МИНОБРНАУКИ РОССИИ
Федеральное государственное бюджетное
образовательное учреждение высшего образования
«Ухтинский государственный технический университет»
(УГТУ)

О. В. Борисова

Деловой английский язык

Учебное пособие

Ухта
УГТУ
2020

УДК 811.111:622.69(075.8)
ББК 81.2 Англ-9
Б 82

Борисова, О. В.
Б 82 Деловой английский язык [Текст] : учеб. пособие / О. В. Борисова – Ухта : УГТУ, 2020

ISBN _____

Учебное пособие «Деловой английский язык» предназначено для работы со студентами очной формы обучения на этапе магистратуры по направлению 21.04.01 «Нефтегазовое дело».
Структурно пособие представлено семью разделами, тематически соответствующими рабочей программе по дисциплине «Деловой иностранный язык». Тематика включает устройство на работу в нефтегазовой отрасли, послевузовские программы обучения, гранты, публикацию результатов научного исследования и деловую переписку, а также презентацию и обсуждение научной работы на конференции.

Каждый из модулей пособия содержит виды работы, направленные на развитие различных видов чтения, аудирования, говорения и письма. Пособие отвечает современным требованиям обучения студентов иностранному языку на уровне магистратуры в неязыковых вузах

УДК 811.111:622.69(075.8)
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Учебное пособие рекомендовано к изданию Редакционно-издательским советом Ухтинского государственного технического университета.

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ISBN _____

UNIT 1

Careers in oil and gas

Task 1. Read the text and choose the correct job category for each option.

There are many different jobs within the oil and gas industry, each requiring different skills and qualifications and sometimes travel.

Working as a labourer is physically hard. You have to be strong and willing to work very hard. You work outdoors on site, perhaps for a drilling or pipeline company. You only need qualifications from school and, of course, health and safety qualifications. You get the chance to travel and often get paid overtime so you can earn good wages.

An apprentice begins work after leaving school, working together with a qualified person such as a technician, electrician, or welder to learn the job. At the same time, an apprentice spends time at college to get a recognized certificate or diploma. It can take three to four years but there is the chance to travel and get paid for overtime too.

Technologists usually study at college for two or three years and have a qualification before they begin work in specialized fields. Their job is to decide which equipment to use on site, know how to install it, and use it. Some technologists have an office job, but others work in the field and have to travel.

Engineers have a university degree and are often expected to do more study while working. They earn a good salary but have a lot of responsibility and have to know and follow regulations. There are usually good chances of promotion and many engineers work their way up to jobs as managers. Engineers work in the office and also travel to work sites.

Of course, not all the jobs in oil and gas are technical jobs. There are many people who work in transportation, health and safety, or customer relations. There are also people who have to negotiate with land owners and draw up contracts. It’s an amazing industry! There are millions of people working in almost every country in the world so there are lots of opportunities.

a. You need a higher education.
b. You can get on-the-job experience.
c. No college qualifications needed.
d. You need a diploma or certificate.

Task 2. Listen to people talking about their jobs and match the speaker to his job. Before you listen, check the meanings of the words and phrases.

- plan the pipeline route
- measure distances
- above the sea level
- dig a trench
- lay the pipe
- operate heavy equipment/machinery
- obstacle
- section of pipe
- helmet
- lift heavy equipment
- work site

a. pipeline engineer
b. surveyor
c. welder
d. earthmoving machine operator
e. truck driver
f. crane operator

Task 3. Read about three more pipeline jobs, then listen to the people and match them to their jobs.

1. A pipeline walker is responsible for carefully walking along the many miles of oil or natural gas pipeline searching for visual clues of pipeline leaks, breaks, washouts or other damage to the pipeline. Sometimes on foot, but more often by truck or four-wheeler, the pipeline walker must be ever vigilant for the signs of oil or natural gas leaks along the pipeline. Oil stains, odors or dead vegetation are sure signs that there's most likely been a gas or oil leak in the pipeline. The pipeline walker becomes very adept at spotting these signs of pipeline damage. When problems are suspected or found, the pipeline walker may take steps to repair small leaks using tools for caulking, hammers, clamps and wrenches. Large leaks and washouts are reported to the district office and work crews are sent out to assess and repair the damaged areas. Any problems with telephone or telegraph lines including fallen poles and wires are reported to the proper authorities for repair. The operations of automatic drip bleeders on gas lines to detect malfunctioning valves also become the responsibility of the pipeline walker.

To do this sort of work, you must be good at working on your own as much of the work is done alone. The inspection work is generally just you and your tool kit and your motorized vehicle, whether it's a truck or a four-wheeler. You must be very good at problem solving and being able to track back where any problem may have occurred even though it may take some time. An eye for detail and being physically

fit are also two good traits for a good pipeline walker. Having some specialized training in survivalist procedures also wouldn't hurt as many of the sections of pipeline are in very remote wilderness locations. It's good to be prepared for any sort of trouble that may arise out in the wild, when you're on your own. The work is very detail oriented and requires a lot of on-site inspection. Compensation depends on experience but is often $18.00 to $21.00 per hour or more.

2. A pipeliner is essential to the successful operation of any pipeline project. Although it's an entry-level position, the pipeliner performs almost all the general maintenance of the equipment and pumping stations, which are located along the many miles of the pipeline and keep the oil flowing smoothly and evenly. This is a good position to try and get if you're wanting to start in the oil and natural gas industry but don't know what you want to specialize in. Many personnel in upper management with oil drilling companies began working as a pipeliner and steadily moved up in the ranks as the experience built up. Some of the duties of a pipeliner can include:

- The removal of rust and other substances from gauges, meters and valves using sand blasting equipment
- Using anti-corrosive paint to cover pipe and other metal parts
- Wrapping pipe with anti-corrosive material to prevent leakage
- Operates a variety of motorized vehicles such as backhoes and bulldozers
- Lays pipe along with the other members of the team
- Cleaning of storage tanks
- Dismantling fences, gates and water lines that are in the way of pipeline work, using heavy equipment and hand tools
- Clearing of trees and brush with heavy equipment or motorized tools
- Ditch digging and other manual labor tasks

Sometimes, pipeliners are used to walk the pipeline to find leaks or operate pumping equipment. The list of jobs is very long as the pipeliners must do a lot of the jobs, which are required of them on a daily basis. Pipeliners are responsible for performing maintenance and repair work on pipelines and the infrastructure supporting them such as storage tanks and pumping stations.

Pipeliners need to be physically fit, conscientious, able to be part of a team of workers, and handle working long hours. They can generally expect to earn $15-$20 per hour but this number can vary depending on the amount of training or experience and the scope of those abilities.

3. A pipelaying fitter is responsible for helping with the alignment of pipes being laid to form the pipeline. The alignment is necessary to ensure that the pieces are in the proper position before the pipeline welders get to work. Failure to align the pipes correctly before welding can result in lost time and possible leakage when oil is finally run through the pipeline.

Pipelaying fitters are responsible for making sure that the crane operators lowering the sections of pipe into the trench are signaled when a new piece of pipe is needed or when one in the trench needs to be moved slightly into alignment.

A cursory inspection of the joined sections is also carried out by the pipelaying fitter as the work progresses. Personnel in this position may also be asked to install equipment, machines or wiring as related to the laying of the pipeline sections. Someone looking to get into this position should have a good knowledge of machines, including their design, uses, repair and maintenance procedures.

Persons looking to become good pipelaying fitters should have the ability to quickly move your hands and feet and manipulate various objects quickly and easily with both hands at once.

A high degree of flexibility is also required to get into and move around the pipeline trenches easily and without any problems. You must also be able to hold your hands in one position for long periods of time (while the crane operator lowers another section of pipe for example).

You should have good lower body strength so that your body doesn't get tired too easily from standing in one spot or lifting objects repeatedly during your shift. Because this is an entry-level position the salary is among the lower scale on an oil field project with pipelaying fitters generally earning $45,000 to $70,000 annually, depending on the location of the work.

Unit 2

How to apply for a job

Task 1. Match the words and their definitions.

1. the letter you send with a CV that says you want the job	a. referee
2. to add information to the gaps on a form	b. apply for (a job)

3. the practical knowledge and know-how you get from doing something	c. CV
4. an official document that shows you have reached a required level of skills and knowledge	d. recruit
5. a person who wants to be considered for the job	e. train
6. a meeting where you are asked questions to see if you are suitable for the job	f. vacancy
7. a list of printed questions that you answer by filling the gaps	g. internship/placement
8. a job that is often a part of studies where you get experience of a particular kind of work, usually unpaid	h. application form
9. someone who knows you well who gives their opinion of you	i. interview
10. an available job	j. candidate
11. to teach someone how to do a specific task	k. qualifications
12. to get someone to join a business or organization	l. work experience
13. a document that gives details about your education and qualifications and the jobs you have done	m. fill in
14. to formally request a job	n. cover letter

Task 2. Complete the sentences with the words from Task 1.

a. She went for three _____ before they gave her the job.

b. I'm trying to find a _____ for the summer to get some experience.

c. You don't need lots of _____ for the position of a pipeliner but you have to be tough and ready to work hard.

d. I think I'm going to _____ a postgraduate course if there are still _____.

e. Just send me a _____, don't worry about a covering _____.

f. There's an _____ on our website you can fill in.

g. The company _____ and trains over a hundred school leavers each year.

h. I'd like the names of two _____ as well.

i. More than ninety _____ replied to the advertisement.

Task 3. Listen to four college students discussing their future. Choose the names of the students who have already found a job.

□ Scott

□ Walid

□ Harper

□ Patrick

Check the meanings of the words before you listen again:

- employer
- roughneck
- roustabout
- noticeboard
- appointment
- head office

Listen again. Decide if the statements are true or false.

a. The course lasts another year.

b. Scott is looking for a job at the moment.

c. Walid has a contract with the National Oil Company.

d. Harper wants to find a job that can allow him to travel before he decides about his future.

e. An oil company recruiter is coming to the college.

f. Harper has already made an appointment for an interview.

g. Scott doesn't want to do any more studies.

h. Patrick has found a job offshore.

i. Patrick has replied to an advertisement on a website.

Task 4. Listen to a student calling Mr. Rashid at Human Resources Department in an oil exploration company. Complete his speech.

I'm calling about _____[1]. My name is Jerry Henderson and I'm twenty years old. I'm in my _____[2] at Nottingham University. I'm _____[3] in Geology. I'm looking for a _____[4] for this summer. I've got some _____[5] in exploration. I've been on _____[6] and I've

studied the theory. I'd rather _____[7], but I'd be happy to be _____[8] too. In the longer term, my _____[9] is to work in an exploration company. But first I'd like to get some _____[10] in the field. I'm going to _____[11] this placement. I'll have to send in a _____[12] and an _____[13] letter. I might have to come to an _____[14] later.

Task 5. Match the halves of the sentences. The resulting sentences can help you talk about your career plans.

1. I might apply	a. complete my degree first.
2. I think I'll put my name	b. recruiting specialists to work abroad.
3. I'd like to get some first-hand	c. an interview at your convenience.
4. I've already	d. down for the welding course.
5. In the longer term, I can see myself	e. experience in the field.
6. I've just been	f. applied for this grant.
7. I'm in my first	g. working on my own projects.
8. I'm currently job	h. Degree in Subsea Engineering.
9. I'd rather	i. at Transneft.
10. My ambition is	j. year at the Pipeline Engineering Master's Programme.
11. I'm doing a Master's	k. scheduled for a job interview.
12. I'm looking for an internship	l. hunting.
13. I'm going to look	m. for a PhD in Pipeline Engineering.
14. I'd be happy to attend	n. to work for an international company.
15. Gazprom is	o. for a job as a pipeliner next summer.

Task 6. Prepare a speech about your own career plans (150-200 words). Use the words and phrases from this unit and be ready to answer some questions about your future plans.

Unit 3

How to write a CV and a cover letter

Task 1. Match the phrases to their function in a letter of application.

- Opening remarks
- Reference to experience
- Closing remarks

a. I would like to apply for admission to the (course) beginning (on 25 Sept)…
b. I would like to be considered for admission to the (course)…
c. I am writing to apply for (a place)…
d. I hold a certificate/a degree in (Pipeline Engineering).
e. I am due to take final examinations in (April).
f. I have passed the examination in (Safety).
g. I hold the following qualifications:
h. I have completed the following courses/degree course:
i. My degree is in (Mechanical Engineering).
j. I would appreciate a reply at your earliest convenience.
k. I look forward to meeting you/hearing from you.
l. Please contact me regarding any queries you may have.
m. I enclose further details of my education and qualifications to date.
n. I hope that you will consider me for entry.
o. I look forward to receiving your response in the near future.

Task 2. Read the sentences from a letter of application and choose the correct options.

1. I am writing in connection with the advertisement which ***appeared / has appeared*** in *Career* online magazine on 3 December.
2. I originally ***studied / have originally studied*** Mechanical Engineering at university and I ***graduated / have been graduating*** with a first class degree.
3. I now ***completed / have now completed*** a postgraduate degree in Business and Administration.
4. I ***have tried / have been trying*** to find a permanent job for months.
5. I ***worked / have worked*** for several companies on a temporary basis till now.

6. In my first job, I ***was / have been*** responsible for marketing.
7. I ***applied / have applied*** for several posts this year.
8. However, I still ***did not manage / have not managed*** to find what I am looking for.
9. The last job I ***applied / have applied*** for required applicants to speak some Japanese.
10. I ***started / have started*** learning Spanish a few months ago but I ***did not obtain / have not obtained*** a qualification in it yet.
11. I ***did not apply / have not applied*** for a job with your company before.
12. I ***hoped / have hoped*** that you would consider my application favourably.
13. However, I ***have waited / have been waiting*** for a reply for several weeks and I still ***did not receive / have not received*** one from you.

Task 3. Complete the cover letter with the missing phrases. There are some extra options that are wrong in this context.

Objective: Work experience placement summer 2020

_____1 Mr. Rashid

Thank you very much for talking to me earlier. _____2 you _____3 in an exploration company as part of my degree course. As OES has an excellent reputation in this field so I thought I would apply to you.

I have some experience of fieldwork and have studied the theory of different research methods. _____4 to gain valuable first-hand practical experience of exploration techniques.

I am an open and friendly person who is willing to learn. I work well in a team. I recognize the importance of confidentiality in your line of business and am trustworthy. _____5 an up-to-date CV for your consideration. I am happy to supply references if you need them.

_____6

_____7

Jerry Henderson

- Yours faithfully
- Please find attached
- I am looking for a placement
- As you have been told
- Dear
- I am looking for a job
- Now I want
- I would now like
- Here is
- Please write to me soon.
- Hello
- As I told
- I look forward to hearing from you.
- Yours sincerely,

Task 4. Complete the cover letter with the missing words and phrases.

Dear Sir or Madam

I am writing _____[1] to your advertisement in *The Times* of 2 June 2020 regarding the post of Financial Advisor. Please _____[2] my CV summarizing my education, qualifications and experience.

I first became interested in finance and banking when I worked as an administrative assistant at the Central Bank in my home city of Seoul in South Korea. _____[3] this was a temporary position which lasted for only two months, it made me realize that finance was _____[4] I would like to work in.

I am _____[5] a trainee manager for a bank located in central Manchester. This has been excellent experience for me, as it has introduced me to the _____[6] of banking activities. However, I have come to realize that my main interest lies in finance _____[7] in the everyday management of a bank. I would now like _____[8] in providing financial advice to members of the public, because I believe I have the qualities necessary to help people to make those important financial decisions which affect their lives. I take great interest and pride in keeping _____[9] with general economic developments as well as day-to-day changes in the money markets. I _____[10] that my future lies in this field, and it is _____[11] that I am applying for the post you have advertised.

I would be available to come for an interview_____[12].

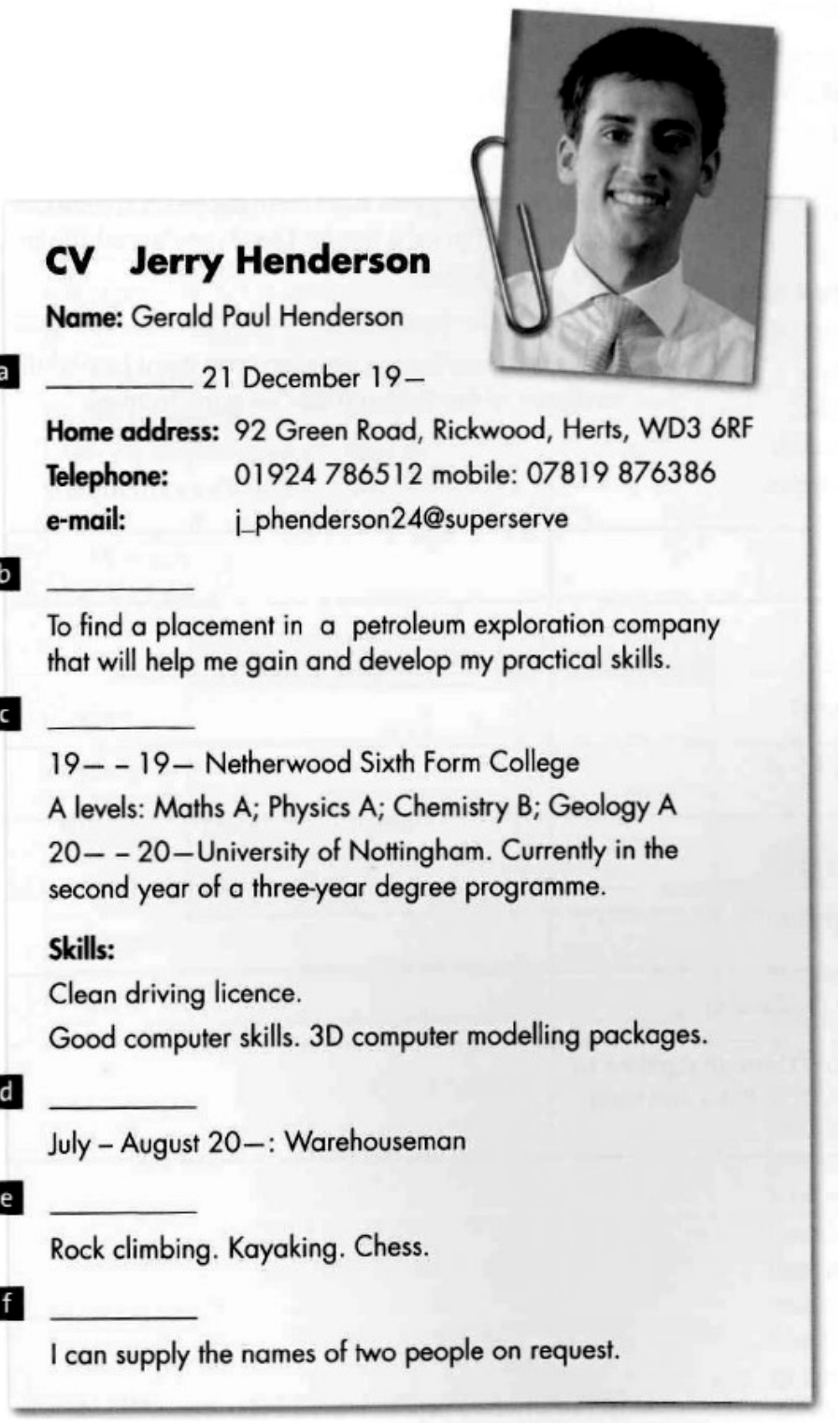
I look forward to hearing from you.

Yours faithfully,

Sujin Lee

- at your convenience
- rather than
- now feel
- in response
- find enclosed
- although
- an area
- full range
- currently
- to specialize
- up-to-date
- for this reason

Task 5. Look at the resume of a British student and match the headings to the parts of the resume.



CV Jerry Henderson

Name: Gerald Paul Henderson

a _____ 21 December 19—

Home address: 92 Green Road, Rickwood, Herts, WD3 6RF
Telephone: 01924 786512 mobile: 07819 876386
e-mail: j_phenderson24@superserve

b _____

To find a placement in a petroleum exploration company that will help me gain and develop my practical skills.

c _____

19— – 19— Netherwood Sixth Form College
A levels: Maths A; Physics A; Chemistry B; Geology A
20— – 20—University of Nottingham. Currently in the second year of a three-year degree programme.

Skills:
Clean driving licence.
Good computer skills. 3D computer modelling packages.

d _____

July – August 20—: Warehouseman

e _____

Rock climbing. Kayaking. Chess.

f _____

I can supply the names of two people on request.

a. Objective
b. References
c. Work experience
d. Date of birth
e. Interests
f. Education and qualifications

Task 6. Rewrite the sentences to make them CV appropriate.

a. I speak English fluently and my German is good.
b. Between October 2015 and January 2018 I worked as an assistant to the Head of Structural Design.
c. I passed my driving test in 2017.
d. I was a member of a company working group which produced a report in 2016 entitled "Staff-management communication issues".
e. I gained a BA degree in Structural Engineering with Honours from London University in 2018.
f. I was awarded a Prize for the 'A' grade I achieved for my Business Management project.

Task 7. Read the CV and complete it with the missing facts.

a. Xanthus Reese, Pipeline Integrity Engineer
b. 2012 – Current
c. Assisted in construction estimation, pipe material selection and thickness calculation activities.
d. Hands-on experience in designing oil and gas pipelines
e. I am also very knowledgeable with the governing laws and regulations in safety pipeline processes.
f. BEng (Hons) in Civil Engineering

Kareem Beard

762-4272 In Rd. Haddington East Lothian B56 7ZSZIP1
Tel: 01406 435151 Email: [email]
Date of Birth: May 12th, 1989

PROFILE

I have over two years extensive experience in two different industrial plants, during which I have improved my knack in developing pipeline routes and schemes. I have solid experience in oil and gas processing, pipeline project engineering and front-end engineering design. I am also very equipped in using tools such as 2D and FE software, Abaqus and 3D solid modeling. I have participated in various pipeline-engineering processes and have worked hand-in-hand with other professionals in calculating thickness of pipes.

With this said, I am confident that I can be a great addition to the company.

EDUCATION AND QUALIFICATIONS

Bournemouth University – Talbot Campus
2007 – 2011

A Levels in Computing, Mathematics, Physics, Chemistry, English Language
East Berkshire College – Langley
2005 – 2007

GCSEs: 8 including Maths, Physics, Chemistry, English Language
Chingford Foundation School – Chingford
2000 – 2005

PERSONAL SKILLS AND COMPETENCES

Deep knowledge of International pipeline standards and pipeline engineering practices
Wide knowledge of 2D and 3D modeling techniques
Familiarity with pipe types, materials and insulations
Ability to perform pipeline installation and maintenance activities
Ability to implement corrosion management procedures

CAREER HISTORY

Pipeline Engineer
WorleyParsons Group – Cheshire
_____[4]

- Provided engineering expertise in designing pipeline routes.
- Developed engineering drawings, design documents, and equipment specifications.
- _____[5]
- Reviewed tender documents and assisted in material bid evaluations.
- Recommended new construction techniques to ensure cost effectiveness.
- Visited construction sites to ensure pipe work was in accordance with project specifications.

Pipeline Engineer
Zaloil UK Ltd – Northamptonshire
2011 – 2012

- Developed engineering drawings, design specifications and risk assessments.
- Assisted in preparing quotations of manufacturing cost.
- Coordinated with manufacturing team to assemble and test pipelines within assigned budget and timelines.
- Reported any accidents and safety hazardous to management promptly.
- Developed project status and revenue reports for management review.
- Prepared manufacturing request forms and purchase requisitions for projects.

REFERENCES

Monarch Oil & Gas
_____[6]
124-7525 Mi Avenue, North Berwick
Yorkshire, O4 0NV

[email]
Mobile: 07581 59155

Task 8. Imagine you are going to apply for an internship vacancy or a job vacancy at an oil and gas company. Make your own CV in English and prepare to send it in.

Task 9. You have made your CV for an internship or a job. Now write a cover letter to send with your CV. Follow the rules of writing a cover letter.

Your letter should:

- be one-page
- be formal
- contain all the necessary greeting and conclusion phrases
- complete your CV

Unit 4

How to apply for a post-graduate course

Task 1. Choose the correct options.

a. I'm ***starting / going to*** start a new online course in a few weeks.
b. I'm ***going to study / studying*** web design, but I'm not sure where yet.
c. However much things change, we ***are always going to need / will always need*** teachers.
d. Jobs of the future ***will need / are needing*** technological skills.
e. The course ***is going to start / starts*** next week.
f. I hope I've passed my course. I ***get / am getting*** my results tomorrow morning.
g. Apparently, a successful app designer can earn thousands a day! I think I'***ll change / change*** my career.
h. I think my job ***will change / is changing*** in the future.

Task 2. Choose the best option for each gap according to the formal style of the letter.

Dear Sir/Madam,

I am ***writing/want*** to apply for a place on the Archaeology MA course which ***commences/you give*** this September at Macbriney University.

I am 25 years old and I have ***completed /done*** a Bachelor's degree in Archaeology at Drakeham University, where I ***received /got*** first class honours. ***Prior to this/before this***, I was a pupil at Berkeley Comprehensive, where I obtained 9 GCSEs and three A levels in History, Geography and Latin.

Since the ***completion/finishing*** of my BA I have spent two years working as assistant archaeologist on a site in Egypt. During this expedition I ***assisted/helped*** in the discovery of several interesting artefacts. This work was extremely enjoyable and I am now anxious to specialise by gaining ***further/more*** qualifications before embarking on my ***chosen /favourite*** career in this field.

I ***enclose/send you*** a detailed CV in the hope that you will ***consider/look at*** my application for entry.

I look forward to receiving your ***response /answer*** in the near future.

Yours faithfully,

Jill Holland

Task 3. Imagine you want to apply for a course at a university or college abroad. Write an application/motivational letter to the university selection committee. Before you do, study the sample application letters in the Appendix and follow the rules of formal letter writing. Make use of the cliches you have already used for a job application letter.

You can choose to apply for one of the following options:

- a Master's Degree course at a university of your choice
- an exchange semester at a university of your choice
- a language preparation course at a university of your choice

Your application must

- be one-page and to the point.
- contain your education and experience details.
- contain reasons for wanting the course.

Task 4. Look at the first draft of a personal statement by an Italian student applying for a Master's degree (ignore any mistakes in the document). In what way would you rearrange the order of the paragraphs?

Carla Pacione

Personal Statement

1. I have a variety of experience of working with young people in both academic and non-academic situations. Throughout my undergraduate course, I undertaken voluntary work at the local infant school. I found this very enjoyable and rewarding, as I often helped groups of less able children with specific tasks and found it very satisfying to see them begin to make progress.
2. In addition to my academic study, I have a number of interests. I play tennis, and badminton to a reasonable club level and have recently taken up rock climbing. I also love reading and going to the theatre.
3. When I was working on a summer play scheme, I took responsibility for a larger group of children aged 8 to 12 for a whole day, thoroughly enjoying the experience. I also recently acompanied a group of Year Six pupils from Milan on a week-long English-language coarse in Scotland. Both these experiences influensed my decision to specialize for Upper Primary teaching. I felt I could really stimulate and communicate with this age group and found the feedback I received from the children very rewarding. There is many other factors which could be useful in my future career. I was captain of my school tennis team between the ages of 10 and 12; my mother and father are both teachers here in Italy, and I was always very interested in watching any TV programmes about teaching and education.
4. In selecting the Postgraduate Certificate in Education in edinburgh , I am making a conscious choice which will challenge and test me to the full. Your course has a formidable reputation in the training o primary school teachers.
5. My first degree course, which was a BA in Philosophy, was largely text-based and involved writing regular essays, thus utilizing my written language, research and analytical skills. The emphasis on moral, social and political issues have increased my awareness of a variety of contemporary debates, thereby equipping me to tackle themes relavant to the classroom, such as social skills and equal opportunities. The content of my course will assist me in contributing to a wide range of school curriculum areas, in par-

ticular, Citizenship, History and English, all of which are backed up by my own school-level qualifications.

Read the Personal Statement again, identify and correct errors.

Is there any information that is unnecessary?

Is there any information that could be added?

Is the style sufficiently formal for a statement of this kind?

Task 5. Write a personal statement which is part of application process.

Imagine you are going to apply for a Master's degree or PhD abroad. The following questions may help you plan your personal statement:

- Why do you want to study a Master's and how will it benefit you?
- How does the course fit your skill set?
- How do you stand out from the crowd – e.g. work experience?
- What are you aspiring to be/to do in your future career?
- How can your work contribute to the department/ University/society?

Limit your personal statement by ***4000 symbols***.

The personal statement is an important part of scholarship, or grant, or a place on a post-graduate programme application. It is, in fact, your introduction to a selection committee. The personal statement determines whether you are invited to interview or selected as finalist.

Unlike a motivation/application letter, the personal statement is an essay. It is written specifically for your chosen study programme and should be personal. There is no one model for writing this essay.

You can study the sample statements in the Appendix and make use of the language structures characteristic for this type of documents.

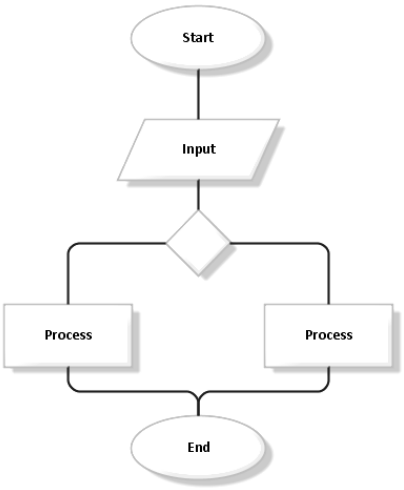
Unit 5

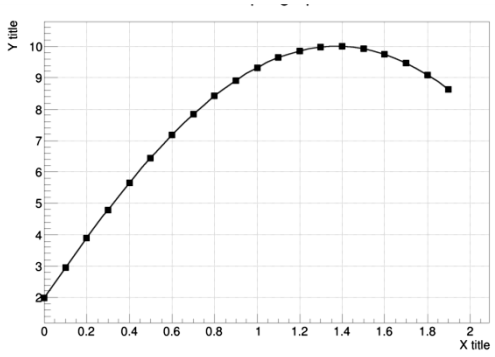
How to write about your research

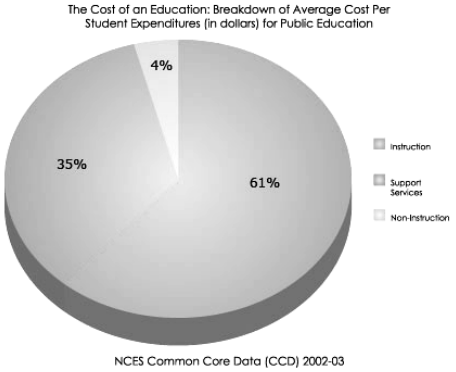
Presenting visual information

Task 1. Match the forms of presenting visual information to their names.

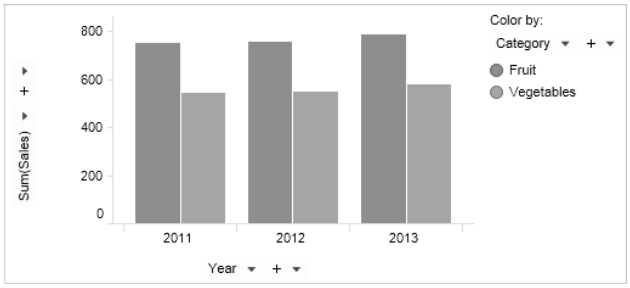
a. line graph
b. flow chart
c. pie chart
d. bar chart
e. table







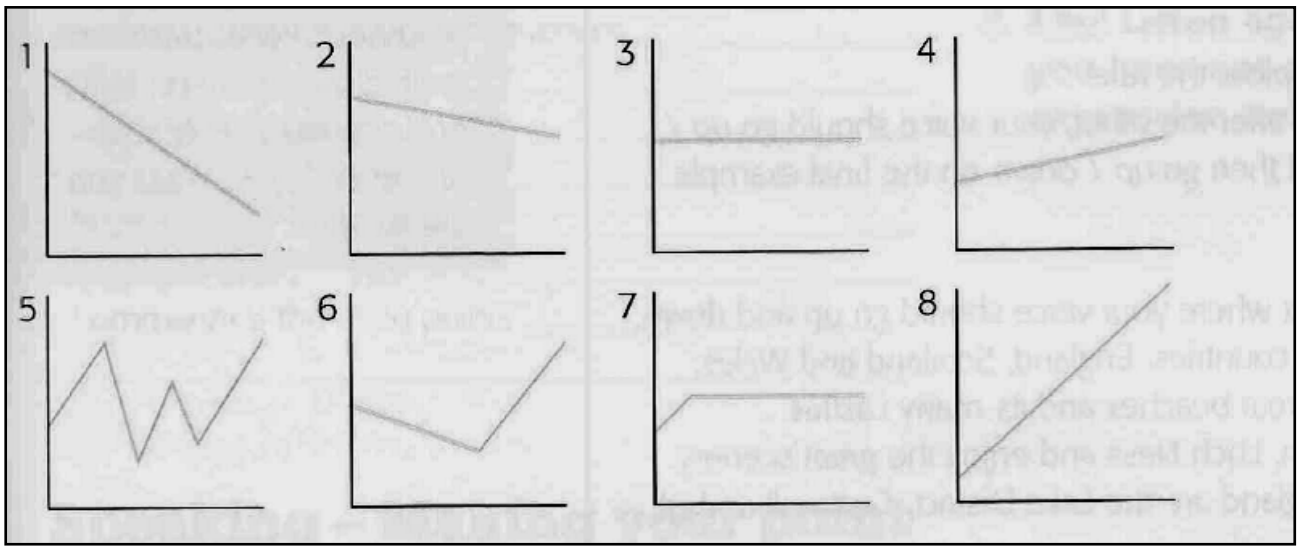
	Male	Females	Total
Basketball	6	4	10
Netball	0	8	8
A/Rules	6	0	6
Cricket	4	0	4
Soccer	3	0	3
Volleyball	0	3	3
Tennis	0	3	3
Badminton	3	0	3
Softball	0	2	2
Golf	1	1	2



Task 2. Match each word or expression to the graphs.

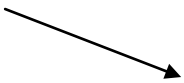
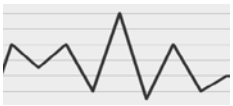
a. increase sharply
b. go up slightly
c. fluctuate
d. fall steadily

e. recover well
f. drop dramatically
g. level out
h. remain steady



Task 3. Use the synonyms from the box to complete the table.

Go up soar plummet decline increase rocket level off stabilize fluctuate go down grow plunge reach a peak decrease rise fall stay the same change frequently peak

Task 4. Change the phrases using the adjective+noun pattern.

1. *E.g. rose dramatically – a dramatic rise*
2. fell substantially – a _____ _____
3. increased considerably – a _____ _____
4. _____ _____ – a sudden drop
5. decreased noticeably – a _____ _____
6. _____ _____ – a marginal growth

7. _____ _____ – a steady decline
8. fluctuated slightly – a _____ _____

Task 5. Rewrite the sentences.

1. *E.g. The consumption of gas fell steadily. – There was a steady fall in the consumption of gas.*
2. The production of films has risen dramatically.
3. Spice exports from Africa fluctuated wildly over the period.
4. The development of new products fell gradually.
5. There has been a noticeable decrease in research investment.
6. The purchases of tickets dropped significantly last month.
7. There was a gradual decline in sugar exports.
8. There was a sudden drop in the sales of oil products.
9. There were very slight fluctuations in the number of visitors.
10. The number of air travelers fluctuated remarkably.

Task 6. Complete the phrases with the missing words. You can use the phrases to comment on the visuals in your presentation later on.

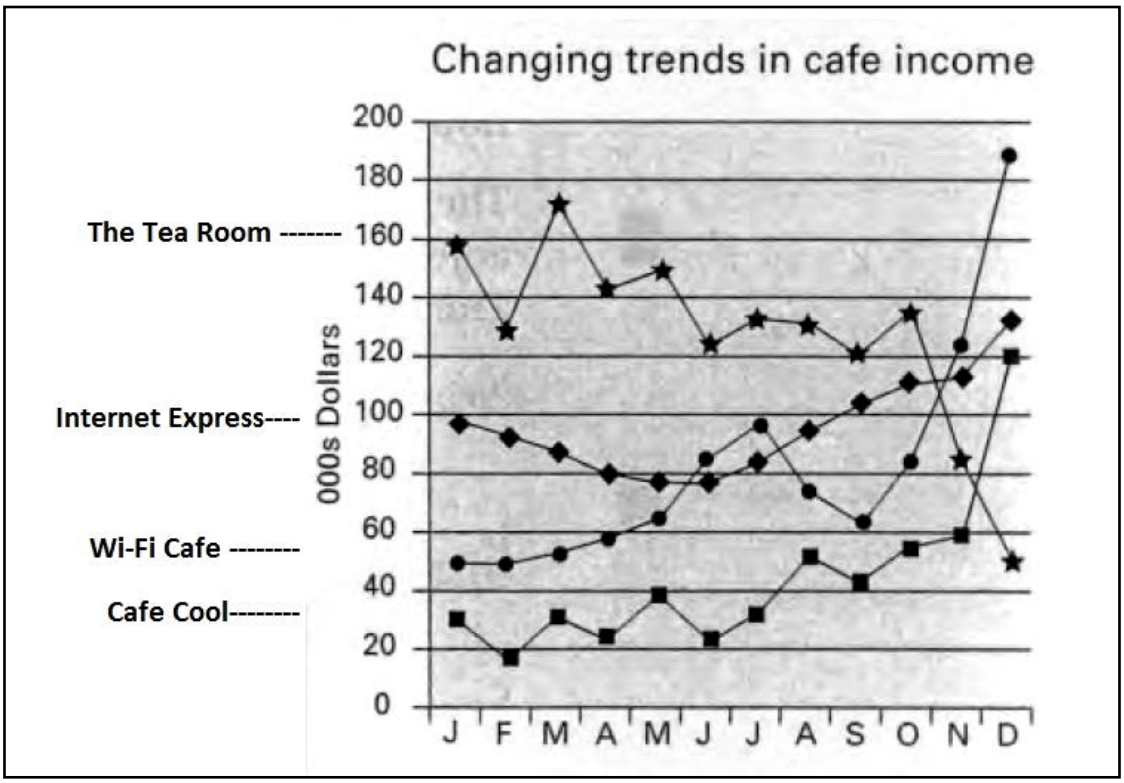
1. You'll _____that…
2. You can see from this _____that…
3. This graph _____…
4. As you can see _____the table…
5. I'd like to _____ your attention to…

notice shows from chart draw

Task 7. Read the graph and answer the questions.

What was the income in dollars for…

1. The Tea Room in January?
2. Internet Express in July?
3. Wi-fi Café in November?
4. Café Cool in December?
5. The Tea Room in February?



Complete the graph description with the missing words and phrases.

Steadily	rocketed	a steady fall	significantly	a fluctuation
lower	ended the year up	nearly doubled		

The graph provides information about the income trends of four cafes over the last year.

There are two basic general trends: downward and upward. As regards the first, the earnings for The Tea Room were down over the year, falling _____[1] from almost $160,000 a month to just under $50,000 in December.

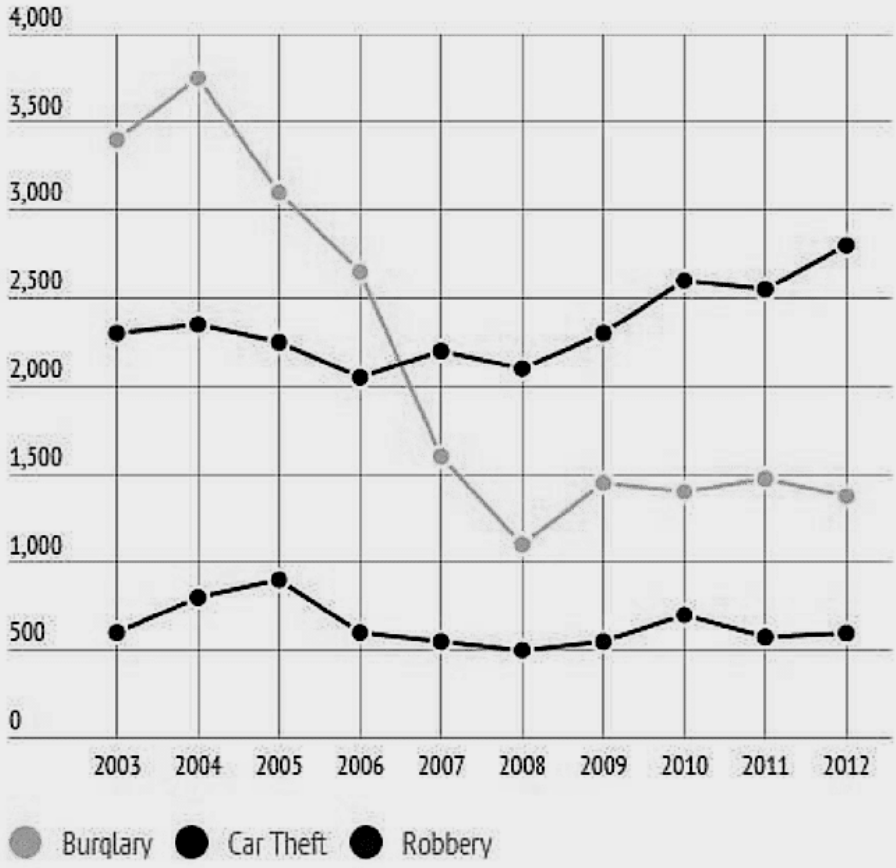
By contrast, the income for the other three cafes went up by varying degrees. There was _____[2] in Café Cool's sales over the first ten months, followed by a sudden increase to $120,000. Furthermore, the income for both Internet Express and the Wi-Fi Café _____[3] in December. The Internet Express experienced _____[4] to April, but after that, income grew _____[5] ending the year at approximately $130,000. Likewise, the trend for the Wi-Fi Café was upward. Between January to April, earnings_____[6] , and then dropped, but also _____[7] to around $190,000.

It is noticeable that the income for The Tea Room is _____[8] in the winter months than for the other three cafes.

Task 8. Describe the graph in 150-200 words.

The chart below shows the changes in three different areas of crime in Manchester city centre from 2003-2012.

Summarise the information by selecting and reporting the main features and making comparisons where relevant.



Task 9. Read the examples. What is the grammatical difference between describing a natural process and a manufacturing process?

A river *flows* from its source to the ocean.

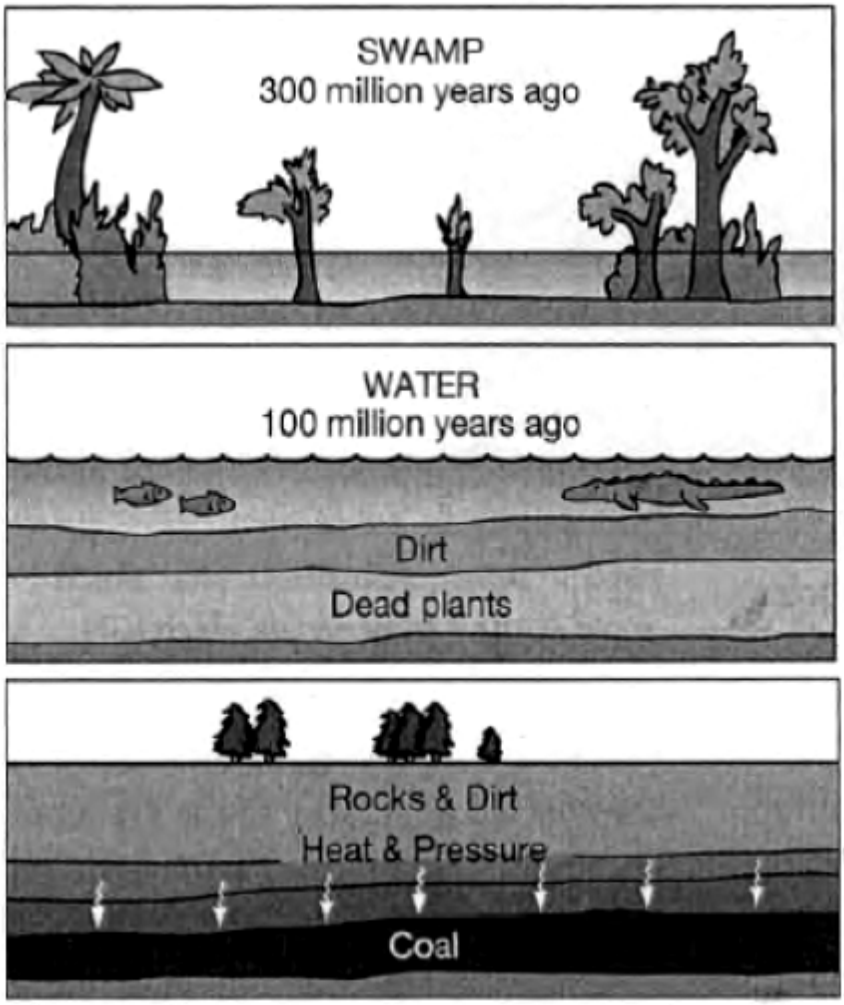
Many electronic goods *are manufactured* in Japan.

Complete the texts with the correct forms of the verbs in brackets.

1. Limestone is the main ingredient of cement. Firstly, it _____[1] (extract) from the ground. Then, at the factory, it _____[2] (heat) to a high temperature with other ingredients. After this, it _____[3] (cool) with blasts of cold air.

2. When warm air _____[4] (reach) high ground, it is forced to rise, and, as a result, it _____[5] (cool). Moisture in the air _____[6] (condense) to form rain.

Task 10. Make sentences describing the diagram using the ideas from the boxes.

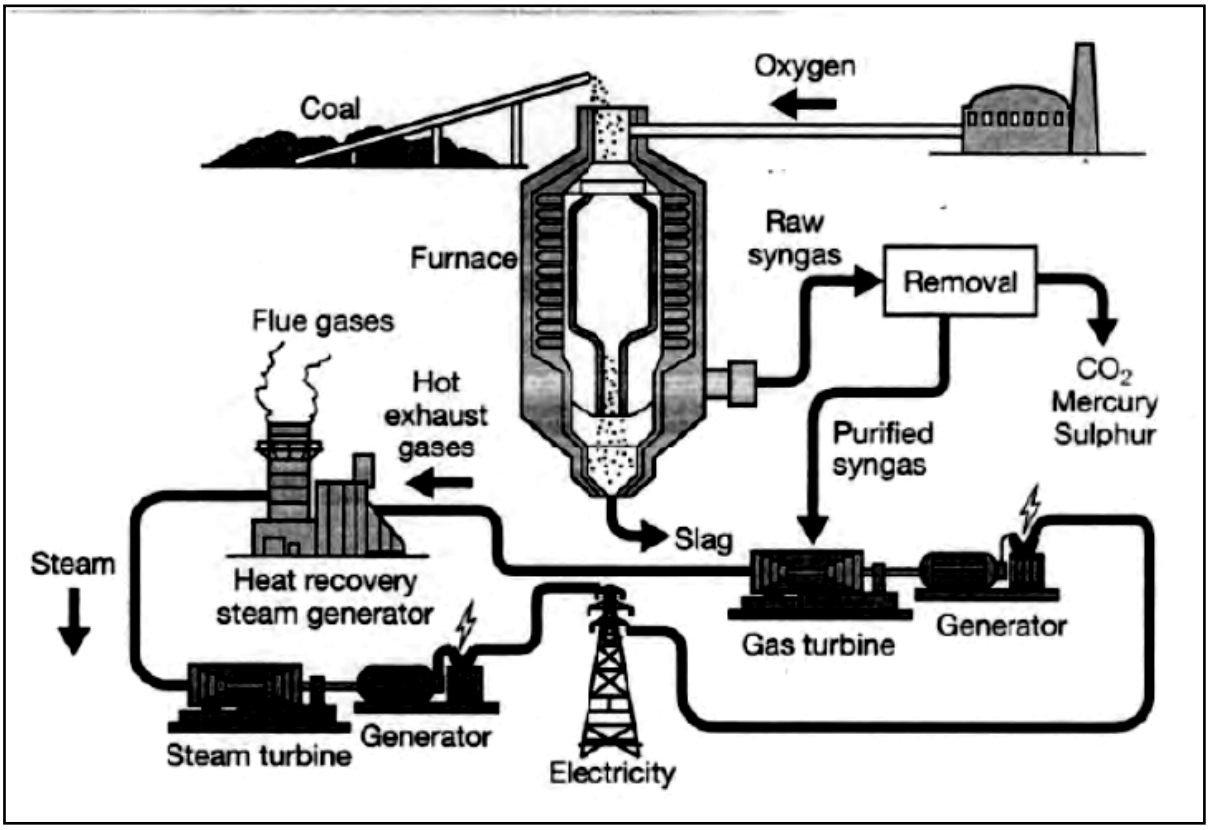


died and dropped was formed lived was covered was trapped turned into is now mined built up grew

coal large plants dead plants earth and dirt layer energy of dead plants pressure and heat layer of dead plants

Task 11. Answer the questions about the diagram which shows how energy is produced from coal.

1. How is the coal carried to the power plant?
2. What is added to the furnace in addition to coal?
3. What gas is produced when coal is burnt in the furnace?
4. What do you think is removed from the gas?
5. What is the gas called following this process?
6. What do you think the gas does in the turbine?
7. What does the turbine do to the generator?
8. Where do the hot exhaust gases come from?
9. What happens to the gases?



Complete the model text with the correct alternatives.

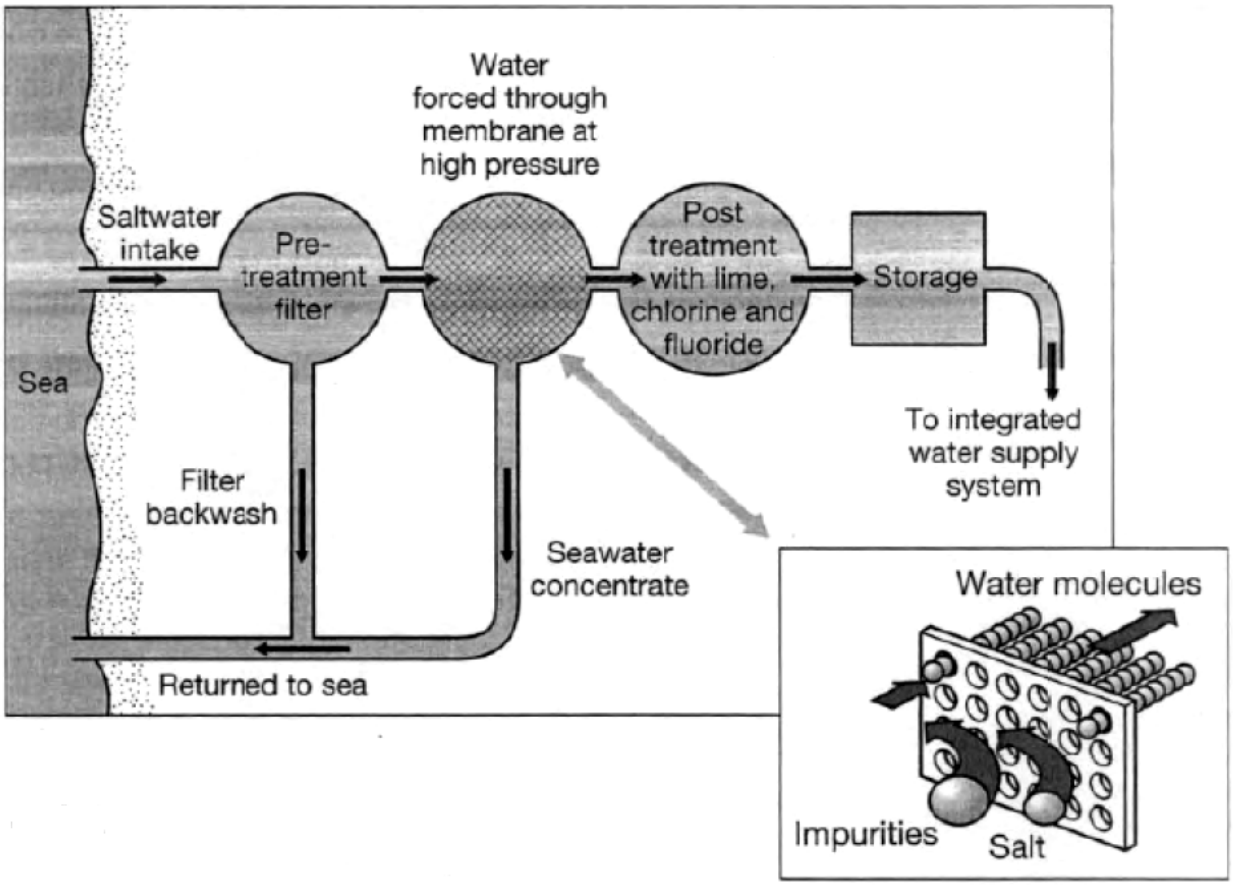
The diagram shows the various stages in the production of clean energy from coal.

One / At first, the coal is mined in deep pits underground and then carried to the surface. ***Furthermore / After that***, it is carried along a conveyor belt to a power plant, ***when / where*** it is burned in a large furnace to which oxygen is added. ***Otherwise / From this***, raw syngas is produced.

At the next stage of the process, harmful substances like carbon dioxide, mercury, and sulphur are removed. ***Following that / Following***, the purified gas is used to drive a gas turbine. The turbine ***in its turn / afterwards*** powers a generator, producing electricity. The gas turbine also produces hot exhaust gases. These are ***then / therefore*** piped to a heat recovery steam generator, which converts the heat into steam. The steam is ***consequently / consequent*** used to power a steam turbine, which again is used to generate electricity.

The energy is clean because harmful products are removed and the coal is not transported to another site to produce electricity.

Task 12. Study the diagram and write at least 150 words about the process of purifying sea water.



This diagram shows how salt is removed from sea water to make it drinkable…

Task 13. Write each word or expression next to the correct function.

Although also furthermore however in addition whereas despite moreover

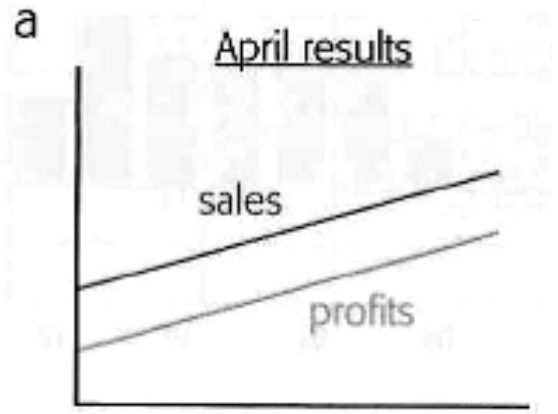
Linking supporting ideas: *in addition,* ……..

Contrasting different ideas:……...……..

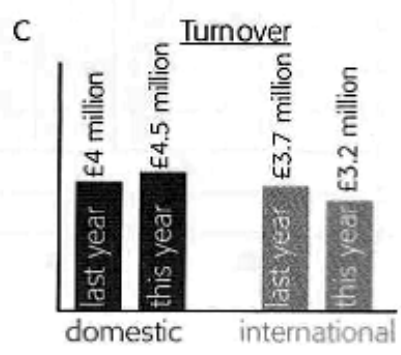
Choose the correct options.

1. The company's profits were good ***although / despite*** a slow start.
2. We decided to expand our European operations ***even though / in spite of*** advice to the contrary.
3. The results were poor. ***However / Even though***, there were no redundancies.
4. ***Although / In spite of*** performance was rather disappointing, the board remained optimistic.
5. The management had a pay rise, ***whereas / despite*** the workers' salaries were cut.
6. ***However / even though*** we have reduced our prices, sales have not gone up.

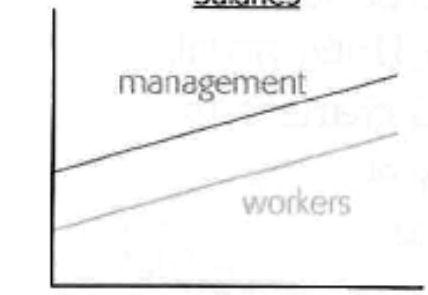
Task 14. Introduce the information in each graph and link the ideas.



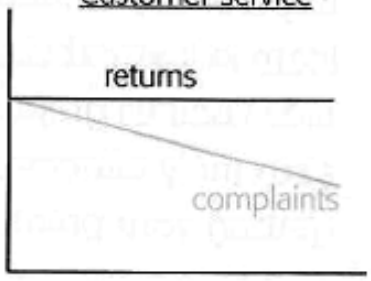
a. *As you can see from this chart, sales increased in April and furthermore profits also went up.*



d



e



Writing an abstract

Task 15. Answer the questions.

- What is the purpose of an abstract?
- How can an abstract help a researcher choose which papers to read?
- What information does the abstract usually include?
- Why do some people think a good abstract is even more important in the internet age than it was before?

Task 16. Read a draft abstract for a postgraduate student's paper. Match a section *a-b* to an extract *1-4*.

a. Introduction
b. Method
c. Results
d. Discussion

A

With the aim of evaluating this possibility two microorganisms, *Acidithiobacillus ferrooxidans*, an acidophile, and *Deinococcus radiodurans*, a radiation-resistant microorganism, were exposed to simulated Mars conditions; that is, 95% CO_2, 2.7% N_2, 1.6% Ar and 0.6% H_2O with a pressure of 7 mbars. Temperature was set at 150 K and ultraviolet radiation was in the wavelength range of 200–400 nmat. Exposure was for different times under the protection of 2 and 5 mm layers of oxidised iron minerals. Survival was evaluated by growing the organisms on fresh media.

B

The resistance of organisms to extreme conditions like the conditions which exist on the surface of Mars under the protection of a thin material layer increases the possibility that life could exist on Mars.

C

Here we report that both the 2 and 5 mm thick layers provided enough protection against radiation and Mars environmental conditions for the bacteria to survive (Figs. 2 & 3).

D

Current surface conditions on Mars are extremely challenging for life. However, Nicholson and Schuerger (2005) reported that *Bacillus subtilis* was able to survive for 19 days under Mars atmospheric pressure and composition. The question is whether there are any features on Mars that could provide protection against the surface conditions. One possibility is that the surface material plays a protective role due to the fact that it is composed of iron oxides and hydroxides.

Decide which is the best order for the sections and give your reasons.

Task 17. Listen to the student's supervisor commenting on the abstract. Which part does not she speak about?

Listen again and mark the statements True or False.

1. She thinks the reference to Nicholson and Schuerger is useful.
2. The student should remove the information on iron oxides and hydroxides.
3. He needs to include more information about the method in his abstract.
4. She advises him to refer to the visuals in the abstract.
5. Overall, the supervisor thinks the abstract is well-written.

Use the supervisor's advice to correct the three sections of the draft.

Task 18. Which phrases signal the purpose of each part of the abstract? Match the phrases and their purpose.

1. State the research question
2. Present the hypothesis
3. Introduce the method
4. Introduce key results

a. Here we report that…
b. The question is whether there are any features on Mars that …
c. One possibility is that …
d. … were exposed to simulated Mars conditions…

Add the phrases to the four groups according to the functions.

1. An investigation was undertaken to explore …
2. It seems unlikely that …
3. Results show that …
4. The aim of the study was to …
5. The data suggets that …
6. The present study investigates …
7. The study provides strong evidence that …
8. We demonstrate that …
9. We expected that …
10. We investigated a new method of …ing …
11. The method involved …ing …
12. …was found to …

Task 19. Write an abstract for some research you have done recently. Include the following:

- one or two sentences which provide the key background to the research
- a sentence which states your research question
- a sentence which presents your hupothesis
- two or three sentences outlining the main methods used
- one or two sentences presenting the key results
- a sentence which states the key implication of your findings

Unit 6

How to publish your article

Task 1. Read the eight extracts from an article that gives advice on publishing your research. Match the headings to the extracts.

1. Write your cover letter.
2. Choose your journal carefully.
3. Submitting your paper.
4. Follow the guidelines.
5. What to do if your paper is accepted.
6. Reacting to a journal's response.
7. What happens next.
8. What to do if your paper is rejected.

A _____ Talk to other researchers in your field. They will be able to suggest journals for your work and will know whether the journal has any rules that make it particularly easy.	B _____ Read the journal's instructions for authors before you submit. These are usually available on the journal's website. Look at the format of the journal's papers.
C _____ Different journals have different rules about the number of copies to submit and whether to submit it electronically or in hard copy. Make sure your manuscript is submitted correctly.	D _____ Keep your cover letter short as the editor who receives it probably receives many letters.
E _____ The journal will probably contact you to say they have received your article. If you do not hear anything, send the editor a short email asking for an ackowledgment of receipt and a reference number. When your paper has been read, the editor will write to you with a decision.	F _____ The editor's letter will clearly explain how you should revise your paper before resubmitting it. If any points are not clear, write to the editor asking for an explanation.

G _____ If the journal rejects your paper, discuss this with a colleague. It might be better to submit your paper to another journal. Do not send angry or abusive letters (!)	H _____ Ask the editor about the journal's rules about copyright and any other conditions.finally, thank all those who have helped you, letting them know when and where the research will be published.

Task 2. Read the letter a postgraduate student has sent to a journal with his letter. Has the letter been written in an appropriate style?

Dear Dr Tua,

Please find (1) with this letter a (2) draft paper called 'Protection for *Acidithiobacillus ferrooxidans* and *Deinococcus radiodurans* exposed to simulated Mars environmental conditions by surface material' which I am (3) sending only to you at the *International Journal of Astrobiology* for publication as a full-length article.

The paper demonstrates that a 2 mm thick layer of oxidized iron minerals provides enough protection against radiation and Mars environmental conditions for the *Acidithiobacillus ferrooxidans* and *Deinococcus radiodurans* to survive.

It (4) gives more information on the work by Ungwe, published in Issue 17 of the journal. This founding increases the possibility that life could perhaps exist on Mars. This paper should (5) be interesting for people in astrobiology, planetary science and extremophile research.

(6) A person who could check the paper is Tom Ungwe (tungwe@umal.ac.uk) since, as mentioned, this work further develops his recently published findings on *Acidithiobacillus'* polyextremophile nature. (7) I don't want Mia Brown of South Lakes University to review the work.

Thank you for (8) looking at my article. Please (9) write about this article to me at the University of the North or by email (mmya@UOTN.ac.uk).

Yours sincerely,

Mya Mya Sein (Mr)

Attachments:

Manuscript - ‘Protection for *Acidithiobacillus ferrooxidans* and *Deinococcus radiodurans* exposed to simulated Mars environmental conditions by surface material’

Completed Copyright Transfer Form

Task 3. Replace the underlined words and phrases in the letter with the more suitable phrases from the list.

- address all correspondence concerning this manuscript
- enclosed
- extends the research
- I would prefer that … not be approached to referee this research.
- knowledgeable referees for this paper might include
- manuscript entitled
- submitting for the exclusive consideration of
- therefore be of interest to those in the field of
- your consideration of my work

Task 4. Complete the cover letter with the appropriate words and phrases.

aim, believe, entitled, finding, found, implications, nature, publication, research, study, submit, trend

Dear Professor Seinfeld

I would like to (1) _____ for publication in the Journal of Future Education the attached paper (2) _____ A Proposal for Radical Educational Reform by Adrian Wallwork and Anna Southern.

Our (3) _____ was to test the ef fi ciency of short vs long degree courses. Our (4) _____ of 15,000 male and female graduates aged between 35 and 55 (5) _____ that they would have performed far better in their careers

from a fi nancial point of view, if they had undertaken a one-year course at university rather than the traditional three to four-year course.

Our key (6) _____ is that people on shorter courses will earn up to 15% more during their lifetime. The (7) _____ of this are not only for the graduates themselves but also (i) governments could save considerable amounts of money, and (ii) universities would be free to accept more students.

We (8) _____ that our fi ndings will be of great interest to readers of your journal, particularly due to their counterintuitive (9) _____ and the fact they go against the general (10) _____ that claims that university courses should be increased in length.

This (11) _____ has not been published before and is not being considered for (12) _____ elsewhere.

I look forward to hearing from you.

Sincerely yours,

Task 5. Use the letters as a model and write a cover letter to a journal to accompany a manuscript submission of a research paper you have written or are planning to write.

Unit 7

How to speak about your research

Prompt cards

Task 1. Look at he prompt card and answer the questions.

1. What is the title of the presentation?
2. How many main sections are there?
3. How many different types of interpreting will be discussed?
4. When will the audience have an opportunity to ask questions?

1 Interpreting
- 1 Introduction – my name/topic – what is interpreting?/structure of presentation
- 2 What qualifications are needed?
- 3 Types of interpreting
  - 3.1 Simultaneous
  - 3.2 Consecutive
- 4 Situations for interpreting
  - 4.1 Conferences
  - 4.2 Ad hoc
- 5 Conclusion – addresses for further information

Task 2. Read the paragraphs on how to become an interpreter and complete the notes on the prompt cards.

Minimum requirements

To become an interpreter, you will need a high standard of education. This could be a degree in interpreting, or a degree in languages with postgraduate training in interpreting. You must also have total mastery in your own language of the subject you wish to work in, e.g. sciences, technology.

You should have mastery of one foreign language, but more than one would be preferable. You must also have a thorough knowledge of that country's institutions, culture, attitudes, and practices.

You should also have a broad general knowledge, and be prepared to keep up to date with news and events around the world (in your foreign languages).

2 What qualifications are needed?

2.1 Education	i	degree in interpreting
	ii	degree in languages + _____
2.2 Languages	i	mastery of at least 1 foreign language
	ii	know _____
2.3 _____	i	broad
	ii	_____

Task 3. Read the paragraphs and make two more prompt cards of your own.

Types of interpreting

Simultaneous interpreting

This is carried out from a booth, or small room, or by whispering the translation directly for one or two people. Simultaneous interpreters generally work from the foreign language into their mother tongue, i.e. a Spanish person would translate from the foreign language, say Arabic, into Spanish.

Consecutive interpreting

This occurs when the speaker (of the foreign language) pauses after each sentence or phrase to allow the interpreter to translate into the other language. Usually, the interpreter will need to take notes in order not to forget anything the speaker has said.

Situations for interpreting

Conference interpreting

This is a common situation for interpreting. It could be a national or internatonal conference, a meeting, or an informal gathering. In fact, it could be anyplace where people who speak different languages gather together and need to communicate.

Ad-hoc interpreting

This is a service which is provided for people who are not fluent in a language of a country, but who need to communicate with the providers of services, such as the health, legal and education services, in that language.

Language for presentations

Task 4. Write the phrases in the correct place in the table.

Introduction	I’m going to talk about…
Structure	This talk will be divided into … parts.
Clarifying/rephrasing	In other words, …

Summarizing	To recap, …
Changing subject	Now, let's turn to …
Concluding	So, we have looked at …

- To put it another way, …
- Next / Firstly / Secondly / Then / Finally we would look at / discuss …
- The first / second / next / last part …
- The subject of my talk / lecture / paper is …
- My talk / lecture / paper is about …
- To conclude, …
- Let's turn our attention to …
- So, we have discussed …
- To summarize, …
- Moving on, …
- In conclusion, …

Task 5. Add a phrase from Task 4 to the introduction of a presentation.

Good morning. _____ [1] the importance of English as an international language. _____ [2] into four parts. _____ [3] briefly describe the history of the English language. Secondly, I will describe the role of English today, especially in the fields of IT, science, technology, and medicine. _____ [4] the role of English in popular culture, _____ [5] music and films. _____ [6] we will look at how we can ensure the continued success and development of our own language and culture at the same time as promoting the use of English as a tool of international communication.

Task 6. Listen to a presenter and choose the phrases he uses in his introduction part. Are all the phrases appropriate when giving a formal talk?

1. Good afternoon, everybody. / Welcome, ladies and gentlemen.
2. To start, thank you / I'd like to start by thanking you all for coming to my talk today.
3. I'm Milan Poborski and at present / My name is Milan Poborski and I'm a PhD candidate at Northumbria University.

4. I’m going to talk today / My talk today is about my recent research investigating …
5. I’ll begin by explaining / To star with, I’ll explain briefly how T-cell responses …
6. After that, I’ll / I’ll go on to describe the alternative method I have been investigating …
7. Finally, I wil discuss / I will conclude by discussing why this method could be useful as a way …
8. I plan to talk for about 40 minutes, leaving plenty of time for / I will talk for about 40 minutes and then I’ll answer any questions at the end of my talk.

Task 7. Match each pair of phrases from Task 6 to their correct function. One of the functions may be expressed with three different sets of phrases.

a. Give instructions for asking questions.
b. Greet the audience.
c. Introduce the topic of the presentation.
d. Introduce yourself.
e. Outline the structure of the presentation.
f. Thank the audience for coming.

Task 8. Look at the extracts from the main part of the presentation. Match the halves of the sentences. Listen and check.

1. A number of potential vaccine types have been developed and…	a. counting IFN-y secreting cells has been the preferred method to date.
2. As I have already said, …	b. using flow cytometry to detect MIG secretion gives us a more accurate way of measuring immune responses.
3. As you can see from this image, …	c. I will be returning to those shortly.
4. Let’s begin by looking at the size of the malaria problem.	d. Malaria kills over one million people every year in 109 countries.
5. That’s all I have to say about the vaccine itself, …	e. so now I’d like to move on to looking at judging the response of the immune system to the vaccine.

Task 9. Write the underlined phrases from Task 8 in the correct places.

1. To introduce a new part of the talk _____
2. To finish one part of the talk and begin another _____
3. To refer back to what you already said _____
4. To refer to what you are planning to say later _____
5. To refer to a visual aid (graph, diagram, table etc) _____

Task 10. Read and listen to five more extracts from the presentation. Underline more phrases in the extracts to match the functions in Task 9.

1. As I mentioned earlier, there are a number of different vaccine types, but the one I have been working with is an attenuated viral vaccine developed by the…
2. The immune response to the vaccine has been measured using the ex vivo interferon-gamma ELISPOT, which has had some problems, and I'll deal with this point later.
3. We've looked at the methodology used, so now let's turn to the results.
4. In fact, the charts here indicate that detecting MIG by flow cytometry and RT-PCR is actually more sensitive than detecting interferon-gamma with these methods.
5. Next we'll look at the potential application of this alternative method.

Task 11. Look at the list and decide on the best order to finish a presentation. Listen to the final part of the presentation and check.

- □ Let the audience know your presentation has finished.
- □ Offer the audience the chance to ask questions about your presentation.
- □ Reach a conclusion based on your research.
- □ Summarise the main points of your talk.
- □ Thank the audience for listening.

Task 12. Listen to the final part of the presentation again and complete the sentences with one to three words.

1. _____ recap what I've said.

2. I therefore _____ that …
3. That _____ to the end of my talk today.
4. I would like to thank you for _____ attentive audience.
5. I would be happy to _____ you may have.

Task 13. Look at the questions. What is the difference between them?

1. What exactly does this valve do?
2. Would you mind telling me what exactly this valve does?

Transform these indirect questions back to the direct questions.

a. I was wondering if could you tell me the difference between these two methods.
b. Do you think you could say a bit more about your research?
c. Do you happen to know what was the field recovery last year?
d. Excuse me, but what exactly you are referring to?
e. What do you think should we do in this situation?
f. I'm not absolutely sure what is your question?
g. Could you please clarify which method did you use?
h. Can you just remind me what type of metal was used in this pipe?

Task 14. Make these questions polite starting with the phrases in the brackets.

1. How did the fluid behave? (Could you tell me...?)
2. How can the workers escape in an emergency? (I'd like to know…)
3. What problems can it cause? (It's not quite clear…)
4. Do you have any statistics on this? (I was wondering…)
5. Is there any other way to use this machine? (Do you think…?)
6. What methods of survey did you use? (Does your research say…?)
7. Have you solved this problem? (Can you tell me…?)
8. How did you solve this problem? (Would you mind telling us…?)

Task 15. Prepare a presentation based on your recent research. Plan the presentation thoroughly. Include the necessary visual aids (graphs, tables, charts, etc.) Prepare a presentation speech with prompt cards. Use the language for presentations. Answer the questions from the audience after you have finished your talk.

Appendix

Language course application letter

Dear Sir/Madam,

I would like to express my interest in taking part in the Salzburg Summer School in Language and Culture. I am currently a second-year student at University of Tbilisi, Georgia, majoring in Business. Even though the two don't directly correlate, I have always had a deep interest in learning foreign culture.

When I was in my first year, I took a German course for six months, and even after that I still study in my free time. Although I am still at the Elementary level, I can understand basic communication between people.

It would be an amazing opportunity to learn German language and the Austrian culture at the University of Salzburg. It is quite evident that there is so much experience to gain, especially when you are immersed in the culture itself, not to mention that Austria is known to have a lot of cultural festivals and operas. There is no doubt that this summer school would be so invaluable for me and for my future endeavors. Furthermore, I firmly believe that the curricula of the summer school will provide the fundamentals of the language, which I plan to continue in order to pursue a Master's degree in Germany.

I am confident that you will find my application as a worthwhile investment. My attendance at this summer school is a wise investment and I would highly appreciate it to be being one of the selected participants. Since I am not in a position to finance my participation on my own, I would also appreciate to be considered for a full scholarship for German language summer school, since this is the only possible way for me to practice my language skills.

Sincerely,

Birgit Weiss

Exchange semester application letter

Dear Sir/Madam,

I am a Law student at University of Gdansk. I find the courses and topics taught at the University very interesting because the world of international

legal affairs challenges and motivates me.

International law studies require fluency in English and French. Hence, I would like to attend a university where all the courses are taught in either English or French. I do feel that I have a good command in French, but living in a French-speaking country would be an enriching experience like no other.

Therefore I choose to participate in the ALLEF project because I discovered that most universities accept only graduate students with good knowledge of English and French language. I feel that this is an amazing opportunity which will allow me to improve my command of French and will surely turn out to be an enriching experience for me.

I have great expectations from studying abroad because of the element of global unity and internationalism. I think that a larger view on the world could give the chance to be more productive on study, on work and, generally, in my whole life. Living abroad could give the chance to better understand international affairs and prepare better for my future career. As for the fact that I would have to stay far from home, I feel that it would not be much of a problem because I have the ability to adapt to various situations and to adjust to new situations and interact with people from around the world.

Having in mind my good study record and high level of motivation to participate in this language course I believe to be a good candidate for this course. If you need further information do not hesitate to contact me.

I am looking forward to your response.

Sincerely,

Petr Novak

Master's degree application letter

Dear Sir/Madam,

I am writing to apply for a place on the Archaeology MA course which commences this September at Macbriney University.

I am 25 years old and I have completed a Bachelor's degree in Archaeology at Drakeham University, where I received first class honours. Prior to this, I

was a pupil at Berkeley Comprehensive, where I obtained 9 GCSEs and three A levels in History, Geography and Latin.

Since the completion of my BA I have spent two years working as assistant archaeologist on a site in Egypt. During this expedition I assisted in the discovery of several interesting artefacts. This work was extremely enjoyable and I am now anxious to specialise by gaining further qualifications before embarking on my chosen career in this field.

I enclose a detailed CV in the hope that you will consider my application for entry.

I look forward to receiving your response in the near future.

Yours faithfully,

Jill Holland

Personal statement 1

Master of engineering

My interest in science dates back to my years in high school, where I excelled in physics, chemistry, and math. When I was a senior, I took a first-year calculus course at a local college (such an advanced-level class was not available in high school) and earned an A. It seemed only logical that I pursue a career in electrical engineering.

When I began my undergraduate career, I had the opportunity to be exposed to the full range of engineering courses, all of which tended to reinforce and solidify my intense interest in engineering. I've also had the opportunity to study a number of subjects in the humanities and they have been both enjoyable and enlightening, providing me with a new and different perspective on the world in which we live.

In the realm of engineering, I have developed a special interest in the field of laser technology and have even been taking a graduate course in quantum electronics. Among the 25 or so students in the course, I am the sole undergraduate. Another particular interest of mine is electromagnetics, and last summer, when I was a technical assistant at a world-famous local lab, I learned about its many practical applications, especially in relation to microstrip and antenna design. Management at this lab was sufficiently impressed

with my work to ask that I return when I graduate. Of course, my plans following completion of my current studies are to move directly into graduate work toward my master's in science. After I earn my master's degree, I intend to start work on my Ph.D. in electrical engineering. Later I would like to work in the area of research and development for private industry. It is in R & D that I believe I can make the greatest contribution, utilizing my theoretical background and creativity as a scientist.

I am highly aware of the superb reputation of your school, and my conversations with several of your alumni have served to deepen my interest in attending. I know that, in addition to your excellent faculty, your computer facilities are among the best in the state. I hope you will give me the privilege of continuing my studies at your fine institution.

Personal statement 2

Experimental Psychology

From an early age I have possessed an instinctive curiosity and been intrigued by the workings of the human mind. The relationship between the underlying biological phenomena and the behaviours brought about by such mechanisms have always fascinated me. It was not until my grandmother was diagnosed with Parkinson’s disease and ischaemic dementia however, that the link between brain functioning and cognition became a passion. Although a most unpleasant experience, the enormity of the precision at which the brain functions to produce our cognitive abilities, socially acceptable behaviours and intricate physiological processes astounded me. I thereupon found myself questioning the cognitive functions and human behaviours I had previously just accepted, desperate to understand how the unseen and seemingly small entities within the brain could impact our daily behaviour.

Studying Psychology AS level furthered my interest in cognitive psychology, with my enthusiasm reflected in the full marks I obtained on each paper. The prospect of exploring the relationship between biology and psychology led me to study Neuroscience at degree level. This has enabled me to expand my knowledge of neuroanatomy and physiology, as well as developmental, cognitive, social and biological psychology through a psychology open unit. As an interdisciplinary field, Neuroscience often overlapped with psychology

covering psychological aspects of learning and memory and stress.

Of particular interest to me are neurological and psychological disorders, most specifically the mood disorder; depression. Having studied the neurochemical changes thought to underlie this disorder, I am particularly interested in exploring the cognitive and psychoanalytic theories of depression. For this reason, the mandatory unit 'Abnormal and Clinical Psychology' initially drew me to the course. Studying the unit 'Neurological and psychiatric disorders' this year has given me a good basic knowledge of the underlying pathology and current clinical treatments available but hope to explore the concepts of 'faulty' thinking and the role of parenting in the development of self worthlessness and hence depression at the postgraduate level.

As an individual who loves to learn, the prospect of studying the Experimental Psychology conversion course at the University of Sussex is extremely exciting. As a resident of West Sussex, I have always been aware of the universities high standards and friendly atmosphere, emphasising my desires to study there. In studying this course, I hope to obtain the Graduate Basis for Registration, so that I may put my knowledge into practice and work as an assistant psychologist, gaining indispensable experience before applying to train as a Clinical Neuropsychologist. I thrive upon challenging situations and enjoy the prospect of both helping others and variety in the day ahead, so feel it is a career that will allow me to combine and utilise my hard working nature as well as my academic passions. In preparation for such a career, I have gained experience of interacting with patients suffering from dementias and other age-related disorders on geriatric wards through a voluntary

library service at a local hospital and am currently awaiting my CRB check to allow me to participate in the 'Barrow project' which will entail spending a few hours each weekend listening and chatting to patients recovering from psychological disorders.

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Содержание

Учебное издание

О. В. Борисова

Деловой английский язык

Учебное пособие

Редактор _____
Технический редактор _____

План ____ г., позиция ____. Подписано в печать _____.____ г.
Компьютерный набор. Гарнитура Times New Roman.
Формат 60x84 1/16. Бумага офсетная. Печать трафаретная.
Усл. печ. л. ____. Уч.-изд. л. ____. Тираж 50 экз. Заказ № ____ .

Ухтинский государственный технический университет.
169300, Республика Коми, г. Ухта, ул. Первомайская, д. 13.
Типография УГТУ.
169300, Республика Коми, г. Ухта, ул. Октябрьская, д. 13.