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***Academic English  
for PhD students  
of non-language majors***

*навчальний посібник*

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Навчальний посібник побудовано на оригінальному матеріалі, що знайомить здобувачів вищої освіти за освітньо-науковою програмою «Пожежна безпека» підготовки доктора філософії з особливостями академічної англійської мови. Поряд із вивченням сучасної англійської лексики, правил ділового етикету, специфіки ділового листування, написання біографії, резюме та наукових праць (фахової статті, анотації тощо), рекомендаційних листів, здобувачі засвоюють сучасну академічну англійську лексику. Видання охоплює базовий академічний лексичний мінімум.

Для навчальної дисципліни «Академічна іноземна мова (англійська)».

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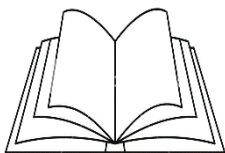
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# UNIT 1. Getting acquainted

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## Greetings: customs around the world



### Task 1. Read and translate the text.

In many Western countries, a firm handshake with eye contact – or sometimes even a simple fist bump – is considered a warm, respectful greeting when meeting strangers. But in other places in the world ... not so much. Taking the time to learn how locals meet and greet is the first step to making a meaningful connection no matter where you are. After all, there's a certain kind of beauty in knowing that the common greeting varies so much depending on where you are.



In the United States, people shake hands.

If you're in Latin America, get ready for some kissing. Standard practice is for men and women to greet women with a cheek kiss to the left. Men usually greet other men with a handshake.



In Asia, variations of bowing are common. The most common practice is probably a small bow of the head with hands pressed together and placed in front of the chest.

In China, there's a little bit of bowing and then hand shaking. If you're close, you might hold both hands. Do not make eye contact, and execute the handshake lightly and with constant shaking.

In the Philippines, younger people bow slightly and then place the right hand of their elder on their forehead. There might also be a pat on the shoulder for good measure.

Although Namaste is the more familiar greeting for yoga practitioners, Namaskar is as common in India and Nepal. The latter is the more formal of the two.

In Kenya and Tanzania, children and youth bow their heads so their elders might tap their head or place their hand on their head. For everyone,

handshaking is done with the right hand, with your left hand holding the right elbow. Never shake with the left, as that hand is reserved for bathroom duty.

A couple of handclaps are a good way to greet somebody in Zimbabwe and neighboring countries.



In Argentina, Chile, Peru, Mexico, São Paulo (Brazil) and Colombia, one air kiss is standard, whereas in Spain, Portugal, Paraguay, Italy, and cities like Paris and Québec, it's two. In Ukraine, three is the norm, and in some parts of France, it's up to four air kisses on alternating cheeks.



## Exchanging business cards

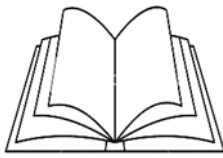
People have different traditions for exchanging business cards around the world. Customs are different from country to country. In Japan, business cards are always presented to another person with two hands to show respect.



Some traditions are very formal. People always use two hands and look at the card carefully.



Other traditions are informal. People accept a card with one hand and quickly put it into the pocket.



## Getting acquainted

In some places, it is not polite to ask people about how much money they make or how old they are. But in other places, people think those topics are ok.

In your country, are there any topics people should avoid during small talk? What about the topics below?

- The weather
- Someone's job
- Someone's religion
- Someone's family
- Other



**Task 2. Discuss how do you usually greet people. What behaviors would be strange in your country? Why?**

**Task 3. Read and translate the dialogue.**



**Leon:** You look familiar. Haven't we met somewhere before?

**Taka:** I don't think so. I'm not from around here.

**Leon:** I know! Aren't you from Japan? I'm sure we met at the Fire Engineering conference last week.

**Taka:** Of course! You're from Mexico, right?

**Leon:** That's right! I'm sorry. I've forgotten your name.

**Taka:** Kamura Takashi. But you can call me Taka.

**Leon:** Hi, Taka! Leon Prieto. Please, call me Leon. So, what have you been up to since the conference?

**Taka:** Not much. Actually, I'm on my way to the airport now. I'm flying back home.

**Leon:** Hey, we should keep in touch. Here's my card. The conference is in Kyiv next year and I could show you around.

**Taka:** That would be great! I heard Kyiv is beautiful.

**Leon:** It was nice to see you again, Taka.

**Taka:** You, too.

**Task 4. Answer the questions.**

1. Do you think the two men know each other well?
2. How do they greet each other?
3. How do they exchange business cards?
4. What countries are Leon and Taka from?
5. Where did they meet last week?
6. Where is the conference going to be next year?

**Task 5. Find the expressions in the dialogue that match the explanations.**

1. You say this when you want to introduce someone to a new place.
2. You say this to suggest that someone call or e-mail you in the future.
3. You say this when you're not sure if you know someone, but you think you might.
4. You say this when you want to ask about someone's recent activities.

**Task 6. Think and explain.**

1. Why does Leon begin speaking with Taka?
2. Has Taka been busy since the conference?
3. Why does Leon give Taka his business card?
4. What does Leon offer to do at the next conference?



**Task 7. Write advice for visitors about how to behave in your country. Then share your advice with the class.**



## Grammar

### The Present Perfect

Use the Present Perfect to talk about an indefinite time in the past. Form the Present Perfect with have or has and a Past Participle.

Affirmative and negative sentences:

*We've (haven't) met them.*

*She's (hasn't) called him.*

Yes/no question:

*A: Have you met them?*

*A: Has she met him?*

*B: Yes, we have/No, we have not.*

*B: Yes, she has/No, she hasn't.*

**Remember:** Use the Simple Past Tense to talk about a definite or specific time.

Present Perfect: indefinite time

Simple Past Tense: definite time

*I've met Bill twice.*

*We met in 2009 and in 2022 again.*

**Task 8. Choose the correct form to complete each sentence.**

1. We've ... 2 o'clock express train many times.

a) Take    b) took    c) taken

2) I had breakfast at 9 o'clock, but I haven't ... lunch.

a) Have    b) had    c) having

3) Alison has ... to the shopping center.

a) Went    b) gone    c) go

4) My younger brother has ... home from work.

a) come    b) came    c) comes

5) They posted some messages yesterday, but they haven't ... anything about their trip.

a) written    b) wrote    c) write



**Task 9. Complete the conversations with the Present Perfect or the Simple Past Tense. Then practice the conversations with the partner.**

*A: Jake/meet our new teacher?*

*B: Yes, he ... . He (to meet) her in the office this morning.*

*A: They/be to this class before?*

*B: No, they ... . They're new at this college.*

*A: You/eat at the new university restaurant?*

*B: No, I ... . Is it good?*

*A: Your classmates/speak to the faculty dean?*

*B: Yes, they ... . They (to speak) with her yesterday.*



A: *Beth/see* her new language laboratory?

B: No, she ... . But she (*to see*) the library.

### Task 10. Complete the message with the Present Perfect or the Simple Past Tense.



Hello, Mr. Kemper!

Remember me? I'm Kuai, your former student. I still think about your wonderful English classes in Shanghai. This morning I (*to decide*) to send you a message to say hello. We (*not see*) each other in a long time – not since you went back home to New York. I hope I can visit you there some day! So let me tell you what I've been up to. In 2020, I (*to come*) to Canada for my studies, and I'm living in Vancouver right now. I (*to fall*) in love with the city – it's really beautiful! I (*to visit*) a lot of places in the U.S. I (*to be*)

to Seattle, Portland, San Francisco and Los Angeles. Last September, I (*to go*) back home to Shanghai to visit my parents. Do you think my English is better now? I think I (*to learn*) how to use the Present Perfect, finally. Let's keep in touch! If you come to Vancouver, I'd love to show you around.

Your student, Kuai



### Greet a visitor to your country



**Task 11. Read the dialogues and translate.**

#### Dialogue 1.

A: Welcome to Beijing. Have you ever been here before?

B: No, it's my first time. But yesterday I went to the Forbidden Palace. It was fantastic!

A: That's great. Have you tried Beijing duck yet?

B: Beijing duck? No. I haven't. What's that?

A: It's a famous Chinese dish. I think you'll like it.



### Dialogue 2.

M: Welcome to India! Is this your first time here?

F: Yes, it is.

M: Really! Have you been to Agra yet?

F: Oh, that's where the Taj Mahal is, right? No, I haven't.

M: You should definitely take a tour. It's amazing!

F: Actually, I'm going there on Friday. I will!



### Dialogue 3.

A: This is my second time in Japan.

B: Well, welcome to Kyoto. Where else have you been?

A: So far, I've been to Tokyo and Osaka. Tomorrow I'm going sightseeing here.

B: Kyoto is fantastic. You're going to enjoy it!



### Dialogue 4.

F: This is my first time in Peru. I've heard the food is great here.

M: Yes, it is. We're really proud of our food. Have you tried ceviche?

F: No. I haven't. Is it good?

M: Excellent!



### Dialogue 5.

A: Welcome to Mexico City! Is it your first time?

B: Yes.

A: When did you arrive?

B: Last week. I've done so much, but for me the best was climbing the Pyramid of the Sun.

A: When did you do that?

B: Yesterday. It was fantastic!



### Dialogue 6.

M: Welcome to Rio de Janeiro! Have you been here before?

F: Well, I've been to Sao Paulo before, but this is my first time to Rio.

M: Really! Have you seen Sugarloaf yet?

F: No, I haven't. But I plan to.

M: Oh, you should. It's amazing. Take lots of pictures!

**Task 12. Tourist activities around the world. Look at the pictures and say what you have or haven't done yet.**

“ I've climbed two famous mountains. ”

“ I haven't tried Indian food. ”



Climb Mountain Fuji



Go sightseeing in New York



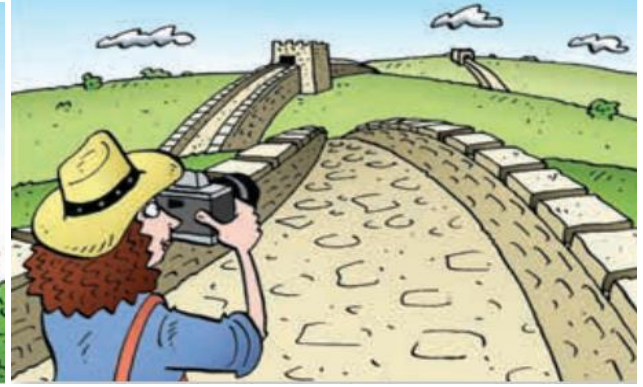
Go to the top of the Eiffel Tower



Try Korean food



Take a tour of the Tower of London



Take pictures of the Great Wall

**Task 13. Use the words to write statements or questions in the Present Perfect.**

1. You/go sightseeing/in London/before?
2. She/already/try/Guatemalan food.
3. They/ever/be/to Buenos Aires?
4. We/not take a tour of/Prague/yet.

**Task 14. Complete the sentences. Give short answers.**

1. Has she (take a tour) of the Taj Mahal yet?
2. Has he (go sightseeing) in Kyoto yet?
3. Has she ever (try) ceviche?
4. Has he already (climb) the Pyramid of the Sun?
5. Has he ever (be) to Rio de Janeiro before?
6. Has she (take a tour) of the Sugarloaf yet?



**Task 15. Write five questions about tourist activities in your city or country. Use yet, already, ever, and before.**



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## UNIT 2. Writing an Academic Biography

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After a paper has been accepted or a conference talk has been arranged, you may be asked to provide your academic biography.

For publications and conference presentations, you may be asked for a short one of 30 to 50 words. Applying for grants and jobs may require a longer biography between 200 and 400 words. Writing about yourself can be uncomfortable, but there is a way to write an effective biography without feeling like you're boasting.

For a short biography, the following should be included:

- your full name
- position
- institution
- research interests in brief



*Here is an example.*

My name is Dr. June Ava Smith. I am a professor at the University of Toronto. My research focuses on identifying and understanding key pathways involved in the development of soybean root nodules. Identification of these pathways may allow non-legumes to be engineered for nodule formation.

**Task 16. Write the Past Simple and Past Participle for each verb: write, invent, move, live, leave, win, start, teach, study, make.**

**Task 17. Which verbs could you use to write about these people's lives? Write the Past Simple. Add more verbs and nouns.**



**Task 18. Look at the timeline of a famous writer's life below. Complete the paragraph. Write verbs in the boxes and time expressions on the lines.**

While    after that    at the age of    until    since    years    after  
between    for

Year	Event
1954	born
1960	writes his first story
1979	starts teaching
1982	writes his first full-length book
1989	gives up teaching to write fulltime
1995	moves to the UK, staying for five years
2001	writes his most famous book
2002	wins a writing prize

He was writing \_\_\_\_\_ in 1954 and he his first story \_\_\_\_\_ six. He writing \_\_\_\_\_ teaching in 1979 and three years \_\_\_\_\_ he his first full-length book, \_\_\_\_\_ teaching. He didn't \_\_\_\_\_ teaching \_\_\_\_\_ 1989 and \_\_\_\_\_ then he has been writing \_\_\_\_\_ full-time. Six \_\_\_\_\_ giving up teaching, he \_\_\_\_\_ to the UK. He \_\_\_\_\_ there \_\_\_\_\_ five years, \_\_\_\_\_ 1995 and 2000. His greatest achievement was when he \_\_\_\_\_ a prize in 2002.



**Task 19. Re-write these sentences as one sentence.**

1. Jack is a famous footballer. He is from Scotland. He has played over 100 international matches.

Jack, a \_\_\_\_\_ from \_\_\_\_\_, has \_\_\_\_\_ .

2. Ahmed is a famous poet. He is from Saudi Arabia. He has written three books of poetry.

3. Henry Johnson was born in England. He left England to go to Australia in 1952. He became a famous swimmer.

4. Maria is a very famous cook in her home country, England. She wrote her first book when she was twenty-five. The book has sold over one million copies.

**Task 20. Complete the sentences about Obaid. Use the facts from the box and the time expressions.**

While   after that   at the age of   until   since   years after  
between   for

Year	Event
1993	born in Sharjah, the UAE
2004 – 2007	works on a fishing boat with his father
2008	gets his own boat
2012	studies computers at an evening class, moves to Dubai
2014	starts a business
now	runs his business, lives in Dubai

**Task 21. Here is information about three men from the same family. Which sentences are about which person?**

	Saud (born 1962)	Saif (born 1939, died 2010)	Essa (born 1993)
Studying	1981-1985	Never	2008
Living in Jeddah	1965	1965 – 2010	1993
Working	1987	1955 to 1999	never

1. He's been studying for a few years. 2. He lived in Jeddah from 1965 onwards. 3. He worked hard. 4. He studied for a few years. 5. He has lived in Jeddah since he was born. 6. He hasn't started work yet. 7. He didn't go to school or college. 8. He has lived in Jeddah since 1965. 9. He has always worked hard.



**Task 22. Write a biography of a famous person.**

- Start with an introductory paragraph.

- Write two body paragraphs.
- End with a concluding paragraph.
- Use verbs and time expressions practiced in the unit.
- Write about 150 words

**Task 23. Read your essay and check:**

V	
	Introductory paragraph
	Body paragraphs
	Concluding paragraph
	Verbs in correct tense
	Time expressions
	Spelling (use a dictionary)
	Punctuation: capital letters, full stops, commas



A longer biography will have multiple paragraphs and should include the following:

- your full name
- academic degrees
- current position
- institution
- research interests
- awards or distinctions
- publications



*Here is an example.*

Salma Possein is in her 6th year of the Ph.D. program in urban studies and planning. Her research interests are in urbanization and crisis, the materialities and ecologies of the finance economy, depeasantization and labor. Her dissertation is a historical geographical project that studies the entangled ways in which agro-ecological change in the Nile Valley of Egypt and Sudan was constitutive of emergent urbanization processes in the Middle East during the second half of the twentieth century. Focusing on two sugarcane production regions in Egypt and Sudan, her dissertation studies the advent of regional ‘Gulf-led’ urbanization since the mid-1970s in relation to the consecutive global ‘food regimes’.



Salma's research is supported by the Agha Khan program at Harvard University, the International Journal of Urban and Regional Research, and Harvard University's Center for African Research. She holds a Master of Science degree in urban development and planning from the Bartlett, University College London and a Bachelor of Architecture from the American University in Cairo. Before starting her Ph.D. at Harvard university, she worked as an urban planner in Cairo in collaboration with several international development organizations, governmental agencies and local municipalities.

[salmapossein@g.harvard.edu](mailto:salmapossein@g.harvard.edu)

#### **Task 24. Answer the questions.**

1. What is Salma? 2. What are her research interests? 3. What is Salma's dissertation about? 4. Does she get any support? 5. Salma holds a Bachelor degree, doesn't she? 6. Where did Salma work?



#### **Task 25. Read and translate the text.**

##### **The Mother of Charity**

Mother Teresa was born in Albania in 1910, and died in 1997. Her real name is Agnes Gonxha Bojaxhiu. She became famous worldwide for starting the Missionaries of Charity in Calcutta, India. She began this work in 1950 and for over forty years, she looked after the poor, sick, orphaned, and dying. She won the Nobel Prize in 1979 for her humanitarian work.

Agnes developed an interest in helping the less fortunate at a very young age. She was fascinated by stories of the people who dedicated their life to help others. She decided to become a nun when she was 12. She joined the Sisters of Loreto as a missionary when she was 18. She initially went to Ireland to learn English.

She arrived in India in 1929 and became a nun two years later. The poverty and suffering she saw around her in Calcutta deeply disturbed her. A famine in 1943 killed thousands and worsened the situation. In 1946 she received a call from God. "I was to leave the convent and help the poor while living among them. It was an order," she said.

She was an international symbol of charity, visiting many countries to help the poor children. At the time of her death, her organization was operating in 123 countries. After she died the Pope started the process that might one day make

her a saint. An international survey ranked her as “the most admired person of the 20<sup>th</sup> century”.

**Task 26. Answer True or False. Correct the false ones.**

1. This text is a novel. 2. This text is about Mother Teresa’s academic achievements. 3. Mother Teresa was an Italian religious woman. 4. She started a charity congregation in India. 5. She was 14 years old when she decided to become a nun. 6. Thousands of people died of hunger in 1949. 7. Her work wasn’t considered by Catholic Church.

**Task 27. Order the events as they occurred.**

She felt she had to leave the convent.

She was considered as a possible saint.

She decided to have a religious life.

She won the Nobel Peace Prize.

She arrived in India.



**Task 28. Write four actions you would do to help others in need.**

**Task 29. Label the part of speech for each word family. Fill in the gap. Say two reasons why you knew which part of speech to use in each gap.**

**Consideration consider considerably considerable**

1. The main ... is if we can finish the foundation before the rains begin. 2. He was ... more agitated as time went by. 3. The government never seems to ... the average worker in its policy decisions. 4. ... effort was made in order to complete the project on time and on budget.

**Exceed excessive excess excessively**

5. Early workers in X-ray technology received ... exposure to these X-rays and quickly developed cancer. 6. My Goodness! Your current efforts ... expectations. 7. There isn’t an ... of financial capacity in the automotive industry today. 8. The new funding measures are ... costly for the city.

**Application apply applicable**

9. If you ... yourself, you’ll make good, steady progress. 10. These tax laws are not ... to foreign companies, only the domestic ones. 11. I finished my ... to become a registered student.

**Influential influence influence**

12. Don't let him ... your decision. Make up your own mind. 13. Who has been the major ... in your life? 14. The President's speech was ... in changing the Senators' mind. 15. The President's speech was a positive ... in changing people's opinions.

**Task 30. Choose the correct word.**

**actual, current, topical**

1. Their actual / current / topical weight was much higher than their perceived weight. 2. The actual / current / topical financial crisis has focused public attention on the rapid growth of homelessness. It is difficult to establish the actual / current / topical numbers of homeless people, as not all homeless people register as being homeless. 3. The role of privately-funded research is very actual / current / topical, with many seemingly inconsistent findings being published. 4. The nature of such mutations is actual / current / topical and receiving increasing attention in the literature. 5. Several thousand people have been reported as dying, but the actual / current / topical number is still not known. 6. Hundreds of people are dying, and the actual / current / topical number of dead stands at 565. 7. I am not the actual / current / topical owner of the patent, I just invented the device. 8. The actual / current / topical value of this approach is less than many people claim. 9. The actual / current / topical value of the euro has been pushed by the fall in the dollar. 10. We consider an issue that is particularly actual / current / topical in view of the burgeoning interest in the potential of stem cell therapy, namely the reprogramming of gene expression.

**Task 31. Choose the correct word.**

**actually, currently, nowadays**

1. Nowadays / Currently / Actually the use of wireless connections is undergoing a radical change. 2. This raises the issue of whether placebo treatments nowadays / currently / actually influence the outcome of the illness or not. 3. This product was once very expensive to manufacture. However nowadays / currently / actually it is much cheaper, nowadays / currently / actually it hardly costs anything at all. 4. Are some supposedly poor schools nowadays / currently / actually rich in other ways? 5. There is no evidence that categorically shows that cannabis nowadays / currently / actually stunts the growth of fetuses.

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## UNIT 3. Professional and Academic Correspondence

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Professional correspondence (and academic correspondence with professors, deans, etc.) has its own set of rules - rules concerning the level of formality, how to handle requests, good news, bad news and so on. The problem is that for people new to email or new to professional life, it's so easy to forget the difference between casual correspondence among friends and more formal correspondence. But in academic and professional correspondence, form matters, style matters, content matters, grammar matters and timing matters. The best thing you can do is to treat correspondence via email the same way you would if the same piece were being sent via snail mail.

Here are some specifics about form.

### **The subject heading**

Your subject line is especially important in email. Many people receive much more email than they can easily handle and so they screen their incoming mail by whom it is from and by what the subject line says. If the subject line is too vague (for example, it says "something new" or Hello), your letter might get put at the bottom of the cue. If the subject line is specific (it says "contract on its way" or "new writing project"), your reader will pay attention. Try to make your subject lines as specific as possible so that your readers will know what your email is about.

### **The salutation**

*Dear Bob Smith,*

*Dear Professor Adams,*

*Hello Bob,*

This is depending on your level of familiarity. If you do not know the name of the recipient, use the individual's title instead.

*Dear Personnel Manager,*

## The body of the email

Email correspondence usually is more concise than print correspondence. So, if the letter is good news or a routine request, you want the first paragraph to get right to the point: give the good news, make the request.

Then the second paragraph can elaborate on that good news or that request and the third paragraph can explain what you hope will happen next (how the shipment is to be delivered, what you hope will happen next in the employment process and so on). As explained at the beginning of the chapter, people reading online are reluctant to have to scroll down to finish your document, so if you can do the letter in one screen, that's a real plus.

## The signature block

In addition to adding your name at the end (after Sincerely or Best or whatever other closing is appropriate), include your phone and any other necessary contact information (such as your email address).

Email letters that are conveying bad news or making unusual requests might well require a little bit more complicated structure, but the basic elements of form are the same. In such letters the first paragraph should explain the background leading to the bad news or the unusual request which should then be in the second paragraph.

*Yours sincerely/affectionately*

*Sender's Signature*

*Sender's Name*

## Academic Letters

### Sample 1

Q. Write an application to the Head of the institution requesting the remission of the library fine.

*To  
The Headmaster,  
Robert Watson,  
12, A.J.C. Road, Kolkata – 700014  
Sub: Request for the remission of library fine*

*Sir,*

*I beg to state that I could not return two books that I had borrowed from the school library within due date, as I was out of station for a month to look after my ailing mother. I have a very good track record as a member of our school library*

*So, I request you to be kind enough to exempt me from payment of the library fine for this time only.*

*Your most obedient pupil,*

*Robin Mitra*

*June 10, 2021*

## **Sample 2**

Q. Write a letter to the Head of the institution requesting him to provide Computer Aided Learning (CAL) in your school.

*To  
The Headmaster,  
Pinhata High School,  
Dinhata, Cooch Behar*

*Sub: Request for introducing Computer-Aided Learning*

*I, an ex-student of your school, would like to draw your kind attention to the fact that the teaching techniques based on chalk and talk are being replaced by Computer-Aided Learning. This new technology has brought about a radical change in classroom practices all over the world.*

*This new practice of gradual teaching-learning through computers with learning packages or materials is very helpful in achieving educational objectives. The visual, animated learning materials not only help to memorize the tough topics at ease but also act as virtual laboratory experiments.*

*Some so-called hard subjects, such as Mathematics, English, Science, etc. become easy and joyful. This audiovisual technique helps and motivates Children with Special Needs.*

*Computer-Aided Learning is sure to serve as a better teaching-learning material. It will reduce drop out, repetition rates and will enhance the achievements of the learners. An analysis of DISE data shows both quantitative and qualitative improvement of educational scenarios after the introduction of Computer-Aided Learning in several schools.*

*Enrolment, average daily attendance, and achievement of the learners will improve the implementation of Computer-Aided Learning. A computer, a projector with a screen, and a teacher trained in modern educational technology can do miracles. In a smart classroom, students Visualize their lessons, listen to the recorded voice of the teacher, and derive real joy from learning.*

*Colorful and systematic presentation of properly planned lessons is very helpful in motivating learners and developing their knowledge, understanding,*

*and skill.*

*Hope you will do the needful in the interest of students.*

*Yours obediently,*

*Peter Swanner*

*(Ex-student)*

*April 8, 2021*

### **Sample 3**

Q. Write a letter to the Head of the institution mentioning the difficulties you face every day in your overcrowded classroom.

*To*

*The Headmaster,*

*Naihati High School*

*Sub: Request for splitting up of an over-crowded classroom*

*Sir,*

*I, on behalf of the students of Class XI, would like to draw your kind attention to the difficulties we face every day. During our language classes, about 170 students sit together on thirty benches. We have to huddle together somehow in the class. Much time is wasted on roll-call. We can not take down class notes. It becomes really difficult to follow the teacher attentively. The teacher's voice never reaches the back-benchers.*

*As they cannot hear the teacher, they disturb the whole class. It is almost impossible to manage such an overcrowded class. The only remedy lies in splitting up our class into two sections.*

*In these circumstances, I request you to make the necessary arrangements for splitting up our class into two sections so that we can follow the class teaching attentively.*

*Yours obediently,*

*Sumit Roy*

*May 11, 2021*



### **Task 32. Read and translate the letter.**

#### **A new way to get the job**

*To: Human Resources*

*Dear Hiring Manager,*

*Thank you for your letter of March 16.*

After careful consideration, I regret to inform you that I am unable to accept your refusal to offer me a position in your department. This year I have been lucky enough to receive a large number of rejection letters. It is impossible for me to accept all refusals because there are a lot of successful and qualified candidates.

Although you have outstanding qualifications and previous experiences in rejecting applicants, your rejection doesn't meet my needs at this time. Therefore, I am starting to work in your department this August. I look forward to seeing you.

Best of luck in rejecting future applicants.

Sincerely, applicant.

### **Task 33. Answer the questions.**

1. What kind of writing is this?  
a) A story b) an essay c) a letter
2. Who writes a letter to whom?  
a) A businessman to businessman  
b) Hiring manager to an applicant  
c) An applicant to a hiring manager
3. This year an applicant has received a large number of  
a) business letters b) invitation letters c) rejection letters
4. What does the interviewee reject?
5. Has he made any other applications before?
6. Why is it impossible for the applicant to accept all the refusals?
7. According to the passage, is it easy to find a job?
8. What is the style of the letter? Is it ironic? Why?



**Task 34. Now think of the rejection letter of the hiring manager. Write a rejection letter that was sent to the applicant. Be careful about the style of the applicant's letter.**





## Important Points to remember

- The address of the person writing the letter is noted at the top left-hand side of the sheet.
  - The address is followed by the date the letter is written.
  - The salutation in an informal letter carries the name of the receiver preceded by an endearment (E.g.: Dearest XYZ.)
  - The salutation is preceded and followed by a blank line.
  - The letter should be written (preferably) in three paragraphs.
  - Restating your reason for writing the letter in the concluding paragraph is essential.
- 

**Task 35. Choose the correct spelling. Note that in some cases, two spellings are possible (one for Great Britain and one for the USA).**

1. Section 1 outlines our **preferred / preferred** mode of operation. Section 2 is **targeted / targeted** at inexperienced users. In Section 5, **were / where** we suggest some future lines of research, **some / same** conclusions are **drown / drawn**.

2. The samples were **weighed / weighted**. The **weighed / weighted** values were processed. 3. We believe that in order to **fullfil / fulfill / fulfil** these objectives we need extra funding, **though / tough** another approach might be to **find / found** sponsors. 4. The **price / prize** of this approach is that it is very much **dependant / dependent** on how the file is **attacked / attached** to the email. 5. At the **beginning / beginning** I was looking for **accomodation / accommodation** in the **center / centre**, then I **found / founded** a flat in the suburbs. 6. It would be **usefull / useful** to do this as a **separate / separate** activity rather than in **paralel / parallel**. 7. I need to improve my **pronunciation / pronunciation** because it makes me **embarrassed / embarrassed** when I make a mistake. 8. There are also some **constrains / constraints** that need to be dealt with **form / from** the point of view of the performance of the **aluminium / aluminum** casing. 9. The **aging / ageing** process includes hair going **grey / gray**, less chances of finding **labour / labor**, becoming more **sceptical / skeptical**, and possibly being more prone to **diarrhoea / diarrhea**, but increased time and money for **traveling / travelling** and going to the **theatre / theater**. 10. **Acknowledgements / acknowledgments**: The authors would like to **tank / thank** the following people ... .

**Task 36. Choose the correct word.**

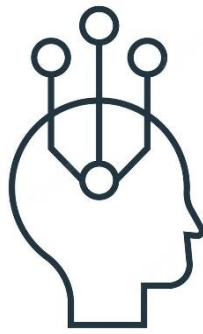
**advisable, convenient, comfortable**

1. It is not convenient / advisable / comfortable to do more than one test at a time.
2. Organizing a conference on this topic would be a convenient / advisable / comfortable way of getting everyone interested together in one room.
3. Holding the conference on a pacific island would be fun but not very convenient / advisable / comfortable for most attendees.
4. It would be convenient / advisable / comfortable to set up an organizing committee as soon as possible.
5. The beds in the hotel were particularly convenient / advisable / comfortable.
6. Let me know what time it would be convenient / advisable / comfortable for you to meet.

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# UNIT 4. Academic Recommendation Letter

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An academic recommendation letter is a document that details a student's academic achievements, character and goals. Teachers, guidance counselors, school administrators, club organizers and coaches often have ample evidence of a student's capabilities. They are often the most qualified sources to write academic letters of recommendation that suggest how the student will fit into the new university or career.

Academic letters of recommendation can supplement a student's transcript to help organizations better understand who the student is and what they aspire to. They can also complement a student's resume and cover letter to a company to provide more insight into their school-related accomplishments.

An academic recommendation includes several types of letters, including:

- College recommendation letters
- Graduate school recommendation letters
- Job application recommendation letters
- Letters to gain financial aid
- Letters to gain teaching assistant employment at a university

The student may request a general letter of recommendation to be used for several university admissions or job applications. Otherwise, it's best to address the letter to a specific person or a university admissions office or a company's human resources department.

## Letter of Recommendation Formats

Writing a letter of recommendation can be challenging if you are unsure of what format to choose. While recommendation letters can follow a business letter style, there are several specific formatting options that may differ between templates, depending on the purpose of your recommendation. For instance,

you might need to include a job or position title along with the recipient's and your name, while in other instances you might leave out a formal title.

Choosing an appropriate format for your letter of recommendation can be important for providing the right information and positive image of someone you're writing a recommendation for. Additionally, the format you use can influence the perception the recipient gets of the candidate. When writing your letter of recommendation, it can also be important to consider formatting elements like font size, font type and line spacing because these factors can affect the readability of your letter as well as the tone.

### **How to choose your letter format**

Determining the proper format for your letter of recommendation can involve describing the candidate's strengths and skills as well as providing an honest review of their background and work ethic. This can be a difficult thing to do while still appearing as a reliable and qualified resource. You might follow the steps below as a guide to help you figure out how to format your letter uniquely to the candidate's situation:

- Identify the purpose of your letter

Before starting your letter, consider the purpose of why you're recommending someone. For instance, your letter of recommendation might be for academic reasons like college enrollment, to show work or professional history or to make an internship recommendation. Essentially, the purpose of your writing can help you when choosing the letter format.

- Create a list of the candidate's traits

Next, you might make a list of the job, academic or other requirements that the person you're recommending needs to meet. Using these requirements, make a list of the person's traits, skills and abilities that fulfill the requirements. For instance, in an academic recommendation, you might list grades, coursework and relevant details that show how the person's current skills qualify them for the role they're seeking.

- Follow basic formatting guidelines

Typically, most recommendation letters follow some general guidelines, such as font size, margin spacing and line spacing. You can follow these basic formatting guidelines as they apply to the context of your writing. For instance,

it might be more appropriate to use a font style like Times New Roman or Arial rather than something less professional, such as Comic Sans. Additionally, basic letter formats like a business letter template can work efficiently for formatting your letter of recommendation.

- Write your salutation and contact details

You can start your letter by writing the recipient's contact information and yours. Then, begin your letter with a professional salutation. Within the first sentence, you should introduce yourself and the purpose of your letter. For instance, if you are recommending someone for a job, be sure to state that within the first sentence.

- Write the body paragraphs of your letter

Format the beginning paragraph by including your relationship with the person you're recommending as well as how long you have known them. For instance, if you are recommending a former employee for a new job, include relevant information about their role as well as their position in your company.

The paragraphs that follow should include information related to the candidate's skills, accomplishments or examples of how they succeeded in their prior roles. You might include specific examples of superior grades or classwork if you're writing an academic recommendation, or you might relate the candidate's skills and experience to the requirements of what they're applying for.

- Conclude your letter and add your closing

You can conclude your letter in the last paragraph by explaining why you are recommending the candidate. Including details like why the person is the best candidate for acceptance and how they might benefit the recipient can be an effective way to conclude your letter. Then, you might close your letter by offering to answer any questions the recipient might have.

- Include any required documents

If it's necessary, you might also include any relevant or required documents when sending your letter. For instance, if you are recommending a student or recent graduate, you might include the person's transcripts or a copy of their documented grades and GPA.

## **Letter of recommendation templates**

Depending on the purpose behind your recommendation letter, you can choose to adhere to a template to help you format what you write. The following templates can help you get started.

### **General business letter template**

The business letter template may be the most commonly used format for formal letters, including recommendation letters. The following elements can be included in this template:

- Date
- Recipient's name
- Recipient's address and contact information like an email address and phone number
- A greeting, for example: "Dear Dr. Hayes"
- Paragraph one
- Paragraph two
- Paragraph three and conclusion
- Closing
- Your name
- Your contact information

Typically, a professional letter template follows several basic formatting guidelines, including:

- Using 12-point font
- Using Times New Roman or Arial font
- Setting margins to one inch
- Keeping all text left-aligned

Essentially, this format can work for a variety of professional reference letters and can be an efficient way to describe someone's qualifications for a job or acceptance into college.

## **Student and college recommendation templates**

If you are recommending a student who is applying for acceptance into college or a university, you can use the following template to guide you when writing your letter:

- Date
- Recipient's name
- Recipient's title, for example: "Dean of admissions" or "President"
- College or university name
- College or university address
- Salutation
- Body paragraphs
- Closing
- Your name
- Your title or position
- Your school or college

## **Template for recommending an employee or coworker**

You might use the following template when writing a letter to recommend an employee:

- Date
- Recipient's name
- Recipient's title, for instance, "Director" or "Manager"
- Organization's name
- Organization's address
- Salutation
- Body paragraphs
- Closing
- Your signed name
- Your printed name

## **How to write an academic recommendation letter**

These steps will help guide you as you write an academic letter of recommendation. Include the following information to help ensure your academic recommendation letter sets your student apart from other applicants:

- Address the letter.
- Include a brief introduction.
- Outline the student's qualifications.
- Describe a time that the student impressed you.
- End the letter with a particular endorsement.
- Provide your contact information.

### **Address the letter**

It's important to understand who will be reading your letter so you can provide appropriate information tailored to their program or company in your letter. Ask your student who to address the letter of recommendation to. If they're applying to a specific position or school, then address the letter to the hiring manager or admissions director. If the student is applying to several programs, then address the letter "To Whom It May Concern."

### **Include a brief introduction**

In the first paragraph of the letter, introduce yourself by explaining who you are, your profession, expertise and your relationship to the student. Consider including how many years you've known the student and your impressions when you first met. Be sure to also state why you are writing by mentioning the position or program you recommend the student for. Detailing your qualifications and your intention at the beginning of your letter can help the reader trust your recommendation.

### **Outline the student's qualifications**

Next, an academic letter should include specific details of your student's time in school to prove their academic abilities. You should ask the student to provide you with a list of achievements and activities as well as their transcript



or GPA so you can have a comprehensive perspective of their qualifications. You can discuss the following areas to give the reader your endorsement:

- **Extracurricular activities**

The student may be involved in a number of clubs, sports or other activities that make them a well-rounded individual. Consider selecting one or a few of these activities and expressing the skills and character traits the student has developed through them.

- **Awards or recognitions**

Your student referee may participate in academic or creative competitions or show consistent academic excellence. Discuss the awards they've won or the impressive grades they've maintained to illustrate the student's ability.

- **Academic specialties**

Include your student's area of expertise or which subjects they're most passionate about. This will help persuade your reader that your student is genuinely interested in the position or program they're applying to.

- **Attitude and perspective**

Include details about your student's positive character traits. Workplaces and universities often value people who bring a positive attitude to their environment because it helps boost morale and improve working environments or academic relationships.

- **Demonstration of improvement**

Describe your student's ambitions, and discuss how they improved in your class or finished a big project successfully. These items can demonstrate that your student works toward goals that will help the company grow or the university grow.

## **Describe a time that the student impressed you**

As you highlight your student's character and skills, use specific anecdotes to help the university or company understand more details about the student's personality, drive and abilities. Describe the student's situation, the actions they took to succeed and the results of the student's actions. By providing an objective and a result, you can demonstrate your student referee's ability to

identify an opportunity and take steps to complete the task or improve the situation.

## **End the letter with a particular endorsement**

You can make your recommendation letter more effective by directly relating the student's qualifications to the university or company to which they're applying. In the final section of the recommendation letter, state specifically that you recommend the student, and highlight their potential contributions to the position or program.

To complete this element of the letter, consider also asking the student for more information about the school or company and why they chose to apply. This valuable information can also be paired with your own research of the company or school to properly outline the student's compatibility.

## **Provide your contact information**

At the end of the recommendation letter, include your contact information and offer to provide any additional information the recipient may ask for. This allows your reader to gain a better understanding of the student, and it gives you an opportunity to be an even better advocate for the student.



**Task 37. It is not always necessary to get letters of recommendation, but certain companies/industries do request them. You can create a similar version of this worksheet and give it to the people who will write letters of recommendation for you.**

**TO:** \_\_\_\_\_ (Name of person who will write the letter)

**FROM:** \_\_\_\_\_ (Name of student/alumnus)

**RE:** Letter of Recommendation for: Employment Graduate School

**DATE NEEDED:** \_\_\_\_\_

**PLEASE ADDRESS LETTER TO:** To Whom It May Concern

The name and address below:

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**FIRST PARAGRAPH:** state that the letter of recommendation is for me, and that I am applying for the following type of work/graduate program:

---

**SECOND PARAGRAPH:** state the nature of our relationship, the length of time you have known me, and the types of assignments, projects, work, or other experience we shared.

**Relationship:** \_\_\_\_\_ **Length of time:** \_\_\_\_\_

**Type of work/projects:** \_\_\_\_\_

**THIRD PARAGRAPH:** please give some detail about my skills, talents, abilities, or personal qualities. In addition, please describe one or two accomplishments that would be of interest to the potential employer or graduate program listed above.

Here are some skills, talents, abilities you may want to cover:

---

Here are some accomplishments you may want to refer to (please see my attached resume for additional information):

---

**FINAL PARAGRAPH:** please state how you can be reached for more information if you are willing to be contacted.

**Please give me a call at (\_\_\_\_)\_\_\_\_\_ when the letter is ready to be picked up.**

**Please email me at \_\_\_\_\_ when the letter is ready to be picked up.**

**Please mail the letter directly to the address above**

**Task 38. Study the academic recommendations letter examples below.**

### **Academic recommendation letter examples**

Here are two examples of academic recommendation letters from teachers. The first example gives you a guide to writing a general letter of recommendation that a student could use for several applications. The second example is for a student who asks for a letter of recommendation for a specific school. You can use these to help you write your letter of recommendation.

### **Example 1: General letter of recommendation for a college student**

*To Whom It May Concern:*

*I have had the pleasure of working closely with Shirley Rodriguez for the past three years as she pursues her undergraduate degree in health science. My name is Jameson Quall, and I am Shirley's academic advisor. I can wholeheartedly recommend Shirley and confidently say that she will make a great addition to your company.*

*From the first time I met Shirley in my Anatomy Foundations course, she has impressed me with her knowledge and ambition. She participated in every discussion and performed exceptionally well on all of her assignments. Our sports trainers were so impressed with Shirley that they chose her as a lead student aide for the sports training program.*

*I've watched her work with injured college athletes with compassion and care. She understands the holistic approach it takes to keep injured players positive during their recovery. I believe she has the drive to be a successful physical therapist or sports physiologist, and your work placement program will help her pursue this goal.*

*She ranks in the top 5% of our sports science program at James Clever University. She is one of the brightest students I've advised in several years, so I am convinced that Shirley will prove to be a pivotal asset to your company.*

*I would be happy to further discuss Shirley's skills and charismatic nature with you. Feel free to call me at 456-345-7778, or email me at jameson.quall@jcu.edu.*

*Sincerest regards,*

*James Quall*

*Program Director, Health Sciences*

*James Clever University*

### **Example 2: Specific academic letter of recommendation for a high school student**

*Dear Mrs. Koscicks,*

*My name is Gene Ridley, and I am the Honors Psychology teacher at Trinity Park High School. It has been an absolute pleasure teaching Sandra Hampton in this course, and I highly recommend her to the undergraduate program in education at Barryville University.*

*It has been an honor to work with such a caring, talented student. In the past year, I have watched her excel in her studies while still offering help to her peers. When a student was struggling to understand a new concept in my class, Sandra offered to tutor the student outside of the classroom. She effectively helped improve the student's performance and interest in the class. She also*

*offers her tutoring services to younger students at our high school and at the local elementary school.*

*Her GPA is 4.0, and she is ranked in the top 10% of her class. She's won several awards, including the Caring Student of the Year Award.*

*Your university's mission is to teach people the power of helping, and I believe Sandra embodies this principle. Therefore, I am confident that Sandra will excel in your program in education, and I hope you will consider my recommendation.*

*If you would like to discuss Sandra's skills and character traits further, I'd be happy to schedule a phone call. Please feel free to reach me at 432-194-7665, or email me at [gridley@trinityparkhighschool.edu](mailto:gridley@trinityparkhighschool.edu).*

*Sincerely,  
Gene Ridley  
Senior Psychology Teacher  
Trinity Park High School*

### **Example 3: Employee recommendation**

*June 21, 2015  
Liza Jones, Principal  
Leeward Hope Elementary School  
101 West Elm St  
Fort Lauderdale, FL. 33311*

*Dear Ms. Jones,*

*It is my pleasure to recommend Rene Desmond for the position of fifth-grade reading specialist at Leeward Hope Elementary. Rene has been a valuable member of our faculty for seven years and was loved by the students and staff at our school. As principal of Wiltshire Elementary School, I can assure you that Rene is an exceptional educator with a national-board certification status. I'm sure Rene will become a valuable member of your faculty.*

*When Rene came to work at Wiltshire Elementary, it was clear she had a passion and deep, intuitive knowledge of her subject matter and was immediately welcomed by her students. During the past seven years, Rene has continued to show superior skills and has continuously been evaluated at a highly-effective level. Rene was also able to take initiative and redesign some of our curricula strategies to improve the faculty's overall lesson delivery.*

*During her tenure at Wiltshire Elementary, Rene also proved an essential part of our mentoring staff. She not only directed our mentor program, but she also took on four new hires and two college interns during her time here. With her extensive experience mentoring fellow colleagues and directing our reading curriculum development and implementation, I'm confident that Rene will*

*become an integral member of your staff. If you have any questions regarding Rene's teaching experience, abilities or work ethic, please feel free to contact me.*

*Best,  
Vaughn Taylor  
Principal  
Wiltshire Elementary School*

#### **Example 4: Colleague recommendation**

*March 27, 2017  
Pamela McCreary  
Manager, Human Resources  
Upton Solutions, Inc.  
311 S. Main St.  
Los Angeles, CA 90213*

*Dear Ms. McCreary,*

*I am writing to offer my professional recommendation of Terry Hamilton for the role of customer service representative at Upton Solutions, Inc. I have known and worked with Terry for four years at Compton Telecommunications, and during that time, I have continuously witnessed Terry's exceptional teamwork and customer service skills. Terry was also invaluable to client meetings and solving customer problems. Terry has shown her capability as an effective communicator with compassion and a motivation to help customers and teammates alike.*

*As Terry's colleague, I was able to witness her communication approaches firsthand during client calls, where she built relationships and networks with customers. Terry always managed to form lasting friendships that led to repeat customers for our company. One recent circumstance where Terry's communication and exceptional customer service skills proved highly efficient was during a call with an upset client. Terry showed a high level of professionalism and empathy, and she was able to help the client find a solution in only a few minutes.*

*I am confident that Terry Hamilton will be an invaluable addition to your customer service team, as Terry consistently demonstrates the skills necessary to succeed in the position. If you have any further questions regarding Terry's experience and background, please feel free to call me.*

*Kind regards,  
Victoria Ferelli  
Compton Telecommunications*

**Task 39. Choose the best subject (a or b) to put at the beginning of the phrase. The parts in bold are designed to show you the main differences in the word order in order to help you choose the best option.**

(1a) **The following are** some examples of rare species:

(1b) Examples of rare species **are the following**:

(2a) Among the factors which influence longevity of seeds, of particular importance are **temperature and moisture content**.

(2b) **Temperature and moisture content** are particularly important factors influencing the longevity of seeds.

(3a) Sometimes 802.16 systems are referred to as Worldwide Interoperability for Microwave Access (WiMAX) systems **in the trade press**.

(3b) **In the trade press**, 802.16 systems are sometimes referred to as Worldwide Interoperability for Microwave Access (WiMAX) systems.

(4a) However, **this operation is only defined for some nouns**, which are called countable nouns.

(4b) However, **only for some nouns this operation is defined**, these nouns are called countable nouns.

(5a) **To do this exercise**, you do not need to be able to understand the meaning of the technical words.

(5b) You do not need to be able to understand the meaning of the technical words **in order to do this exercise**.

(6a) A gradual decline in germinability and in the subsequent vigor of the resultant seedling, a higher sensitivity to stresses upon germination and eventually loss of the ability to germinate **are generally recorded**.

(6b) **There is generally** a gradual decline in germinability and in the subsequent vigor of the resultant seedling, followed by a higher sensitivity to stress upon germination, and eventually a loss of the ability to germinate.

(7a) This leads to the expression **in the plasma membrane** of AGEs derived from misfolded proteins, which are known to transmit to surrounding cells (Fig. 2).

(7b) This leads to the expression of AGEs derived from misfolded proteins **in the plasma membrane**, which are known to transmit to surrounding cells (Fig. 2).

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## UNIT 5. Job Search

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### Job application / Cover letter



The cover letter is one of the most challenging documents you may ever write: you must write about yourself without sounding selfish and self-centered. The solution to this is to explain how your values and goals align with the prospective organization's and to discuss how your experience will fulfill the job requirements. Before we get to content, however, you need to know how to format your cover letter in a professional manner.

Your cover letter should convey a professional message. Of course, the particular expectations of a professional format depend on the organization you are looking to join. For example, an accounting position at a legal firm will require a more traditional document format. A position as an Imagineer at Disney might require a completely different approach. Again, a close audience analysis of the company and the position will yield important information about the document expectations. Let the organization's communications guide your work.

### POINTS TO REMEMBER

- Use the form of address and title of the contact person as they appear in the job notice.
- Refer to the job title as it appears in the notice, and state where you learned of the position.
- Mention your major professor by name, especially if he or she is well known in your field. Also, mention your expected completion date.
- Make a claim for your candidacy that you will support in the body of the letter.



- For a position at a small undergraduate college, emphasize teaching experience and philosophy early in the letter.
- Describe your dissertation and plans for future research. Emphasize links between your teaching and research interests.
- Mention specific teaching experience that is relevant to the job notice or is otherwise noteworthy.
- Refer to relevant materials available on the web.
- State your willingness to forward additional materials and to meet for an interview.
- Mention any temporary changes in contact information.

**Task 40. Match the words and expressions to the correct definition.**

- |                      |  |
|----------------------|--|
| 1. To be sacked      | a) a person who sells things   |
| 2. Staff             | b) to work at different time   |
| 3. To resign         | c) a person who writes for newspapers  |
| 4. To do shift work  | d) without a job   |
| 5. A nurse           | e) to earn more money  |
| 6. Interview         | f) to give a higher position with more responsibility  |
| 7. To get a pay rise | g) to be told to leave the company   |
| 8. Unemployed        | h) to leave the job  |
| 9. To work overtime  | i) workers in a company  |
| 10. Experience       | j) working only some of the day or week  |
| 11. Part-time job    | k) to work extra hours   |
| 12. Vacancy          | l) a person usually with a special training, who cares for sick or injured people                          |
| 13. A journalist     | m) resume  |
| 14. Curriculum vitae | n) work of the same type you have done before  |
| 15. A shop assistant | o) a letter written by someone who knows you well, usually to a new employer, giving information about you |
| 16. Skills           | p) a job that is available for someone to start doing  |
| 17. To promote       | q) abilities, things you can do  |
| 18. Shortlist        | r) a paper on which you write your details   |
| 19. Applicant        | s) certificates and exams passed   |
| 20. Qualifications   | t) someone who has formally asked for a job  |
| 21. Application form | u) a talk with a company about a possible job  |
| 22. Reference        | v) a list of the most suitable people for a job  |

### Task 41. Put each word or phrase in its correct place.

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*References*      *interview*      *vacancy*    *fill in*      *experience*  
*apply*      *short-list*      *applicants*      *qualifications*  
*application forms*

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### Applying for a job

In times of high unemployment there are usually very many \_\_\_\_\_ when a \_\_\_\_\_ is advertised. Sometime large numbers of people \_\_\_\_\_ and send off \_\_\_\_\_ for a single job. It is not unusual, in fact, for hundreds of people to \_\_\_\_\_ to a firm to one post. This number is reduced to a \_\_\_\_\_ of perhaps six or eight, from whom a final choice is made when they all attend an \_\_\_\_\_. very possible the people interviewing will be interested in the \_\_\_\_\_ the candidates gained at school or university and what \_\_\_\_\_ they have had in previous jobs. They will probably ask for \_\_\_\_\_ written by the candidates' teachers or employers.



### Task 42. Make questions you could ask at the interview from the words given.

1. Why change you do want jobs to.
2. Train in accounting did where you.
3. Worked how long you for your present have employer.
4. Of accounting have had you how much experience.
5. Abroad you ever worked have.
6. When start you can.
7. You could involves about be job the more what specific.
8. Any have ask you questions me to.

## Academic Cover Letter Example

November 2, 1998  
Dr. Naomi Sellers  
Chair, English Search Committee  
Box 58  
Baxter College  
Arcadia, WV 24803

Dear Dr. Sellers:

*I am writing to apply for the position as assistant professor of English with an emphasis in rhetoric and composition that you advertised in the October MLA Job Information List. I am a graduate student at Prestigious University working on a dissertation under the direction of Professor Prominent Figure. Currently revising the third of five chapters, I expect to complete all work for the Ph.D. by May of 1999. I believe that my teaching and tutoring experience combined with my course work and research background in rhetoric and composition theory make me a strong candidate for the position outlined in your notice.*

*As my curriculum vitae shows, I have had excellent opportunities to teach a variety of writing courses during my graduate studies, including developmental writing, first-year writing for both native speakers and second language students, advanced writing, and business writing. I have also worked as a teaching mentor for new graduate students, a position that involved instruction in methods of composition teaching, development of course materials, and evaluation of new graduate instructors. Among the most satisfying experiences for me as a teacher has been instructing students on an individual basis as a tutor in our university Writing Lab. Even as a classroom instructor, I find that I always look forward to the individual conferences that I hold with my students several times during the semester because I believe this kind of one-on-one interaction to be essential to their development as writers.*

*My work in the composition classroom has provided me with the inspiration as well as a kind of laboratory for my dissertation research. My project, *The I Has It: Applications of Recent Models of Subjectivity in Composition Theory*, examines the shift since the 1960s from expressive models of writing toward now-dominant postmodern conceptions of decentered subjectivity and self-construction through writing. I argue that these more recent theoretical models, while promising, cannot have the liberating effects that are claimed for them without a concomitant reconception of writing pedagogy and the dynamics of the writing classroom. I relate critical readings of theoretical texts to my own pedagogical experiments as a writing teacher, using narratives of classroom successes and failures as the bases for critical reflection on postmodern composition theory. After developing my dissertation into a book manuscript, I plan to continue my work in current composition*

*theory through a critical examination of the rhetoric of technological advancement in the computer-mediated writing classroom.*

*My interest in the computer classroom has grown out of recent experience teaching composition in that environment. In these courses my students have used computers for writing and turning in notes and essays, communicating with one another and with me, conducting library catalogue research and web research, and creating websites. I have encouraged my students to think and write critically about their experiences with technology, both in my class and elsewhere, even as we have used technology to facilitate our work in the course. Syllabi and other materials for my writing courses can be viewed at my website: <http://machine.prestigious.edu/~name>. In all of my writing courses I encourage students to become critical readers, thinkers, and writers; my goal is always not only to promote their intellectual engagement with cultural texts of all kinds but also to help them become more discerning readers of and forceful writers about the world around them.*

*I have included my curriculum vitae and would be happy to send you additional materials such as a dossier of letters of reference, writing samples, teaching evaluations, and past and proposed course syllabi. I will be available to meet with you for an interview at either the MLA or the CCCC convention, or elsewhere at your convenience. I can be reached at my home phone number before December 19; between then and the start of the MLA convention, you can reach me at (123) 456-7890. I thank you for your consideration and look forward to hearing from you.*

*Sincerely,  
First Lastname*

## **Job Skills Checklist**

The following is a sample list of skills found in a cross section of careers. Circle every skill that applies to you. Jot down examples of situations in your working life that demonstrate this skill. Then try to incorporate these skills into your resume and/or cover letter. Good Luck!

administering programs	planning agendas/meeting	planning organizational needs	classifying records
advising people	updating files	analyzing data	editing work
setting up demonstrations	investigating problems	locating missing information	handling complaints
coaching individuals	evaluating programs	promoting events	speaking to the public
dramatizing	sketching charts	imagining new	writing letters/

ideas	or diagrams	solutions	papers/proposals
handling detail work	questioning others	reading volumes of material	confronting other people
writing reports	organizing files	organizing tasks	prioritizing work
writing for publication	interpreting languages	inventing new ideas	managing people
remembering information	coordinating schedules/times	compiling statistics	maintaining a high level of activity
running meetings	constructing buildings	proposing ideas	auditing financial reports
calculating numerical data	creating meaningful and challenging work	adapting new procedures	coping with deadlines
dispensing information	checking for accuracy	teaching/instructing	creating new ideas
raising funds	meeting people	motivating others	listening to others
training individuals	finding information	relating to the public	inspecting physical objects
entertaining people	displaying artistic ideas	deciding uses of money	delegating responsibility
mediating between people	supervising employees	maintaining accurate records	persuading others
summarizing information	supporting others	operating equipment	comparing results
counseling/consulting people	interviewing prospective employees	negotiating/arbitrating conflicts	defining performance standards
comprehending ideas	screening telephone calls	drafting reports	making decisions
resolving conflicts	becoming actively involved	overseeing operations	recommending courses of action
preparing written communications	providing discipline when necessary	expressing ideas orally to individuals or groups	setting work/committee goals
performing numeric analysis	setting priorities	taking personal responsibility	developing plans for projects
collaborating ideas	knowledge of concepts and principles	enforcing rules and regulations	skillfully applying professional knowledge
maintaining	developing a	knowledge of	interacting with

emotional control under stress	climate of enthusiasm, teamwork, and cooperation	community/government affairs	people at different levels
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**Task 43. Look at the five job advertisements and the extracts from five letters of application. Match each letter with the corresponding advertisement.**

*We are a leading firm of Chartered Accountants and are presently seeking for*  
**HUMAN RESOURCES MANAGER**  
*The successful candidate will be educated to PhD degree level with outstanding qualifications and a minimum of three years' experience. Responsibilities will include:*

- *Developing policies and procedures*
- *Advising on aspects of employment law*
- *Co-ordinating training programs*
- *Recruitment selection*

*In return we offer a competitive salary and generous benefits including a non-contributing pension, 25 days' holiday, private health insurance.*  
*Apply with CV and a cover letter to:*  
*Sally Frazer, Director of Human Resources,*  
*Brooks Thornton & Co, Norfolk House,*  
*153 Aldwych, London*

**1**

**Medical Editor**

Science graduate required to work on medical journal. Editorial experience desirable but not essential as full training given.  
 Excellent prospects. Subsidized staff canteen.  
 Apply in written:  
 Jonathan Shepherd,  
 Williams & Faulkner Ltd.,  
 18 Marriat Road,  
 London, SW 19

**2**

**Operations officer**

International children's charity with headquarters in New York and offices throughout the world had a n opening for an operations officer to fill a position in Mali.

The successful candidate will be responsible for all aspects of the management of this office. He or she should possess an advanced university degree in business administration or a related qualification and should have at least five years' experience in office management at international level. Fluency in English and French is essential. Willingness to travel and live and work under difficult conditions.

Benefits include a competitive international salary and overseas allowances.

Please, write with your CV and starting current salary to:

Box number RL 147, The Guardian,  
164 Deansgate, Manchester M60

3

### **Senior production manager**

#### *Electronic and optical equipment*

You are a qualified engineer with several years' experience of computer assisted technology and design. Your proven managerial skills and commitment to quality will enable this expanding company to reach its full potential. Excellent salary plus sales-related bonus and company car.

Please write with full CV to:

John Hart, Readwood,  
Marshall, Thrope Industrail Estate,  
Feltham TW 14

4

### **Customer services assistant**

Are you highly efficient with good communication and interpersonal skills?

We are a leading manufacturer of video and audio equipment, and are looking for someone special with good administrative and secretarial abilities to join our very busy Customer Services Department.

Salary dependent on age and experience.

Apply to Brenda Howarth

Spectro (UK) Ltd.

12 Rothesay Terrace

Edinburgh EH6

5

The management experience that I acquired during my six years with the Council for Economic Affairs has equipped me to deal with various demands of international organization. During my time with the Council, I was in charge of the finance, accounts and administration of our Asian operations.

**A**

During my time at Manchester, I worked on a number of university magazines and this has made me keen to pursue a career in publicity.

**B**

I have good office and word-processing skills which I would like to put to use in a more interesting and challenging role. I enjoy working in a team and dealing with a public as well.

**C**

My current position involves me in all aspects of personnel, with particular emphasis interviewing, induction and organizing training courses.

**D**

As you will see from the attached CV, I am presently responsible for managing a sophisticated manufacturing site with a staff of thirty.

**E**

**Task 44. Complete Fiona Scott's letter of application using the following verbs:**

---

Contact	discuss	employed	welcome	involved
apply	enjoy	notice	advertised	matches

---

*Fiona Scott  
52 Hanover Street  
Edinburgh EH2  
Scotland, UK*



8<sup>th</sup> January

Nathalie Pierce  
Patagonia GMBH  
Reitmorsestrasse 50  
800 Munich 22  
Germany

Dear Ms. Pierce!

I am writing to \_\_\_ for the position of Public Affairs Associate, which was \_\_\_ last week in the International Herald Tribune.

Although I am presently \_\_\_ by a non-profit making organization, it has always been my intention to work in a commercial environment. I would particularly \_\_\_ the chance to work for your company and as you will \_\_\_ on my enclosed curriculum vitae, the job you are offering \_\_\_ both my personal and professional interests.

My work experience has familiarized with many of the challenges \_\_\_ in public relations today. I am sure that this, together with my understanding of the needs and expectations of sport and nature enthusiasts, would be extremely relevant to this position.

Moreover, as my mother is German, I am fluent in this language and would definitely \_\_\_ working in a German-speaking environment.

I would be pleased to \_\_\_ my curriculum vitae with you in more detail at an interview. In the meantime, please, do not hesitate to \_\_\_ me if you require further information. I look forward to hearing from you.

Yours sincerely,  
Fiona Scott

**Task 45. Complete the conversation with the words from the box:**

---

Wages	interview	skills	hours	experience
	personal qualities		qualifications	

---

**Valerie:** Hello. I'm Valerie Woods. I've come for an \_\_\_ for a job as a secretary.

**Mr. Watts:** Oh yes, Miss Woods. Please take a seat. Well, have you done office work before? Have you any \_\_\_ ?

**Valerie:** Well, I'm afraid, I haven't. I've just left college. But I have some \_\_\_. here are my typing and shorthand certificates.

**Mr. Watts:** Good. Have you any other \_\_\_ ? Can you use a computer?

**Valerie:** No, but I can speak French and Spanish.

**Mr. Watts:** Good. Your teachers tell us you're very careful and you get on well with other people, so there's no problem about your \_\_\_. In fact, you seem very suitable.

**Valerie:** Thank you. Can I just make sure of one or two points? I believe the \_\_\_ are \$150 a week. Is that right?

**Mr. Watts:** Yes, that's right. And the \_\_\_ are nine to five, Monday to Friday. Well, we'd like to have you, Miss Woods.

**Valerie:** Thank you very much. I think the job will suit me very well.

#### **Task 46. Role play.**

##### **1) Applicant: You apply for the post of a cook in a restaurant**

You start with ... Good afternoon. I'm Mr. Watson. I have an appointment for an interview at 2.00. You saw the advertisement in Kitchen and Catering. Graduated from the Gourmet Catering School. You are interested in creating new dishes. At the moment you're in charge of planning the menu in one of the restaurants. You feel you have done everything you can, you want a new challenge. You would like to know what salary you might expect. Ask about working hours. At the end you ask when they will telephone you.

##### **2) Employer: You have a vacancy of a cook in your restaurant**

Thank an applicant for coming and suggest him/her taking a seat. Ask where he/she saw your advertisement. Say that you saw his/her CV and it impressed you. Ask where he/she studied. Ask where he/she is working now. Ask why he/she wants to leave this post. Ask if an applicant has some questions to you. The salary will be around 1,200\$ a month, but in some time, there will be a 10% increase. The working hours vary from week to week but he/she will have one day off every week. Ask if there is anything else an applicant wants to ask. Say that you will call back within the next three days.

##### **3) Applicant: You apply for the post of a reporter in a newspaper**

You start with ... Good afternoon. I'm John Brown. I have an appointment for an interview at 3.00. You worked on the school paper for 3 years. Now you write an article or two for each issue; you wrote about ... . You don't have any of your

articles now, but you can send them ... . You have some questions. Ask what kind of work you will do. Ask about the vacation. Ask about the salary. Ask when you will know their decision.

#### **4) Employer: You have a vacancy of a reporter in the newspaper**

Thank an applicant for coming and suggest him/her taking a seat. Say that you read an applicant's CV and ask him/her about his/her previous experience in writing articles. Ask what interesting topics he/she covered. Ask if he/she has any of the articles with him/her. Then ask if an applicant has got some questions. For the first half of the year he/she would be learning how the News-trib operates: reporting, writing articles. Later on, he/she will be writing for the newspaper and may be a foreign assignment. Say that an applicant will have a two-week vacation. Say that the first half of the year the salary will be 1,800\$ a month and then there will be a 15% increase. Say that you will be able to tell about the results in a week as you have about 20 more people to interview for the position this week.

#### **Task 47. Read and remember useful expression to apply for a job.**

##### *Reason:*

To get experience in ... ; to learn about ... ; to find out about ... ; interested in ... ; my reason for applying is that I would like to broaden my experience and gain new skills.

##### *Personal qualities:*

Committed; hard-working; reliable; determined; enthusiastic; creative; easy-going; competent; cooperative; flexible; initiative; motivated; goal-oriented.

##### *Experience:*

Voluntary work; holiday job; participation in ... ; have experience in ... .

##### *Qualifications:*

Hold a certificate ... ; passed exams in ... ; completed a course in ... ; have a degree in ... ; be familiar with ... ; have knowledge of/experience in ... ; demonstrated skills in ... ; responsible for ... ; achieved targets/results in ... ; experienced in all aspects of ... ; have practical experience of ... ; am proficient/competent in ... .

##### *Practical skills:*

Fluent in ... (language); driving license; cooking; first aid; computer literacy; communication skills; organizational abilities.

- I am applying for the position of an accountant that was advertised in the Bangkok Post of 1 November.
- I am writing in response to your advertisement in the Bangkok Post of 31 October for a human resources manager.
- I am writing to apply for the post of IT manager advertised in the Kyiv Post of 8 September.
- I saw your advertisement for a marketing manager in the Nation of 28 May.
- I read about a job opening for a sales manager on your company's web site.
- I believe my long experience



**Task 48. Rewrite the sentences so that they begin with a subject. There are several possible ways to do this as highlighted in the example. Just choose one way. There is no key to this exercise as there are many possible solutions.**

*e.g. Concerning the role of education, it is given great emphasis in their society.*

*The role of education is given great emphasis in their society.*

*Their society gives great emphasis to the role of education.*

*Great emphasis is given to the role of education in their society.*

1. As far as religion is concerned, it plays a fundamental role. 2. With regard to politics, the vast majority of politicians are men. 3. In relation to performance, this increased in direct relation to the number of training sessions. 4. Concerning the side effects of the treatment, only one serious effect is currently known about. 5. Regarding the best way to learn a language, several theories have recently been developed.



**Task 49. Avoid beginning the sentence with *it is*. Complete the second sentence so that it means the same as the first.**

1. It is possible to use several strategies to achieve these goals. Several strategies ... . 2. It is possible with this model to give the actual flow rate. This model gives ... . 3. It is certain / sure that the new laws will benefit nuclear research. The new laws will ... . 4. It is mandatory to use X. X is ... . 5. It is possible

to demonstrate [Kim, 2014] that ... Kim [2014] ... 7. It is anticipated there will be a rise in stock prices. A rise in stock prices ... 8. It is regretted that no funds will be available for the next academic year. Unfortunately, ...



**Task 50. Rewrite these sentences so that they do not begin with *it is*.**

1. It is easy to carry out these tests. 2. It is regretted that your manuscript does not fit the scope of the conference. 3. It is possible that salaries will increase. 4. It is important to clean the samples. 5. It is necessary to define the stresses with respect to the original configuration. 6. It is highly probable that all future implantations will be required to adhere to new safety rules. 7. It would be advisable to calculate the coefficients beforehand. 8. It is reasonable to think that at least one value will equal X. 9. It is possible to use the code for other purposes as well.

**Task 51. Choose the sentence (a, b or c) that best enables the reader to quickly assimilate the information contained in the sentence.**

e.g. (a) This makes it possible to read with sufficient precision the sensor.

(b) This makes it possible to read the sensor with sufficient precision.

(a) Our aim was to assess the contribution both in the past and the present of anthropogenic activities to global environmental pollution.

(b) Our aim was to assess the contribution of anthropogenic activities to global environmental pollution both in the past and the present. yes.

Key: In both cases a) is incorrect because it interrupts the normal word order of English: subject + verb + object

(1a) Do you have any openings in your laboratory for PhD students?

(1b) Do you have any openings for PhD students in your laboratory?

(1c) For PhD students do you have any openings in your laboratory?

(2a) We are planning at my department a series of workshops on XYZ in November this year.

(2b) At my department we are planning in November this year a series of workshops on XYZ.

(2c) At my department we are planning a series of workshops on XYZ in November this year.

(3a) I would like to request a delay in submission of manuscript #: 08SFL-00975 until 21 October.

(3b) Until 21 October I would like to request a delay in submission of manuscript #: 08SFL-00975.

(3c) I would like to request a delay until 21 October in submission of manuscript #: 08SFL-00975.

(4a) Please find attached a copy of the paper for your convenience.

(4b) For your convenience, please find attached a copy of the paper.

(4c) Please, for your convenience find attached a copy of the paper.

## EMPLOYMENT APPLICATION

Position Sought Maintenance Technician Full-Time  Part-Time

## CANDIDATE INFORMATION

Name Smith John A.  
Last First Middle Initial

Address 123 Main Street Cedar Rapids, IA 52400  
Street City, ST Zip Code

Phone 555-123-4567 E-mail john.smith@kirkwood.edu Social Security Number 555-00-1234

Are you able to perform the essential functions of this position with or without accommodations?  
 Yes  No

Are you at least 18 years of age?  
 Yes  No

Are you legally eligible for employment in the U.S.?  
 Yes  No

Indicate your hours of availability in which you are willing to work:  
 Any  Mon  Tues  Wed  Thu  Fri  Sat  Sun   
 All Hours  Day Shift (7AM – 3PM)   
 Afternoons (3PM – 11PM)  Nights (11PM – 7AM)

Have you ever been convicted of a crime (felony or misdemeanor) other than a minor traffic violation?  
*This information may be considered in hiring or job placement, but will not automatically disqualify you for employment.*  
 Yes  No

If yes, please explain: N/A

Are you willing and able to:

Work Overtime?  
 Yes  No

Work during holidays?  
 Yes  No

Provide a valid Driver's License?  
 Yes  No

If Yes: Issuing State: Iowa Type: Driver's

Endorsements: N/A

When will you be available to begin work?

2 weeks after offer of employment

Are you a veteran?

Yes  No

If yes, please list duty/specialized training:

N/A

## EDUCATION

	School Name & Location	Years Completed	Field of Study	Did You Graduate?	Degree/Certificate/Diploma
High School	Cedar Rapids High School	4	General	Yes	High School Diploma
College/University	Kirkwood Community College	2	Industrial Maintenance	Yes	A.A.S. Industrial Maintenance
Additional	N/A	N/A	N/A	N/A	N/A

## EMPLOYMENT HISTORY

List your most recent employment first, followed by previous job experience(s). Use a separate sheet of paper if needed.

Employer Name & Address: <i>XYZ Warehouse Co</i> <i>Cedar Rapids, IA</i> Telephone: <i>555-987-6543</i>	Job Title: <i>Picker/Packer</i> Duties: <i>Drive forklift, locate items in warehouse, place orders on pallets for shipment.</i> Pay: <i>\$10/hr</i> Supervisor: <i>Mike Greene</i>	Start Date: <i>07/2008</i>	End Date: <i>Present</i>	Reason for Leaving: <i>N/A</i>
Employer Name & Address: <i>Hy-Vee</i> <i>Omaha, NE</i> Telephone: <i>555-012-3456</i>	Job Title: <i>Stocker (PT)</i> Duties: <i>Placed items neatly on shelves, assisted customers, and straightened aisles.</i> Pay: <i>\$6/hr</i> Supervisor: <i>Tom Jones</i>	Start Date: <i>05/2006</i>	End Date: <i>07/2008</i>	Reason for Leaving: <i>Moved to Cedar Rapids</i>
Employer Name & Address: <i>N/A</i> Telephone: <i>N/A</i>	Job Title: <i>N/A</i> Duties: <i>N/A</i> Pay: <i>N/A</i> Supervisor: <i>N/A</i>	Start Date: <i>N/A</i>	End Date: <i>N/A</i>	Reason for Leaving: <i>N/A</i>

## SKILLS & QUALIFICATIONS

Other qualifications such as special skills, abilities, or honors that should be considered, including types of computers, software, and other equipment you are qualified to operate or repair:

*Diagnostic and repair experience on engines, pneumatic tools, production machines, and motors.*

*Some knowledge of HVAC systems and basic electrical equipment. Forklift license.*

Professional licenses, certifications, or registrations:

*Certified Maintenance & Reliability Technician (CMRT), Society for Maintenance & Reliability Professionals    May 2018*

## REFERENCES

List three professional references:

<i>Mike Greene</i>	<i>Cedar Rapids, IA</i>	<i>555-987-2865</i>	<i>mgreene@xyzcorp.com</i>	<i>Shift Supervisor</i>	<i>10</i>
Name	Address	Telephone	E-mail	Occupation	Years Known
<i>Sherri Roberts</i>	<i>Monticello, IA</i>	<i>555-987-2865</i>	<i>sherryroberts@gmail.com</i>	<i>Manager (Hy-Vee)</i>	<i>12</i>
Name	Address	Telephone	E-mail	Occupation	Years Known
<i>Russ Martinez</i>	<i>Cedar Rapids, IA</i>	<i>555-987-1234</i>	<i>russm@kirkwood.edu</i>	<i>Maintenance Professor</i>	<i>2</i>
Name	Address	Telephone	E-mail	Occupation	Years Known

## NOTICE TO APPLICANT

I certify that the information contained in this application is true and complete to the best of my knowledge. I understand that falsified statements, misrepresentations, or omissions may be grounds for dismissal.

I authorize investigation of all statements contained herein and the references listed above to give any and all information concerning my previous employment and any pertinent information they may have, personal or otherwise. I release all parties from all liability for any damage that may result from furnishing this information to you. I understand that I may make a written request for information derived from background and reference checks.

If necessary for employment, you may be required to: supply your birth certificate or other proof of authorization to work in the United States, have a physical examination and/or a drug test, or to sign a conflict of interest agreement and abide by its terms. If hired, employment is for no definite period and may be terminated at any time without prior notice. I understand and agree to the information shown above.

*John A. Smith*

*08/15/2018*

Signature of Applicant

Date



**Task 52. Fill in the employment application as shown above.**



## EMPLOYMENT APPLICATION

Position Sought \_\_\_\_\_ Full-Time  Part-Time

## CANDIDATE INFORMATION

Name \_\_\_\_\_  

*Last*
*First*
*Middle Initial*

Address \_\_\_\_\_  

*Street*
*City, ST*
*Zip Code*

Phone \_\_\_\_\_ E-mail \_\_\_\_\_ Social Security Number \_\_\_\_\_

Are you able to perform the essential functions of this position with or without accommodations?  
 Yes  No

Are you at least 18 years of age?  
 Yes  No

Are you legally eligible for employment in the U.S.?  
 Yes  No

Indicate your hours of availability in which you are willing to work:  
 Any  Mon  Tues  Wed  Thu  Fri  Sat  Sun   
 All Hours  Day Shift (7AM – 3PM)   
 Afternoons (3PM – 11PM)  Nights (11PM – 7AM)

Have you ever been convicted of a crime (felony or misdemeanor) other than a minor traffic violation?  
*This information may be considered in hiring or job placement, but will not automatically disqualify you for employment.*

Yes  No   
 If yes, please explain: \_\_\_\_\_  
 \_\_\_\_\_

Are you willing and able to:

Work Overtime?

Yes  No

Work during holidays?

Yes  No

Provide a valid Driver's License?

Yes  No

If Yes: Issuing State: \_\_\_\_\_ Type: \_\_\_\_\_

Endorsements: \_\_\_\_\_

When will you be available to begin work?  
 \_\_\_\_\_

Are you a veteran?

Yes  No

If yes, please list duty/specialized training:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## EDUCATION

	School Name & Location	Years Completed	Field of Study	Did You Graduate?	Degree/Certificate/Diploma
High School					
College/University					
Additional					

## EMPLOYMENT HISTORY

List your most recent employment first, followed by previous job experience(s). Use a separate sheet of paper if needed.

Employer Name & Address:	Job Title:	Start Date:	End Date:
Telephone:	Duties:	Reason for Leaving:	
	Pay:	Supervisor:	

Employer Name & Address:	Job Title:	Start Date:	End Date:
Telephone:	Duties:	Reason for Leaving:	
	Pay:	Supervisor:	

Employer Name & Address:	Job Title:	Start Date:	End Date:
Telephone:	Duties:	Reason for Leaving:	
	Pay:	Supervisor:	

## SKILLS & QUALIFICATIONS

Other qualifications such as special skills, abilities, or honors that should be considered, including types of computers, software, and other equipment you are qualified to operate or repair:

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Professional licenses, certifications, or registrations:

## REFERENCES

List three professional references:

<i>Name</i>	<i>Address</i>	<i>Telephone</i>	<i>E-mail</i>	<i>Occupation</i>	<i>Years Known</i>

## NOTICE TO APPLICANT

I certify that the information contained in this application is true and complete to the best of my knowledge. I understand that falsified statements, misrepresentations, or omissions may be grounds for dismissal.

I authorize investigation of all statements contained herein and the references listed above to give any and all information concerning my previous employment and any pertinent information they may have, personal or otherwise. I release all parties from all liability for any damage that may result from furnishing this information to you. I understand that I may make a written request for information derived from background and reference checks.

If necessary for employment, you may be required to: supply your birth certificate or other proof of authorization to work in the United States, have a physical examination and/or a drug test, or to sign a conflict of interest agreement and abide by its terms. If hired, employment is for no definite period and may be terminated at any time without prior notice. I understand and agree to the information shown above.

\_\_\_\_\_  
*Signature of Applicant*

\_\_\_\_\_  
*Date*

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# UNIT 6. Academic Writing

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## Features of Academic writing

- It has few personal pronouns, such as 'I', 'we' or 'they'.
- It is highly structured & has a very formal style.
- It is impersonal and non-emotional - usually fact based.
- Its grammar makes greater use of the passive tense.
- It is often research based and not opinion-based writing. It uses references and quotes to show this.
- It features no jargon or slang words.
- It has no colloquialisms.  
*e.g. The kids in school nowadays.*
- No grammatical contractions.  
*e.g. 'can't, won't, doesn't etc.*
- Demonstrates high levels of critical thinking and critical analysis.

### Bad example:

*The insight I gain about me is that I have improved my study habits. I have learned about different ways of note taking. Which I only knew about mapping and outlining methods of notetaking. Even though I have never used the other methods. Communication skills are important, now I have learned more techniques to help me being more careful of what I do online as well. The course has helped me learn more.*

### Good example:

*It is imperative that students at university gain adequate study skills as well as effective study habits. There are several ways that this can be achieved. Some useful techniques that should be acquired are mind-mapping and effective*

*notetaking methods. Furthermore, building effective communication skills are an essential element to university life which are also transferred later in life into the working environment. Therefore, it can be stated that learning, building and maintaining a range of study skills will enhance students' learning, participation rates and success whilst undertaking tertiary education.*



**Task 53. Find at least 5 problems with this piece of text. Make it more academic. Re-write it.**

In my essay I will describe the great benefits we can all get by coming to university. University is a great place to expand your mind and learn new concepts and theories (Smith J.D 2008). I'll explore and examine 3 different elements in my essay.



**The most common mistakes university students make**

Native speakers

- Poor overall structure
- Poor academic style – too casual
- Informal use of vocabulary
- Writing in the 1st person 'I'

Non-native speakers (the above... plus)

- Subject verb agreement
- Use of articles (a, an, the)
- Preposition errors (in, for, at)
- Countable/uncountable / sing/pl nouns (evidences)
- Verb tense
- Punctuation

**Task 54. What is the passive voice? Why do we use it in academic writing?**



**Task 55. Transform the sentences. Use Passive Voice.**

1. The lecturer presented the SWOT analysis marketing theory. 2. I will analyze the key factors related to monetary policy in Australia. 3. I will present the findings of the questionnaire and survey relating to the rise and fall in domestic interest rates over the past decade.

**Cohesive Devices**

Cohesive devices are words and phrases that connect sentences and paragraphs together, to create a smooth flow of ideas. Cohesive devices are words such as transitions, pronoun references and the repetition of key supporting ideas.

There are many transition words and phrases in English that are used in academic writing to connect sentences together or relate ideas to one another. Here is a table of some of the common examples.

<b>Time markers</b>	<b>Comparison transition</b>	<b>Contrast transition</b>	<b>Additional information</b>
Since Secondly Whilst Before	Compared to Similarly Likewise As ... as	However Yet In contrast	And Furthermore For instance Moreover
<b>Giving examples</b>	<b>Cause and effect</b>	<b>Concluding ideas</b>	
For example Generally Particularly In general	Therefore As a result Because	Finally In conclusion To summarize	



**Task 56. Add transitions to this passage to make it smoother.**

Computer games have been popular for several decades now and many households have at least one such game on either a mobile phone device or personal computer. It can be said that playing such games causes social, educational and personal problems of several kinds both to youngsters and society. Youngsters who spend a great deal of time in front of a computer monitor can be said to be ‘missing out on life’ and not fully and actively engaging with the world around them (Herfson 2014) . The skills which they need in order to interact with others and succeed in the real world are not being nurtured and developed. Studies have shown that the recent generation of young males is physically growing less than previous generations due to lack of exercise (Clarke 2009 & Johnson & Higgins 2007). They are more likely to be overweight and less healthy, so more prone to diseases such as diabetes. The overuse of computer games by teenagers can be seen as having a significant effect upon society in a detrimental manner.

**Task 57. In academic writing, to develop unity in paragraph writing, it is essential that the pronoun use is consistent and relates to the same idea,**

**person, thing being described. Read the passage and answer the question:  
What do the underlined pronouns refer to in the above text?**

Climate Change is affecting most nations on the planet. It is affecting the way people are living on Planet Earth as it is not able to adapt quickly enough to the changes in the climate system nor are the human beings living on it. They simply cannot escape the effects of climate change if governments take no action. (Source: climatechange.org)



**Task 58. Transform the following words and expressions into formal (academic).**

Kids; university is great; there are many ideas; students get knowledge; in discussing the good things; and this essay will look into.

**Task 59. Let's Analyze this text. Whose voice is here? In red? / In green? What are the underlined phrases doing? What are the phrases in italics doing?**

**In commenting on professional nursing practice in large scale medical institutions,** *Klein & Smith (2009) state* that effective nursing skills include excellent communication traits, ability to communicate at every level within the medical environment and also the ability to effectively delegate to other staff members. However, these are common observations that apply to most medical and nursing professionals of course. These also link with the notion put forward by *Brown (2012) who states* that being able to empathize with patients is a critically important skill for nursing professionals around the world. These are interesting comments which demonstrate the skill sets that are needed for nursing professionals in large scale health organizations. However, it can also be argued that further skills and attributes are needed, which might include.....

## **Editing and Proofing Academic Writing**

- Proof and edit for clarity of meaning.
- Proof and edit for style and grammar.
- Proof and edit for presentation/typos / refs.
- Formal register / NOT chatty!
- Not written in the 1st person/ no 'me', 'I' or 'my'.
- No contractions (isn't, can't, won't).
- Highly structured.
- Avoids vague imprecise language.

- Research based.
- Impersonal & emotionally neutral.
- Not opinion-based writing usually.
- Shows range of academic vocabulary.
- Lack of personal pronouns.
- Good levels of accurate grammar, spelling and punctuation needed.



## Overview of the typical elements of the dissertation thesis

- ▶ Title
- ▶ Abstract
- ▶ Table of contents
- ▶ Lists
- ▶ Corpus:
  - ▶ Introduction
  - ▶ Literature review
  - ▶ Methods
  - ▶ Results
  - ▶ Discussion
  - ▶ Conclusions
- ▶ References
- ▶ Appendices

Not necessarily written in this order!

- Methods often easiest to describe  
→ Can be good way to get started
- Introduction / abstract  
→ Often written last

### Non-textual elements

- ▶ Table of contents
  - ▶ Best compiled when completely finished
  - ▶ Try to formulate titles according to the same format (parallelism)
  - ▶ Avoid too many sublevels / too much indentation
  - ▶ Check that no sections are missing
- ▶ Lists
  - ▶ Tabela, figures, graphs, symbols, abbreviations
- ▶ Appendices
  - ▶ Essential information that would make the text too heavy
- ▶ References
  - ▶ Be consistent

### Titles



- *No full sentences (usually) What is required for ...*

- *No full stop at end*
- *Avoid abbreviations*
- *Avoid using too many prepositions*
- *Instead use adjectives / compound nouns*



- All words capitalised, except articles and prepositions
- Use key words

## **Abstract**



- Short version of paper/thesis
- Includes all or some of the following elements (often clearly indicated by the requirement):
  - Background (research gap);
  - Objectives;
  - Methods;
  - Results;
  - Conclusions
- Should function as a stand-alone text



- Not an introduction
- No reference to tables/figures

## **Introduction**



- Relevant context and essential concepts
- Importance of topic
- Link with previous studies and the field in general
- Problems/challenges/limitations of the existing research

## **Literature review**





- Provide an overview of the literature available
- Gives a reader an idea of the current “state of knowledge”
- Shows how your work fits in with the earlier studies and the field in general
- Shows that there is a need for your research
- Offers a better understanding of your research question(s) and hypotheses
- Serves as a basis for methodology
- Gives an indication of results to expect

## **Abstract**

- Short version of paper/thesis
- ≠ an introduction
- All/some of the following stages (sometimes clearly labelled)
  - ✓ Background (research gap)
  - ✓ Objectives
  - ✓ Methods
  - ✓ Results
  - ✓ Conclusions
- Should function as stand-alone text
  - ✓ No references to tables/figures
  - ✓ Clear and accessible language

## **Introduction**

- Relevant context and essential concepts
  - ✓ Importance of topic
  - ✓ Link with previous studies / the field in general
  - ✓ Problems / challenges / limitations of existing research

*Entropy is a fundamental thermodynamic property that has attracted attention across domains. Inference of entropy of chemical compounds using various approaches has been a widely studied topic. However, many aspects of entropy in chemical compounds remain unexplained.*

*Organic thin-film transistors are considered indispensable in applications requiring flexibility, low processing temperature, and low cost. Key challenges to be addressed include developing solution-processable gate dielectric materials that form uniform films over large areas.*

*Methods used previously to deposit materials within the pores of such membranes include electrochemical deposition and in situ polymerization. This*

*paper describes the first use of sol-gel chemistry to prepare semiconductor nanofibrils and tubules within the pores of an alumina template membrane.*

*Gradisar et al. recently presented a novel self-assembly strategy for polypeptide nanostructure design that could lead to significant developments in biotechnology. In the present paper, the underlying mathematical model is developed.*

➤ Objectives / hypotheses

*However, this is practically impossible due to the high resolution and adaptive grid refinement. Therefore, this paper proposes an asymptotic coupling concept.*

*The objective of this study is to present specific theoretical and empirical mathematical models applied to the dissolution of carbonates in acidic environments.*

## **Literature Review**

- Provides an overview of the literature available
  - ✓ Gives the reader an idea of the current “state of knowledge”
- Shows how your work fits in with earlier studies and the field in general
  - ✓ Shows that there is a need for your research
- Offers a better understanding of your research questions and hypotheses
  - ✓ Serves as a basis for methodology
  - ✓ Gives an indication of results to expect
- Summarizing work done by others
  - ✓ Searching > reading > selecting > planning > writing
- Not just a list of studies (avoid summarizing articles one by one) → make your own contribution
  - ✓ Selection of sources (establishing focus)
  - ✓ Structure (organizing information and establishing connections)
  - ✓ Evaluation (identifying strengths and weaknesses)
- Do not simply follow the structure of the original sources
- Organise information thematically
  - ✓ Group different sources around common ideas and make connections
  - ✓ e.g. different aspects, causes, hypotheses, arguments

- ✓ shows you understand how the studies relate and have made the information your own
- Chronological organization often less effective → unless describing evolution of approach or methodology
- Carefully select information
  - ✓ Which sources are influential within the field?
  - ✓ What are the key ideas within each source?
  - ✓ Which ideas are most relevant for your purposes?
    - Identify common pattern, themes
      - ✓ Write well-constructed paragraphs
      - ✓ Avoid short / I-sentence paragraphs
      - ✓ Group different sources around common ideas
      - ✓ Write clear topic sentences to identify the main themes
      - ✓ Within paragraphs highlight connections



### **Task 60. Insert hyphens where needed.**

e.g. She has a full time job. = She has a full-time job.

1. An Italo American project. 2. A second order problem. 3. A 50 year old man. 4. A 10 year period. 5. The use of a compiler controlled network. 6. Via point to point routing. 7. On the fly compilation. 8. We need to look at the decision making process. 9. This is not a heart related illness. 10. There is an ever growing need for such devices. 11. These are all real life situations. 12. This entails using a market based mechanism. 13. Our profit maximizing models solve this problem very neatly. 14. It is a robot like device. 15. There is no mention of any time dependent factors.

**Task 61. Decide in which sentence, a or b, hyphens are required between the words in bold. In two cases hyphens are required in both a and b, but in different positions and consequently with different meanings.**

1. (a) These spread from **cell to cell**.
1. (b) **Cell to cell** communication is frequent.
2. (a) This behavior is **human like**.
2. (b) This is a **human like** behavior.
3. (a) This is a **well known** problem.
3. (b) This problem is **well known**.
4. (a) We will review the **state of the art** in the literature.
4. (b) This is a **state of the art** piece of equipment.

5. (a) This is used to **clean up** the sample.
5. (b) Do this after the **clean up** procedure.
6. (a) There is a **one to one** correspondence.
6. (b) These should be done **one by one**.
7. (a) A traditional **single cluster** assignment.
7. (b) There is just a **single cluster**.
8. (a) These students are in their **third year**.
8. (b) These are **third year** students.
9. (a) This is a **little used car** – it is very compact.
9. (b) This is a **little used car** – it has only done 2000 km.
10. (a) We approached several **foreign car dealers** (e.g., Ferrari, Honda, Kia) who told us ...
10. (b) We approached several **foreign car dealers** (i.e., not from the USA) who told us ...



**Task 62. Use initial capitalization on the following titles.**

*e.g. Consequences of erudite vernacular utilized irrespective of necessity: the problems of using long words needlessly. = Consequences of Erudite Vernacular Utilized Irrespective of Necessity: the Problems of Using Long Words Needlessly.*

1. A guide to writing research papers for non-native speakers of English.
2. The role of English in the twenty-first century.
3. The history of teaching English as a foreign language.
4. An innovative system for the automatic translation of research papers.



**Task 63. Underline any words that should begin with an initial capital letter.**

1. The values are shown in table 1. This table also shows the daily doses from monday to friday.
2. The authors gratefully acknowledge support from the university of manchester. Thanks are also due to dr susan james for revising the english of the manuscript.
3. In order to maximize background conductivity, a dionex anion micromembrane suppressor (dionex, sunnyvale, usa) was employed.
4. This paper introduces logibase, a system that integrates a spreadsheet, a relational data base, and logic programming paradigms by exploiting boolean values.



**Task 64. Insert punctuation (including capitalization) into the following text which is part of an Introduction of an informal paper. Note that some sentences are very short.**

The order in which we say or write something generally reflects the importance we want to give to each individual item in English we tend to put the subject first because by doing this the interlocutor immediately knows what the main topic is going to be we then need to insert the verb and then the object which is generally of secondary importance this may seem obvious it isn't in many languages the subject or a part of the verb may appear at the end of the sentence this fact would seem to indicate that we don't all have the same thought patterns and that for other nationalities it may not be important to immediately know the argument of the sentence. The result is that we as listeners or readers have certain expectations as to the order in which the words are going to appear if this order is not respected we may be thrown off the trail in much the same way foreign students when speaking tend to stress inappropriate words in a sentence highlighting words that for an English speaker would normally have no relevance the reason for this is that both English word order and English stress are strictly related to meaning in other languages this is not always the case the problem is of course that students tend to transfer their native word and stress into English.



**Task 65. Insert punctuation (including parentheses, hyphens and capitalization) into this Methods section from a medical paper. The 'clients' referred to are homeless people.**

The homeless population involved in the study include those in temporary or insecure housing in a hostel staying with friends or relatives out of necessity or sleeping rough. clients were screened at thirty five sites which make up the main hostels, night shelters and day centres for homeless people and refugees in the south London boroughs of Lambeth, Lewisham and Southwark many of these agencies target homeless people who do not normally access other services particularly health care the screening was advertised in advance at each site as a free service available to all within centres free meals provided regular screening sessions were arranged at each site over a number of months the frequency of sessions depended on the size of the centre and the daily turnover of clients the overall uptake of the screening at each site was estimated by calculating the average number of volunteers for the screening at each centre as a percentage of the average daily capacity of each drop in centre or hostel.

# Irregular Verbs

Infinitive	Past Tense	Past Participle	Переклад
Arise [ə'raiz]	arose [ə'rəuz]	arisen [ə'riz(ə)n]	виникати, з'являтися
awake [ə'weik]	awoke [ə'wəuk]	awoken [ə'wəukən]	будити, пробуджуватися
be [bi:]	was,were [wɒz], [wɜ:]	been [bi:n]	бути
bear [beə]	bore [bɔ:]	born [bɔ:n]	народжувати, приносити
beat [bi:t]	beat [bi:t]	beaten ['bi:tn]	бити
become [bi 'kʌm]	became [bi 'keɪm]	become [bi 'kʌm]	ставати
begin [bi 'gɪn]	began [bi 'gæn]	begun [bi 'gʌn]	починати(ся)
bend [bend]	bent [bent]	bent [bent]	гнути, згинати
bind [baɪnd]	bound [baʊnd]	bound [baʊnd]	пов'язувати
bite [baɪt]	bit [bɪt]	bitten ['bɪtn]	кусати(ся)
bleed [bli:d]	bled [bled]	bled [bled]	кровоточити
blow [blou]	blew [blu:]	blown [bloun]	дути
break [breɪk]	broke [brɔ:k]	broken ['brɔ:kən]	ламати(ся)
breed [bri:d]	bred [bred]	bred [bred]	виховувати
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносити
build [bɪld]	built [bɪlt]	built [bɪlt]	будувати
burn [bɜ:rn]	burnt [bɜ:nt]	burnt [bɜ:nt]	горіти, палити
burst [bɜ:st]	burst [bɜ:st]	burst [bɜ:st]	вибухнути, підривати(ся)
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	купувати

cast [kʌst]	cast [kʌst]	cast [kʌst]	кинути, лити (метал)
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	ловити, схоплювати
choose [tʃu:z]	chose [tʃouz]	chosen ['tʃouzən]	вибирати, підбирати
come [kʌm]	came [keɪm]	come [kʌm]	приходити
cost [kɒst]	cost [kɒst]	cost [kɒst]	коштувати
cut [kʌt]	cut [kʌt]	cut [kʌt]	різати
dig [dɪg]	dug [dʌg]	dug [dʌg]	рити, копати
do [du:]	did [dɪd]	done [dʌn]	робити
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	малювати, тягти
dream [dri:m]	dreamt [dremt]	dreamt [dremt]	мріяти, снитися
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пити
drive [draɪv]	drove [drouv]	driven ['drɪvən]	водити, кермувати
eat [i:t]	ate [eɪt, et]	eaten ['i:tn]	їсти
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	падати
feed [fi:d]	fed [fed]	fed [fed]	годувати
feel [fi:l]	felt [felt]	felt [felt]	відчувати
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	боротися
find [faɪnd]	found [faʊnd]	found [faʊnd]	знаходити

fit [fit]	fit [fit]	fit [fit]	підходити за розміром
fly [flaɪ]	flew [flu:]	flown [floun]	літати
forget [fər 'get]	forgot [fər 'gɒt]	forgotten [fər 'gɒtn]	забувати
forgive [fər 'gɪv]	forgave [fər 'geɪv]	forgiven [fər 'gɪvən]	пробачати
freeze [fri:z]	froze [frouz]	frozen ['frouzən]	замерзати
get [get]	got [gɒt]	got [gɒt]	отримувати
give [gɪv]	gave [geɪv]	given ['gɪvən]	давати
go [gou]	went [went]	gone [gɒn]	іти, ходити
grow [grou]	grew [gru:]	grown [groun]	рости
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	висіти, розвішувати
have [hæv]	had [hæd]	had [hæd]	мати
hear [hɪər]	heard [hɜ:rd]	heard [hɜ:rd]	чути
hide [haɪd]	hid [hɪd]	hidden ['hɪdn]	ховати
hit [hɪt]	hit [hɪt]	hit [hɪt]	потрапляти в ціль
hold [hould]	held [held]	held [held]	тримати
hurt [hɜ:rt]	hurt [hɜ:rt]	hurt [hɜ:rt]	поранити, пошкодити
keep [ki:p]	kept [kept]	kept [kept]	тримати, зберігати



kneel [ni:l]	knelt [nelt]	knelt [nelt]	ставати на коліна
knit [nit]	knit [nit]	knit [nit]	в'язати (спицями)
know [nou]	knew [nu:]	known [noun]	знати
lay [ler]	laid [leid]	laid [leid]	класти, покласти
lead [li:d]	led [led]	led [led]	вести, очолювати
lean [li:n]	leant [lent]	leant [lent]	нахилятися
learn [lɜ:rn]	learnt [lɜ:rnt]	learnt [lɜ:rnt]	вчити
leave [li:v]	left [left]	left [left]	залишати, покидати
lend [lend]	lent [lent]	lent [lent]	займати, позичати
let [let]	let [let]	let [let]	дозволяти
lie [lai]	lay [ler]	lain [lein]	лежати
light [lait]	lit [lit]	lit [lit]	висвітлювати, запалювати
lose [lu:z]	lost [lɒst]	lost [lɒst]	втрачати
make [meik]	made [meid]	made [meid]	робити
mean [mi:n]	meant [ment]	meant [ment]	означати
meet [mi:t]	met [met]	met [met]	зустрічати
mistake [mis'teik]	misook [mis'tuk]	mistaken [mis'teik(e)n]	помилятися
pay [pei]	paid [peid]	paid [peid]	платити
put	put [put]	put [put]	класти, ставити

[pʊt]			
read [ri:d]	read [red]	read [red]	читати
ride [raid]	rode [roud]	ridden ['rɪdn]	їхати верхи
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]	дзвонити, дзвеніти
rise [raɪz]	rose [rouz]	risen ['rɪzən]	підніматися
run [rʌn]	ran [ræn]	run [rʌn]	бігти
say [seɪ]	said [sed]	said [sed]	говорити
see [si:]	saw [sɔ:]	seen [si:n]	бачити
seek [si:k]	sought [sɔ:t]	sought [sɔ:t]	шукати
sell [sel]	sold [sould]	sold [sould]	продавати
send [send]	sent [sent]	sent [sent]	посилати
set [set]	set [set]	set [set]	класти, ставити
shake [ʃeɪk]	shook [ʃʊk]	shaken ['ʃeɪkən]	трясти
shine [ʃaɪn]	shone [ʃoun, ʃɒn]	shone [ʃoun, ʃɒn]	світити, сяяти, блищати
shoot [ʃu:t]	shot [ʃɒt]	shot [ʃɒt]	стріляти
show [ʃou]	showed [ʃoud]	shown [ʃoun]	показувати
shrink [frɪŋk]	shrank [fræŋk]	shrunk [frʌŋk]	сідати (про матеріал), зменшувати(ся), скорочувати(ся)
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]	закривати

sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	співати
sink [sɪŋk]	sank [sæŋk]	sunk [sʌŋk]	тонути
sit [sɪt]	sat [sæt]	sat [sæt]	сидіти
sleep [sli:p]	slept [slept]	slept [slept]	спати
smell [smel]	smelt [smelt]	smelt [smelt]	нюхати, пахнути
slide [slaid]	slid [slid]	slid [slid]	ковзати
sow [sou]	sowed [soud]	sown [soun]	сіяти, засівати
speak [spi:k]	spoke [spouk]	spoken ['spoukən]	говорити
spell [spel]	spelt [spelt]	spelt [spelt]	вимовляти по буквах
spend [spend]	spent [spent]	spent [spent]	витрачати
spill [spɪl]	spilt [spɪlt]	spilt [spɪlt]	проливати
spit [spɪt]	spat [spæt]	spat [spæt]	плювати
split [splɪt]	split [splɪt]	split [splɪt]	розщеплювати
spoil [spɔɪl]	spoilt [spɔɪlt]	spoilt [spɔɪlt]	псувати
spread [spred]	spread [spred]	spread [spred]	поширювати(ся)
stand [stænd]	stood [stʊd]	stood [stʊd]	стояти

steal [sti:l]	stole [stouɫ]	Stolen ['stoulən]	красти
stick [stɪk]	stuck [stʌk]	stuck [stʌk]	приклеювати(ся), застрявати, упиратися
sting [stiŋ]	stung [stʌŋ]	stung [stʌŋ]	жалити
strike [straɪk]	struck [strʌk]	struck [strʌk]	ударяти, страйкувати
strive [straɪv]	strove [strəʊv]	striven ['strɪvən]	намагатися, прагнути
swear [sweə]	swore [swɔ:]	sworn [swɔ:n]	давати клятву
sweep [swi:p]	swept [swept]	swept [swept]	підмітати
swim [swɪm]	swam [swæm]	swum [swʌm]	плавати
take [teɪk]	took [tu:k]	taken ['teɪkən]	брати, взяти
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	вчити
tear [teə]	tore [tɔ:]	torn [tɔ:n]	рвати
tell [tel]	told [tould]	told [tould]	розповідати
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	думати
throw [θrou]	threw [θru:]	thrown [θroun]	кидати
understand [ʌndər 'stænd]	understood [ʌndər 'stʊd]	understood [ʌndər 'stʊd]	розуміти
upset [ʌp'set]	upset [ʌp'set]	upset [ʌp'set]	перекидати, засмучувати
wake [weɪk]	woke [wouk]	woken ['woukən]	прокидатися
wear [weə]	wore [wɔ:]	worn [wɔ:n]	носити

weep [wi:p]	wept [wept]	wept [wept]	плакати
wet [wet]	wet [wet]	wet [wet]	мочити, зволожувати
win [wɪn]	won [wɒn]	won [wɒn]	вигравати, перемагати
wind [waɪnd]	wound [waʊnd]	wound [waʊnd]	звиватися, обмотувати, заводити (годинник)
write [raɪt]	wrote [raʊt]	written ['rɪtɪn]	писати

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## Academic Vocabulary List

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### A

Available	approximate	assessment	attitudes
assume	attributed	authority	annual
area	apparent	approach	access
aspects	adequate	acquisition	alter
achieve	aware	assistance	academic
appropriate	adjustment	affect	amendment
administration	author	alternative	assign
acknowledge	allocation	attach	accurate
abstract	aggregate	advocate	aid
adults	adaptation	arbitrary	abandon
ambiguous	automatically	accumulation	appendix
appreciation	accompany	anticipate	accommodation

analogous	assurance	attained	adjacent
assembly	albeit	advise	aspect

## B

benefit	bias	bulk	bond
brief	behalf	beware	broad

## C

concentrate	compensation	complete	corresponding
community	circumstances	contract	considerable
consistent	corporate	concept	contribution
constitutional	component	context	constraints
construction	core	conclusion	concentration
convention	cycle	comments	communication
constant	conference	coordination	commitment
consent	code	criteria	civil
contrast	capacity	contact	clause
compounds	conflict	consultation	challenge
confirm	cite	capable	cooperative
classical	chemical	channel	convert
comprise	comprehensive	couple	contrary
clarity	conformity	contemporary	chart
commodity	contradiction	currency	complement

crucial	commence	cease	concurrent
conversely	confined	coherence	controversy
coincide	convince	conceived	colleagues
concern	collapse	compiled	capable

## D

derived	dominant	definition	document
distribution	deductio	demonstrate	debate
domestic	draft	decline	discretion
domain	diversity	display	discrimination
definite	disposal	deny	dynamic
decade	differentiation	displacement	denote
detected	deviation	dramatic	distorted
diminished	device	devoted	duration

## E

estimate	ensure	export	emphasis
export	exclude	evidence	emerge
establish	error	economic	ethnic
energy	enforcement	exposure	external
enable	expansion	equivalent	evolution
entities	exceed	edition	enhance
expert	estate	explicit	equipment

extract	eliminate	empirical	eventually
exploitation	exhibit	erosion	ethical
encounter	enormous	ensure	evoke

## F

factors	funds	function	fundamental
formula	facilitate	framework	foundation
furthermore	fees	flexibility	federal
fluctuations	finite	file	format
founded	forthcoming	fruitful	further

## G

goals	granted	generation	generate
grade	gender	global	guarantee
guidelines	guidance	guard	generous

## H

hence	hypothesis	hierarchical	highlight
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## I

issues	implementation	involved	internal
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interpretation	integration	indicate	imposed
imply	implications	illustrated	investigation
initial	intelligence	instance	input
interaction	incentive	immigration	ignored
inhibition	incidence	index	interval
identical	initiatives	intervention	inferred
isolated	insert	ideology	innovation
inspection	implicit	inevitably	induce
infrastructure	intensity	intermediate	incompatible
integral	insights	inherent	inclination
intrinsic	integrity	invoked	impact

## J

justification	job	jury	jurisdiction
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## L

labour	location	legal	licence
legislation	layer	label	logic
liberal	lecture	likewise	levy

## M

major	minorities	method	maximum
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mechanism	medical	marginal	modified
mental	monitoring	ministry	minimum
mode	migration	media	minimize
manipulation	minimal	mutual	manual
military	mature	mediation	medium

## N

network	notion	nuclear	neutral
norms	notwithstanding	nonetheless	nonsense

## O

occur	outcomes	overall	obvious
option	output	objective	orientation
overseas	offset	overlap	ongoing

## P

process	physical	principle	proportion
policy	partnership	percent	philosophy
period	project	publish	parallel
published	parameters	principal	predicted
professional	promote	phase	prior
precise	psychology	perspective	prime

publication	preceding	phenomenon	paradigm
priority	prohibited	predominantly	practitioners
prospect	paragraph	preliminary	passive
portion	protocol	posed	persistent
panel	participate	purpose	protrude

## Q

quotation	qualitative	questionnaire	quotative
qualified	quality	qualification	

## R

research	reliance	required	reaction
role	removed	response	registered
regime	retained	resolution	ratio
rejected	revenue	reveal	rational
release	reinforced	reverse	random
revision	restore	radical	relaxed
revolution	rigid	refine	restraints
reluctant	route		

## S

sector	specified	specific	sex
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source	sequence	structure	sufficient
section	scheme	significant	sum
similar	series	summary	status
subsequent	statistic	stress	stability
style	symbolic	sustainable	substitution
submit	subsidiary	solely	survive
simulation	successive	schedule	supplementary
subordinate	scenario	suspended	sphere
straightforward	so-called		

## T

theory	task	techniques	technical
transition	target	trend	transformation
trace	thesis	transmission	topic
termination	thereby	tension	theme
temporary	trigger	team	

## U

undertake	underlying	ultimately	unique
uniform	unified	undergo	

## V

volume	version	voluntary	visible
virtually	vehicle	visual	via
vision	violation		

## **W**

whereas	welfare	widespread	whereby
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*Для нотаток*

*Навчальне видання*

Ю. Ненько, О. Іващенко, О. Крічкер

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for PhD students  
of non-language majors***

*навчальний посібник*

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