
- d. chart
- e. a peak
- f. axis
- g. mannerism
- h. stable

2. Choose the graph (A-E) which best fits each sentence. You can use each graph more than once.



- 1 'The inflation rate has remained steady over the past year.'
- 2 'The NASDAQ plummeted yesterday as technology stocks were hit again.'
- 3 'The Infotel share price has skyrocketed on news of the merger.'
- 4 'London was a little more bullish yesterday and the FTSE 100 advanced to 8,050.'
- 5 'Exports to the US have stagnated over the past year.'
- 6 'Demand for cheap air travel has increased dramatically.'
- 7 'The CAC 40 has fallen recently but now seems to have bottomed out.'
- 8 'The trade surplus has been growing slowly but steadily over the past three years.'

3. The statements below were made by presenters responding to questions from the audience. Write one word in the gap to complete each statement.

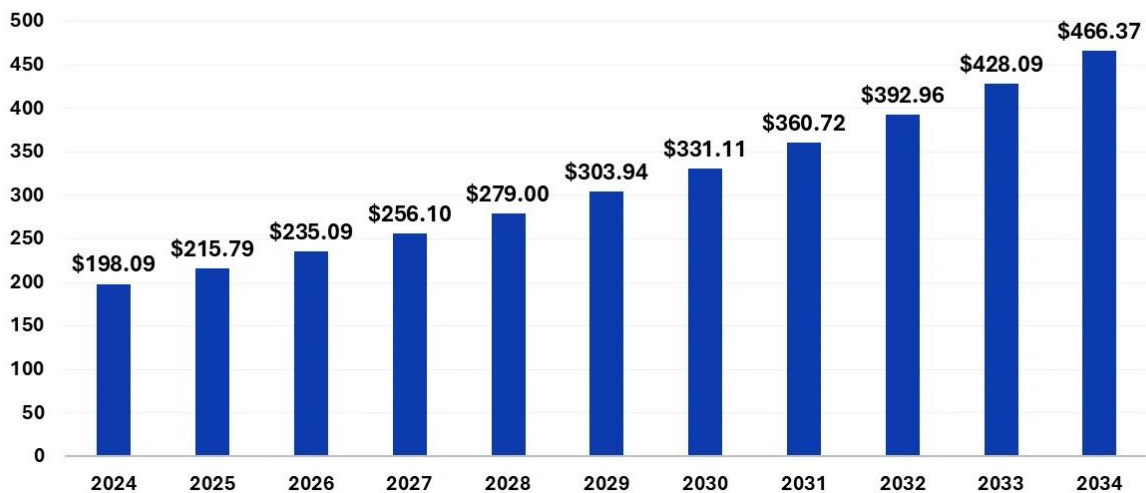
- 1 'That's a fair p _ _ _ . This model does assume that inflation is below 2%.'
- 2 'I can't tell you the bid price because that's c _ _ _ _ _ _ _ _ _ _ information.'
- 3 'That's not really my f _ _ _ , but I think that my colleague Simon will be able to help you.'
- 4 'Ah. That really goes b _ _ _ _ the scope of this presentation. Perhaps we can talk afterwards?'
- 5 'I'm afraid we've run out of t _ _ _ . We can return to that after lunch.'
- 6 'I'm sorry. I didn't c _ _ _ _ the question. Were you asking about stagflation?'

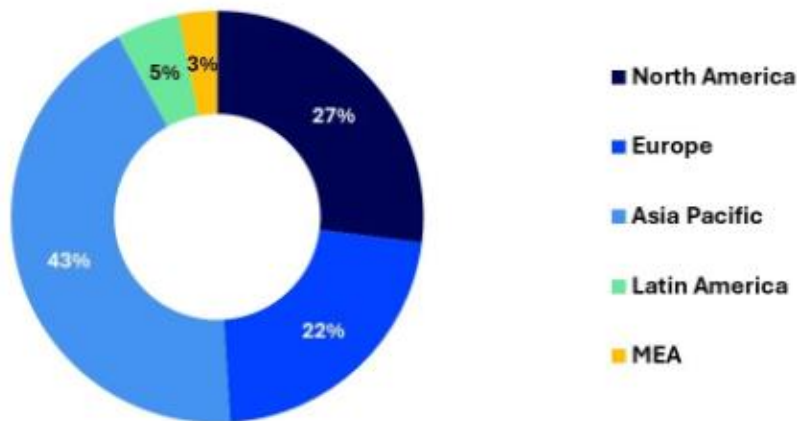
4. Choose the best word to fill each gap from the alternatives given below. Put a circle around the letter, A, B or C, of the word you choose.

'I am very worried about next week. I am doing a 1) presentation about our new advertising campaign. There will be about 30 people in the 2) - mainly regional sales managers. The 3) is a big hotel in London. They have excellent 4) so I don't have to worry about that. I've prepared the 5) of my talk but I'm still working on my visual 6) I've tried to 7) the main parts of my talk so I won't have to read from my notes. On Friday, I'm going to 8) the whole thing in front of a few friends from the department.'

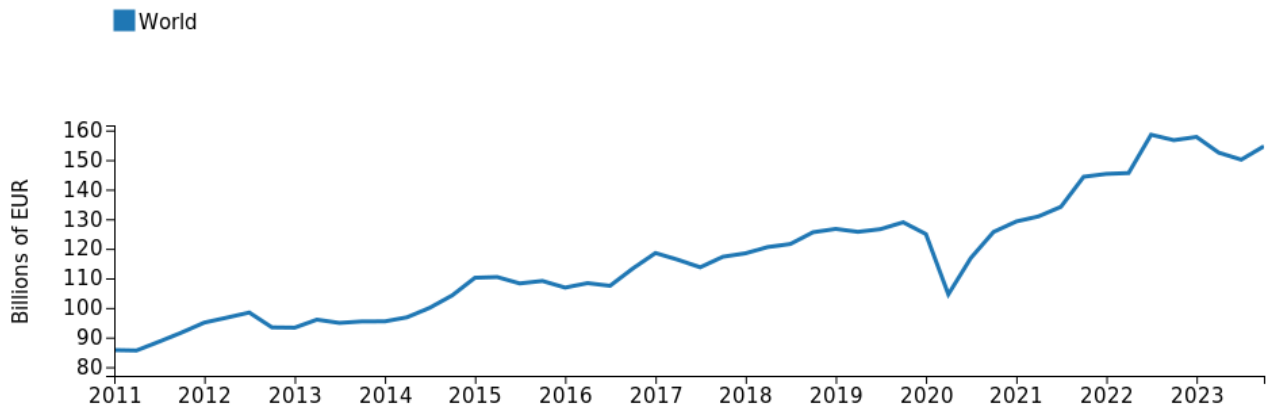
- | | | | |
|---|---------------------|--------------------|---------------------|
| 1 | A stand-up | B sit-down | C stand-down |
| 2 | A viewing | B crowd | C audience |
| 3 | A position | B venue | C placing |
| 4 | A facilities | B faculties | C functions |
| 5 | A output | B content | C object |
| 6 | A helps | B aids | C supports |
| 7 | A memories | B memory | C memorize |
| 8 | A rehearse | B react | C replay |

5. Describe one of the charts.





World Trade of Mechanical Engineering: seasonally adjusted values



Source: ExportPlanning Information System

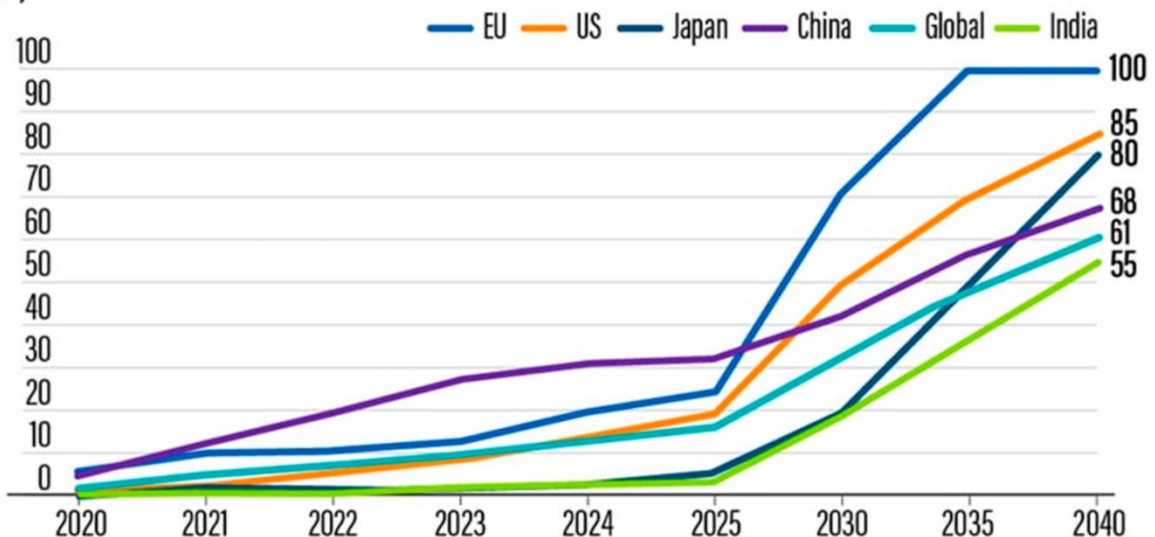
Reporter: World; Flow: Export

Product: mechanical engineering industry; ; Period: All periods



THE SHIFT TO ELECTRIC VEHICLES IS FORECAST TO ACCELERATE

(%)



QUESTIONS FOR SELF-CONTROL

1. What role do soft skills play in the career advancement of engineers?
2. What is the difference between hard and soft skills?
3. What is a resume / CV? Which information should be included in a resume?
4. What types of resumes are there? When can it be used?
5. What are the key elements of a well-structured resume?
6. What information should be included in a personal statement?
7. How should formatting be approached when designing a resume?
8. What is a cover letter? How long should a cover letter be?
9. What are the key components of a cover letter?
10. How should a cover letter be formatted?
11. What is the best way to start and end a cover letter?
12. What is a reference letter, and why is it important?
13. How is a reference letter different from a recommendation letter?
14. What should be included in a reference letter? How long should a reference letter be?
15. When do I need a reference letter? Who should I ask for a reference letter?
16. What is a motivation letter, and how is it different from a cover letter?
17. When do I need to write a motivation letter?
18. How long should a motivation letter be?
19. What are the key components of a motivation letter? Are there any common mistakes to avoid?
20. How can you prepare for a job interview?
21. What common questions can you be asked at a job interview?
22. What questions can you ask the interviewer?
23. What are the problems involved in translating scientific texts?
24. What is a term? Can you give examples of terms in your field?
25. What are the problems involved in translating scientific texts?
26. What are main techniques of translation?
27. What are false friends in translation? Why do false friends occur between languages?
28. Can you give examples of common false friends between English and Ukrainian?
29. How can false friends lead to misunderstandings?
30. What words are called confusing? What are the most confusing words in English?
31. What is the difference between false friends and confusing words?
32. What is the difference between abbreviations and acronyms? How is it possible to translate them?
33. Can you give examples of abbreviations widely used in your field?
34. What are engineering symbols and why are they important?
35. What groups can engineering symbols be divided into?
36. What is the difference between a scientific and engineering notation?
37. What types of scientific papers do you know?

38. What is a literature review article? Why is it important to conduct a literature review before starting a research project?
39. What is a literature review in the article? Why is it important to include historical background for research in a literature review?
40. What is the primary purpose of scientific papers?
41. What are the structural components of a scientific paper? What information is given in them? What phrases can be used in them?
42. What is plagiarism? What are the ways to avoid plagiarism?
43. What citation methods do you know?
44. What punctuation marks are used in quotations?
45. How many words should the abstract of a master thesis typically contain?
46. What parts can a master's dissertation include?
47. What is an abstract? Why are abstracts so important?
48. What information should be included in an abstract? What are the components of an abstract?
49. What types of abstracts are there in academic writing? What is the difference between them?
50. What is APA style? Why is APA style important in academic writing?
51. What are the main components of APA style?
52. What is the proper APA style for page formatting (margins, font size, etc.)?
53. How should the title page be formatted in APA style?
54. What is the correct way to cite a website / multiple authors / a direct quote in APA style?
55. What is a DOI, and how do I use it in APA citations?
56. How can I avoid plagiarism when writing in APA format?
57. What is a graph, and why is it used in data analysis?
58. What are the different types of graphs used in statistics? What can they be used for?
59. How do graphs help in visualizing data?
60. What are the key components of a graph (e.g., axes, labels, title)?
61. What is a presentation? What types of presentation are there?
62. What is the primary purpose of a presentation?
63. What are some common elements of a good presentation?
64. Why is it important to know your audience before creating a presentation?
65. What are the ways to make a presentation efficient?
66. What is networking? How important is networking in your professional life?
67. What is netiquette, and why is it important?
68. How does netiquette apply to different online platforms (e.g., social media, forums, emails)?
69. What are the basic principles of netiquette?
70. What role do conferences play in a professional or academic life?
71. What types of conferences are there?
72. Why are meetings important in organizations and businesses?
73. What are the different types of meetings, and what is their purpose?
74. What is an agenda? What are minutes?

Self-Assessment of English Writing Skills

Please rate your abilities for each item below a scale between 1 to 5. Circle your choice.

1=never or almost never true of me

2=usually not true of me

3=somewhat true of me

4=usually true of me

5=always or almost always true of me

I can write a good resume.	1	2	3	4	5
I can write a good cover letter.					
I can write a good reference letter.	1	2	3	4	5
I can write a good motivation letter.	1	2	3	4	5
I can write a good academic paragraph.	1	2	3	4	5
I can logically organize my ideas when I write a paragraph.	1	2	3	4	5
I can logically support and develop my main point when I write a paragraph.	1	2	3	4	5
I can write using an academic style and tone.	1	2	3	4	5
I can use appropriate vocabulary and word forms to effectively communicate with the reader.	1	2	3	4	5
I can use appropriate spelling, capitalization, and punctuation.	1	2	3	4	5
I can write an accurate summary of information that I have read in English.	1	2	3	4	5
I can write an accurate paraphrase of information that I have read in English.	1	2	3	4	5
I can write accurate quotations in English.	1	2	3	4	5
I can write a good academic research paper.	1	2	3	4	5
I can write a good introduction for an English essay.	1	2	3	4	5
I can choose an appropriate academic research topic.	1	2	3	4	5
I can choose an appropriate research question to help guide my research process.	1	2	3	4	5
I can write using various patterns of organization (e.g. process, comparison, cause, effect).	1	2	3	4	5
I can logically support and develop my thesis with my own experiences and reasoning.	1	2	3	4	5
I can logically support and develop my thesis with paraphrases, summaries, and quotations.	1	2	3	4	5
I can use accurate in-text citations using APA.	1	2	3	4	5
I can write an accurate Works Cited sheet for sources using APA style.	1	2	3	4	5
I can successfully conduct library research to locate information to support my ideas.	1	2	3	4	5

I can successfully use internet search engines to locate information to support my ideas.	1	2	3	4	5
I can write a good conclusion for an English essay.	1	2	3	4	5
I can use a word processing program to type and format my essays in English.	1	2	3	4	5
I can effectively brainstorm to gather ideas before writing.	1	2	3	4	5
I can take good notes on readings and then use them to help support my ideas in my writing.	1	2	3	4	5
I can write an outline to logically organize my ideas before writing.	1	2	3	4	5
I can revise my own writing to improve the development and organization.	1	2	3	4	5
I can edit my writing to improve the wording, grammar, punctuation, and spelling.	1	2	3	4	5
I can effectively write under time constraints.	1	2	3	4	5
I can write quickly in English.	1	2	3	4	5
I can identify problems in my writing and see what should be improved.	1	2	3	4	5
I can use appropriate strategies to fix problems with my writing.	1	2	3	4	5
I can use my own independent thinking in my writing.	1	2	3	4	5

APPENDICES

APPENDIX 1

CAREER PLANNING WORKSHEET

Setting goals and planning out your future are excellent ways to help map out the steps to take to achieve your ideal career. Whether it's figuring out what industry you want to work in or what school you want to attend, it's important to make sure you've got everything planned out. This career planning worksheet can help you map out the steps to your ideal career.

SECTION 1: SELF EXPLORATION

- List any career assessment results below.

So far in my career, I have the most experience doing this type of work (mark all that apply):

- ☐ Working with people
- ☐ Working with things
- ☐ Working with data
- ☐ Other:
- List your top 3 skills:
- List your top 3 strengths:
- List your top 3 weaknesses:
- List your top 3 job values:
- List the top 3 occupations that you would like to explore further

SECTION 2: OCCUPATIONAL EXPLORATION

Complete the following sections for each of the three occupations you would like to explore further.

OCCUPATION #1

- List the average annual salary of this occupation:
- List 3 things a person in this occupation does:
- Why would this job be a good fit for you?

OCCUPATION #2

- List the average annual salary of this occupation:
- List 3 things a person in this occupation does:
- Why would this job be a good fit for you?

OCCUPATION #3

- List the average annual salary of this occupation:
- List 3 things a person in this occupation does:
- Why would this job be a good fit for you?

SECTION 3: EDUCATIONAL PLANNING

Mapping out the educational requirements for the three occupations you've selected will help you figure out the degrees and education you'll need to achieve your career goals.

OCCUPATION #1

- What type of degree and/or training does this occupation need?
- What educational steps will you need to take to prepare for a career in this field?
- Where will you get your education?
- How long will it take?
- How much does it cost and how will you pay for it?

OCCUPATION #2

- What type of degree and/or training does this occupation need?
- What educational steps will you need to take to prepare for a career in this field?
- Where will you get your education?
- How long will it take?
- How much does it cost and how will you pay for it?

OCCUPATION #3

- What type of degree and/or training does this occupation need?
- What educational steps will you need to take to prepare for a career in this field?
- Where will you get your education?
- How long will it take?
- How much does it cost and how will you pay for it?

SECTION 4: ACTION PLAN

Short-Term Goal (6 months-1 year):

Long-Term Goal (2-5 years)

Steps to take now to achieve my goals:

GOAL #1	
Date Started:	Date Completed:
GOAL #2	
Date Started:	Date Completed:
GOAL #3	
Date Started:	Date Completed:
GOAL #4	
Date Started:	Date Completed:

APPENDIX 2

ACTION (POWER) VERBS

- | | | | |
|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| ☐ Accomplish | ☐ Decide | ☐ Influence | ☐ Qualify |
| ☐ Acquire | ☐ Declare | ☐ Inform | ☐ Rate |
| ☐ Achieve | ☐ Decline | ☐ Initiate | ☐ Recommend |
| ☐ Activate | ☐ Dedicate | ☐ Innovate | ☐ Record |
| ☐ Adapt | ☐ Define | ☐ Inspire | ☐ Recruit |
| ☐ Administer | ☐ Delegate | ☐ Install | ☐ Reduce |
| ☐ Advise | ☐ Deliver | ☐ Integrate | ☐ Refer |
| ☐ Align | ☐ Demonstrate | ☐ Interact | ☐ Refocus |
| ☐ Allocate | ☐ Depreciate | ☐ Interview | ☐ Regulate |
| ☐ Analyze | ☐ Describe | ☐ Introduce | ☐ Reorganize |
| ☐ Apply | ☐ Design | ☐ Investigate | ☐ Repair |
| ☐ Appraise | ☐ Determine | ☐ Join | ☐ Replace |
| ☐ Approve | ☐ Develop | ☐ Justify | ☐ Report |
| ☐ Arrange | ☐ Devise | ☐ Launch | ☐ Represent |
| ☐ Assemble | ☐ Diagnose | ☐ Learn | ☐ Research |
| ☐ Assess | ☐ Direct | ☐ Lecture | ☐ Restructure |
| ☐ Assign | ☐ Dispatch | ☐ Lead | ☐ Review |
| ☐ Assist | ☐ Dispense | ☐ Link | ☐ Revise |
| ☐ Attain | ☐ Distribute | ☐ Maintain | ☐ Revitalize |
| ☐ Authorize | ☐ Draft | ☐ Manage | ☐ Schedule |
| ☐ Award | ☐ Edit | ☐ Measure | ☐ Secure |
| ☐ Budget | ☐ Emphasize | ☐ Mediate | ☐ Select |
| ☐ Build | ☐ Encourage | ☐ Mobilize | ☐ Serve |
| ☐ Calculate | ☐ Enforce | ☐ Modify | ☐ Share |
| ☐ Change | ☐ Enhance | ☐ Monitor | ☐ Showcase |
| ☐ Clarify | ☐ Ensure | ☐ Motivate | ☐ Simplify |
| ☐ Classify | ☐ Establish | ☐ Negotiate | ☐ Solve |
| ☐ Collaborate | ☐ Estimate | ☐ Observe | ☐ Sponsor |
| ☐ Collect | ☐ Evaluate | ☐ Obtain | ☐ Staff |
| ☐ Combine | ☐ Examine | ☐ Operate | ☐ Standardize |
| ☐ Communicate | ☐ Execute | ☐ Order | ☐ Suggest |
| ☐ Compare | ☐ Expand | ☐ Organize | ☐ Summarize |
| ☐ Compile | ☐ Explain | ☐ Originate | ☐ Supervise |
| ☐ Complete | ☐ Facilitate | ☐ Participate | ☐ Supply |
| ☐ Compose | ☐ Finance | ☐ Perform | ☐ Support |
| ☐ Compute | ☐ Focus | ☐ Persuade | ☐ Survey |
| ☐ Conclude | ☐ Forecast | ☐ Plan | ☐ Teach |
| ☐ Conduct | ☐ Formulate | ☐ Prepare | ☐ Test |
| ☐ Connect | ☐ Foster | ☐ Present | ☐ Track |
| ☐ Consolidate | ☐ Fund | ☐ Prevent | ☐ Train |

☐ Construct	☐ Gain	☐ Prioritize	☐ Transform
☐ Consult	☐ Guide	☐ Produce	☐ Translate
☐ Contact	☐ Hire	☐ Program	☐ Transport
☐ Contribute	☐ Identify	☐ Promote	☐ Unite
☐ Control	☐ Illustrate	☐ Propose	☐ Update
☐ Convey	☐ Implement	☐ Prospect	☐ Upgrade
☐ Convince	☐ Improve	☐ Prove	☐ Validate
☐ Coordinate	☐ Improvise	☐ Provide	☐ Volunteer
☐ Counsel	☐ Increase	☐ Purchase	☐ Yield

USEFUL PHRASES FOR WRITING CV

Personal statements

-(with) three years' full-time / substantial / considerable experience in managing teams / working under pressure etc.

-communicate/work etc. confidently and effectively

-proven ability to meet deadlines / make presentations etc.

Headings

Personal strengths and competencies

- *Strategic thinking*
- *Innovation and creativity*
- *Leadership*
- *Flexibility*
- *Initiative*
- *Focus on results*
 - *Teamworking*
- *Cross-functional working*
- *Organisational skills*

Areas of professional experience

- *Sales*
- *Marketing*
- *Presentations and publications*
- *Accountancy*
- *Electronic engineering*
- *Professional awards*

Business skills

- *Financial management*
- *People management / Managing people*
- *Dealing with customers*
- *Negotiation skills*
- *Project management*
- *Communication skills*

APPENDIX 3

STRUCTURE AND USEFUL PHRASES IN A COVER LETTER

Introduction	I am writing in response to the job which I saw advertised in the _____ . I would like to be considered for the position of _____ . I heard about this position through my careers officer at school. I am writing to apply for a place on your work training scheme. I believe that I have all the necessary skills and qualifications for this post. I believe that I would be suitable for this post.
Qualifications and experience	I have two years' experience working in this field. I have had considerable experience working with _____ . I have been a qualified _____ for three years. I am a fully qualified _____ . I have passed the _____ (licence). I have taken the course in Excel. I graduated from university with a Grade Point Average of 4,5 (6.0 scale). I am currently studying on a Master's Degree Programme at _____ (name of the University).
Personal qualities and additional skills	I enjoy working in a team. I enjoy the challenge of meeting targets. I am patient and thorough in my work. I am able to carry out most tasks in French. I am fluent in German. I am computer literate. I have a good working knowledge of Excel.
Say why you want the job	I would like the opportunity to learn more about _____ . I would like the opportunity to work for a large, international company like _____ . This job would offer me more experience in my chosen field.
End the letter	You will find a copy of my CV enclosed. I would be happy to attend an interview at a time convenient to you. Please do not hesitate to contact me if you require any further information. I look forward to hearing from you soon.

APPENDIX 4

CONFUSING WORDS

<i>Word 1</i>	<i>Meaning</i>	<i>Word 2</i>	<i>Meaning</i>
accept	to agree to receive or do	except	not including
adverse	unfavourable, harmful	averse	strongly disliking; opposed
advice	recommendations about what to do	advise	to recommend something
affect	to change or make a difference to	effect	a result; to bring about a result
appraise	to assess	apprise	to inform someone
assent	agreement, approval	ascent	the action of rising or climbing up
broach	to raise a subject for discussion	brooch	a piece of jewellery
censure	to criticize strongly	censor	to ban parts of a book or film; a person who does this
coarse	rough	course	a direction; a school subject; part of a meal
complement	to add to so as to improve; an addition that improves something	compliment	to praise or express approval; an admiring remark
council	a group of people who manage or advise	counsel	advice; to advise
curb	to keep something in check; a control or limit	kerb	(in British English) the stone edge of a pavement
currant	a dried grape	current	happening now; a flow of water, air, or electricity
discreet	careful not to attract attention	discrete	separate and distinct
disinterested	impartial	uninterested	not interested
dual	having two parts	duel	a fight or contest between two people
elicit	to draw out a reply or reaction	illicit	not allowed by law or rules
ensure	to make certain that something will happen	insure	to provide compensation if a person dies or property is damaged

imply	to suggest indirectly	infer	to draw a conclusion
meter	a measuring device	metre	a metric unit; rhythm in verse
practice	the use of an idea or method; the work or business of a doctor, dentist, etc.	practise	to do something repeatedly to gain skill; to do something regularly
prescribe	to authorize use of medicine; to order authoritatively	proscribe	to officially forbid something
principal	most important; the head of a school	principle	a fundamental rule or belief
sight	the ability to see	site	a location
tortuous	full of twists; complex	torturous	full of pain or suffering

APPENDIX 5

CHEMICAL SYMBOLS

Sym bol	Name	Pronunciation	Sym bol	Name	Pronunciation
Ac	Actinium	/ækt'ɪniəm/	N	Nitrogen	/'naɪtrədʒən/
Ag	Silver	/'sɪlvə/	Na	Sodium	/'səʊdiəm/
Al	Aluminium	/æljʊ'mɪniəm/	Nb	Niobium	/naɪ'əʊbiəm/
Am	Americium	/əmə'risiəm/	Nd	Neodymium	/ni:əʊ'dɪmiəm/
Ar	Argon	/'ɑ:ɡɒn/	Ne	Neon	/'ni:ɒn/
As	Arsenic	/'ɑ:snɪk/	Ni	Nickel	/'nɪkəl/
At	Astatine	/'æstəti:n/	No	Nobelium	/nəʊ'bi:lɪəm/
Au	Gold	/'ɡəʊld/	Np	Neptunium	/nep'tju:niəm/
B	Boron	/'bɔ:rɒn/	O	Oxygen	/'ɒksɪdʒən/
Ba	Barium	/'bæriəm/	Os	Osmium	/'ɒzmiəm/
Be	Beryllium	/bə'rɪliəm/	P	Phosphorus	/'fɒsfərəs/
Bh	Bohrium	/'bɔ:riəm/	Pa	Protactinium	/prəʊtæk'tɪniəm/
Bi	Bismuth	/'bɪzməθ/	Pb	Lead	/'led/
Bk	Berkelium	/'bɜ:klɪəm/	Pd	Palladium	/pə'leɪdiəm/
Br	Bromine	/'brəʊmi:n/	Pm	Promethium	/prə'mi:θiəm/
C	Carbon	/'kɑ:bən/	Po	Polonium	/pə'ləʊniəm/
Ca	Calcium	/'kælsiəm/	Pr	Praseodymium	/preɪziəʊ'dɪmiəm/
Cd	Cadmium	/'kælmɪəm/	Pt	Platinum	/'plætɪnəm/
Ce	Cerium	/'si:riəm/	Pu	Plutonium	/plu:'təʊniəm/
Cf	Californium	/kæli'fɔ:niəm/	Ra	Radium	/'reɪdiəm/
Cl	Chlorine	/'klɔ:ri:n/	Rb	Rubidium	/ru:'bɪdiəm/
Cm	Curium	/'kju:riəm/	Re	Rhenium	/'ri:niəm/
Co	Cobalt	/'kəʊbɒlt/	Rf	Rutherfordium	/rʌðə'fɔ:diəm/
Cr	Chromium	/'krəʊmiəm/	Rg	Roentgenium	/rɒnt'ɡeniəm/
Cs	Caesium	/'si:ziəm/	Rh	Rhodium	/'rəʊdiəm/
Cu	Copper	/'kɒpə/	Rn	Radon	/'reɪdɒn/
Db	Dubnium	/'dʌbniəm/	Ru	Ruthenium	/ru:'θi:niəm/
Ds	Darmstadtium	/dɑ:m'stætiəm/	S	Sulphur	/'sʌlfə/
Dy	Dysprosium	/dis'prəʊziəm/	Sb	Antimony	/'æntɪməni/
Er	Erbium	/'ɜ:biəm/	Sc	Scandium	/'skændiəm/
Es	Einsteinium	/aɪn'staɪniəm/	Se	Selenium	/sə'li:niəm/
Eu	Europium	/ju:'rəʊpiəm/	Sg	Seaborgium	/si:'bɔ:ɡiəm/
F	Fluorine	/'fluəri:n/	Si	Silicon	/'sɪlɪkən/
Fe	Iron	/'aɪən/	Sm	Samarium	/sə'mæəriəm/
Fm	Fermium	/'fɜ:miəm/	Sn	Tin	/'tɪn/
Fr	Francium	/'frænsiəm/	Sr	Strontium	/'strɒntiəm/
Ga	Gallium	/'ɡæliəm/	Ta	Tantalum	/'tæntələm/
Gd	Gadolinium	/ɡædə'liɪniəm/	Tb	Terbium	/'tɜ:biəm/

Ge	Germanium	/dʒə'meɪniəm/	Tc	Technetium	/tek'ni:ʃiəm/
H	Hydrogen	/'haɪdrədʒən/	Te	Tellurium	/tə'luəriəm/
He	Helium	/'hi:liəm/	Th	Thorium	/'θɔ:riəm/
Hf	Hafnium	/'hæfniəm/	Ti	Titanium	/ti'teɪniəm/
Hg	Mercury	/'mɜ:kjʊri/	Tl	Thallium	/'θæliəm/
Ho	Holmium	/'həʊlmiəm/	Tm	Thulium	/'θju:liəm/
Hs	Hassium	/'hæsiəm/	U	Uranium	/jʊ'reɪniəm/
I	Iodine	/'aɪdi:n/	Uub	Ununbium	/ju:'nʌnbɪəm/
In	Indium	/'ɪndiəm/	Uuh	Ununhexium	/ju:nən'heksiəm/
Ir	Iridium	/ɪ'ri:diəm/	Uuo	Ununoctium	/ju:nə'nɒktiəm/
K	Potassium	/pə'tæsiəm/	Uup	Ununpentium	/ju:nən'pentɪəm/
Kr	Krypton	/'kriptən/	Uuq	Ununquadium	/ju:nən'kwɒdiəm/
La	Lanthanum	/'lænθənəm/	Uut	Ununtrium	/ju:'nʌntriəm/
Li	Lithium	/'li:θiəm/	V	Vanadium	/və'neɪdiəm/
Lr	Lawrencium	/lə'rensiəm/	W	Tungsten	/'tʌŋstən/
Lu	Lutetium	/lju:'ti:ʃiəm/	Xe	Xenon	/'zenɒn/
Md	Mendelevium	/mendə'li:viəm/	Y	Yttrium	/'ɪtriəm/
Mg	Magnesium	/mæg'ni:ziəm/	Yb	Ytterbium	/ɪ'tɜ:biəm/
Mn	Manganese	/'mæŋɡəni:z/	Zn	Zinc	/'zɪŋk/
Mo	Molybdenum	/mə'libdənəm/	Zr	Zirconium	/zɜ:'kəʊniəm/
Mt	Meitnerium	/maɪt'nɜ:riəm/			

Formulae

CO ₂	Carbon dioxide	SO ₂	Sulphur dioxide
CO	Carbon monoxide	SO ₃	Sulphur trioxide
NO ₂	Nitrogen dioxide	H ₂ SO ₄	Sulphuric acid
N ₂ O	Dinitrogen oxide	HCl	Hydrochloric acid
NO	Nitrogen oxide	HNO ₃	Nitric acid
N ₂ O ₄	Dinitrogen tetroxide	PCl ₅	Phosphorus pentachloride

APPENDIX 6

ABSTRACT

Introduction (usually in Present Simple, could also be in Present Perfect or Past Simple):

The purpose of this study is to investigate the effects of ... on ...
The primary purpose of this study is to determine ...
This study is specifically concerned with the effect of ... on ...
This study is an initial attempt to investigate the relationship ...
This study has two major purposes: (1) to investigate ... (2) to demonstrate ...
The aim of this study is to identify the characteristics of ...
The major objective of this study is to ...
The aim/topic/goal of the present paper is to ...
This thesis discusses/describes/analyses/studies/focuses on/deals with ...
This study/research/survey was aimed at developing/improving/testing ...
The project was designed to ...

Materials and Methods (in Past Simple):

This study was conducted at National Transport University.
The empirical part of this study was conducted in May 2019.
Data for this study/research were collected/gathered from/by/through/with the help of/among ...
The subjects of this study were ...
The sample was selected from ...
Twenty companies served as subjects in a study designed to investigate ...
Six groups, each consisting of ..., were formed to ...
Twenty companies were selected for this investigation.
Using local and national data, this study was designed to investigate ...
This questionnaire investigated how companies view their ...
A questionnaire was distributed/mailed/sent to ...
Respondents filled in a form/indicated their preferences/rated each item
The response rate was Interviews were conducted by/with ...

Conclusions (in Present Simple or Past Simple):

These results suggest that ...
The results show that/reveal ...
It was concluded that ...
This study/survey shows/supports/questions/implies/indicates ...
On the basis of the results of this research, it can be concluded that ...
The results provide some support for ... (ing) ...
The results did not support the expectations that ...
These data support the view that ...
10. Which type of the abstract is the following one?

APPENDIX 7

SUMMARY PLAN	
1. The title of the article.	• The article is headlined... • The headline of the article I have read is... • As the title implies the article describes ...
2. The author of the article, where and when the article was published.	• The author of the article is... • The author's name is ... • Unfortunately the author's name is not mentioned ... • The article is written by... • It was published in ... (<i>on the Internet</i>). • It is a newspaper (scientific) article (published on <i>March 10, 2024 / in 2024</i>).
3. The main idea of the article.	• The main idea of the article is... • The article is about ... • The article is devoted to... • The article deals (<i>is concerned</i>) with... • The article touches upon the issue of... • The purpose of the article is to give the reader some information on... • The aim of the article is to provide the reader with some material on...
4. The contents of the article. Some facts, names, figures.	• The author starts by telling (the reader) that... • The author (of the article) writes (<i>reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes</i>) that... / <i>draws reader's attention to...</i> • Much attention is given to... • According to the article ... • The article goes on to say that... • It is reported (<i>shown, stressed</i>) that ... • It is spoken in detail about... • From what the author says it becomes clear that... • The fact that ... is stressed. • The article gives a detailed analysis of... • Further the author reports (<i>writes, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes</i>) that... / <i>draws reader's attention to...</i> • In conclusion the author writes (<i>reports, states,</i>

	<i>stresses, thinks, notes, considers, believes, analyses, points out, says, describes</i>) that... / <i>draws reader's attention to...</i> • The author comes to the conclusion that... • The following conclusions are drawn: ... •
5. Your opinion.	• I found the article (rather) interesting (important, useful) <i>as / because...</i> • <i>I think / In my opinion</i> the article is (rather) interesting (important, useful) <i>as / because...</i> • I found the article too hard to understand / rather boring <i>as / because...</i>

APPENDIX 8

USEFUL PHRASES FOR BETTER FLOWING PRESENTATIONS

Greeting and introducing oneself	Good morning/afternoon, My name's .../ I am ... Let me introduce myself, Let me start by saying a few words about
Presenting the title/subject	The subject of my presentation is ... The focus of my paper is ... Today I'd like to talk about ... I'm going to tell you something about ...
Specifying the purpose/objective	We are here today to decide/agree/learn about ... The purpose of the talk/presentation is ... The presentation/talk is designed to ...
Signposting the presentation	My presentation will be in ... parts, First/Firstly/First of all, I'll give you ... Second/secondly/Next/Then, ... Lastly/finally/last of all ... I've divided my presentation into ...parts/sections, They are ..., I'll be developing ...main points, The first point will ...
Sequencing/ordering	Let's start with ... Let's move/ go onto ... Now we come to ... That brings us to ... Let's leave that ... That covers ... Let's go back to ... Let me turn now to ...
Giving reasons/causes	Therefore So, As a result, Consequently That's why ... This is because of ... This is largely due to ... It could lead to ... It may result in ...
Contrasting	But On the other hand ... Although ... In spite of this ... However, ...
Comparing	Similarly, In the same way,

Contradicting Суперечить	In fact, Actually, Насправді
Highlighting	... in particular, ... especially
Digressing	By the way, In passing,
Giving examples	For example, For instance, Such as A good example of this is ... To illustrate this point, ...
Generalizing	Usually Generally As a rule
Asking rhetorical questions	What's the explanation for this? How can we explain this? How can we do about it? How will this affect ...?
Referring to the audience	As I'm sure you know/we'd agree ... We have all experienced ... You may remember ...
Preparing the audience for a visual	Now , I'll show you ... Let's move on now and look at ... You can see here the ... I'd like to draw your attention to ...
Summarizing	To sum up ... , In brief ... In short ... Let's recap, shall we? At this stage I'd like to run through/ go over
Closing formalities	I'd be happy to answer any questions, I would welcome any comments/suggestions, Thank you for your attention
Clarifying questions	Sorry, could you repeat that? So, what you are asking is ... When you say ... do you mean ...?
Avoiding giving an answer	Perhaps we could deal with that later, Can we talk about that another time? I'm afraid that's not my field, That's interesting, but I'd prefer not to answer that today, Could we leave that till later?
Checking the questioner is satisfied	Does that answer your question? Is that clear?

APPENDIX 9

AGENDA TEMPLATE

Board Meeting

June 24 2023 9:00 AM - 11:30 AM

HOST: Jose Rodriguez

ATTENDEES: Susan Walters, Yaritza Amaba, Jeff Klein, Kim Chan, Rachel Whitehouse, Brittany Stephens, Chelsea Martin

Time	Topic	Presenter
9:00 AM - 9:30 AM	1. Welcome	Jose Rodriguez
	1.1 Opening	Yaritza Amaba
	The CEO begins the meeting by welcoming the attendees and going over the agenda, highlighting the goal that will be achieved	
	1.2 Attendance	Susan Walters
	HR reviews the list of attendees and guests	
	1.3 Approval of Agenda	Jeff Klein
	The agenda for the current meeting is reviewed, adjustments are made if suggested, and items are added.	
9:30 AM - 11:30 AM	2. Review of Previous Minutes	Yaritza Amaba
	2.1 Approve/Edit Previous Minutes	Jeff Klein
	Minutes from the last meeting are read aloud and any objections made or changes requested by the group are noted and executed.	
	2.2 Actions Taken Since Previous Meeting	Jose Rodriguez
	Minutes from the last meeting are read aloud and any objections made or changes requested by the group are noted and executed.	
	2.2 Closing Strategies	Jose Rodriguez

APPENDIX 10

	Company Name: Global Assistant Address: South City, 43300, Selangor Malaysia. Contact: +601000000 Email: Globalassistant@gmail.com, Website: www.globalassistant.info
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Meeting Minutes Template

2 April 2021 / 10.00 AM

1. Opening

The first group meeting of Group 1 was called to conduct on 2 April 2021 at Head Office in Kuala Lumpur.

2. Attendee's list

- M M Kobiruzzaman,
- Nur Athirah binti Mohamad Rashid,
- Nurfatin farzana Eddy Rizal,

3. Absent list

- Nurul Aini Sofia bt Husin

4. Activities

- The members have performed the ice-breaking activities to know each other as well as being familiar.
- They have constructed an organizational structure based on the member's opinion.
- Members have done brainstorming and recording all participant's ideas that relevant to the business for the company.

5. Discussion

Firstly, each member of the group was introduced themselves to break the ice between them. Actually, it is very important to know each other for team building and it will be easy for the teammates to cooperate well in the future.

Secondly, each member had chosen their positions to ensure that the company has a systematic structure of organizations. Everyone was agreed with their positions as below:

- CEO (M.M.Kobiruzzaman),
- Operations Manager (Srisanthiya),
- Marketing, Customer Service Manager (Nurfatin Farzana),

Finally, the team had come out with a few suggestions of relevant businesses for the business plan. Each company should choose the very best product or service they could serve, and the team had decided to finalize it by next week.

Notes

Everyone should prepare relevant stands for their idea and it should be presented at the next meeting so the team can finalize the best business for the company.

6. Action Items

- The team has finalized the organizational structure.
- All the suggestions were listed down in the PowerPoint for everyone's reference.
- The meeting had been recorded and the link was shared via WhatsApp group.

7. Adjournment

The meeting was adjourned at 11.00 AM as scheduled. Hence, the group leader declared the adjournment with a closing speech.

8. Next Meeting

Our next meeting is going to hold on Friday, 9th November 2021, at 10 a.m. using the same platform.

9. Submitted by: Nur Athirah binti Mohamad Rashid

10. Approved by: M M Kobiruzzaman

11. Attachment

<https://newsmoor.com/meeting-minutes-how-to-write-minutes-pupose-element-example/>

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