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бюджетное образовательное учреждение высшего образования
«САНКТ-ПЕТЕРБУРГСКИЙ
ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ТЕЛЕКОММУНИКАЦИЙ
им. проф. М. А. БОНЧ-БРУЕВИЧА»**

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*Утверждено редакционно-издательским советом СПбГУТ
в качестве учебного пособия*

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Учебное пособие предназначено для студентов 1 курса магистратуры, обучающихся по всем техническим направлениям подготовки магистратуры. Цель издания – развитие навыка делового общения, развитие практического навыка перевода научно-технического текста, а также ознакомление с особенностями научного стиля.

Пособие содержит лекционный материала на русском и английском языках, а также предлагает практический материал для устной и письменной практики речи по трем блокам: 1) деловое общение; 2) теория и практика перевода научно-технических текстов; 3) научная работа. Разработано на базе современных материалов с учетом опыта преподавания английского языка в СПбГУТ и в соответствии с общекультурными, общепрофессиональными и профессиональными компетенциями ФГОС третьего поколения по направлениям подготовки магистратуры технических специальностей.

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От авторов

В связи с введением Федеральных государственных образовательных стандартов (ФГОС) третьего поколения возникает необходимость кардинального пересмотра подходов к разработке пособий по иностранному языку в высшей школе. Особенно важным это представляется для второй ступени высшего образования – магистратуры, поскольку владение иностранным языком признано разработчиками ФГОС одной из обязательных общекультурных, общепрофессиональных и профессиональных компетенций магистра, независимо от направления подготовки.

Основной целью обучения иностранному языку является достижение магистрантами технических специальностей СПбГУТ «практического владения иностранным языком, позволяющего использовать его в их будущей профессиональной деятельности и научной работе, а также для активного применения в деловом общении».

Целью учебного пособия является развитие новых и совершенствование общих и языковых компетенций, предъявляемых к выпускникам магистерских программ. А также коммуникативных умений различных видов речевой деятельности: деловой коммуникации (устройство на работу, встречи и переговоры, публичные выступления, презентации и доклады, деловая переписка). Кроме того, данное учебное пособие предлагает методические рекомендации по теории и практике перевода научно-технических текстов, и знакомит с особенностями научного стиля (написание аннотаций, рефератов, научных статей).

Пособие разработано на базе современных материалов (учебные пособия, ссылки на базы данных, словари и онлайн переводчики), предназначенных для развития навыка делового общения на иностранном языке; для развития практического навыка перевода научно-технического текста; для ознакомления с особенностями научного стиля.

Пособие предназначено для практических занятий по дисциплине «Иностранный язык» на 1 семестр 1 курса студентов магистратуры.

Материал пособия разделен на 3 разделов: «Business Communication», «Теория и практика перевода научно-технических текстов», «Научная работа». Каждый раздел содержит лекционный материал на русском и иностранном (английском) языках (Лекция (Lecture)) и практический материал для развития навыков 1) делового общения (Speaking Practice, Writing Practice, Listening Practice); 2) перевода научно-технической литературы (Практика перевода); 3) теории и практики научно-исследовательской работы студентов (Практика (Writing Practice)).

Каждый раздел состоит из нескольких частей.

Так как материал учебного пособия представлен в большем объеме, чем требуется по учебным часам дисциплины, то 1) дополнительный лекционный материал для раздела «Business Communication»; 2) практический материал с текстами по техническим специальностям СПбГУТ для раздела «Теория и практика перевода научно-технических текстов»; 3) дополнительный лекционный и практический материалы для раздела «Научная работа» представлены на сайте <http://lms.spbgut.ru/> (курс «Иностранный язык для магистрантов»), который был разработан ППС кафедры ИНиРЯ в рамках внутренних программ университета.

В качестве дополнения представлены методические рекомендации по всем 3 разделам учебного пособия.

Ценность данного издания состоит в том, что позволяет студентам магистратуры расширить свои познания по иностранному (английскому) языку и подготовиться к деловому рабочему общению («Business Communication»), представить свои профессиональные навыки перевода научно-технических текстов по специальности («Теория и практика перевода научно-технических текстов»), представить свою научную работу на конференциях, семинарах, а также написать научную статью («Научная работа»).

Актуальность пособия подтверждается представлением лекционным материалом на иностранном (английском) языке и практическим материалом актуальных библиографических ссылок. При разработке данного учебного пособия авторы стремились к тому, чтобы весь практический материал носил общенаучный характер и соответствовал общекультурным, общепрофессиональным и профессиональным компетенциям в соответствии ФГОС третьего поколения по направлениям подготовки магистратуры.

Кроме того, стоит отметить, хоть простота понимания и доступность практического материала позволяет использовать данное пособие для студентов магистратуры с различным уровнем подготовки, но лекционный материал в большей степени представлен на иностранном (английском) языке, что в свою очередь обязывает студентов обладать соответствующим уровнем языка.

Авторы

BUSINESS COMMUNICATION

Unit 1

Business Ethics¹

Lecture²

Business Communication

Most of the scholars agree that British English is a functional variety of the English language used in various business and commercial situations.

However, if we use a more specific and linguistically sophisticated definition given by the professor T. Nazarova, Business English, being a “medium for business communication worldwide”, is also “an interactive interplay of register and a set of written and oral skills used for business communication”.

Communication, in all its different types, presupposes that every participant of any particular situation observes some rules and laws of behavior accepted in this or that environment. And this is where Ethics, as a discipline dealing with “good” and “bad” choices and behaviour, comes to the fore.

The majority of thinking businessmen would agree with the following statement *good ethics is good business*.

International relations and knowledge of national etiquette in different countries are most important aspects of international business. The most necessary means of establishing, supporting and developing contact with businessmen are official: official meetings, business dinners, etc.

Relationship building is often a key to long-term business success. In the United States there is a ritual way to meet and greet people. Certain rules or formulas should be followed. The degree of formality in business varies according to the company culture. Some companies are more conservative and formal in how they address each other, how they share information, how decisions are made, how authority is delegated, how people dress, and so on. Other companies, especially the younger, smaller high technology companies are more progressive and informal.

If you are a foreigner doing business in the US and you want to call someone by his or her last name, you may do so. But do not be surprised if your

¹Additional Lecture “Business Etiquette” on <http://businessculture.org/northern-europe/uk-business-culture/business-etiquette/>

²Additional Lecture “Business Communication” on <http://businessculture.org/northern-europe/uk-business-culture/business-communication/>

American colleagues call you by your first name. In a formal situation, you should be more formal by using titles (*Mr., Mrs., Ms., Dr., Professor*, etc.) and by adding *Sir* or *Ma'am* (*Yes, Sir/No, Sir, Yes, Ma'am/No, Ma'am; Thank you, Sir/ Thank you, Ma'am*, etc.).

Along with the handshake, nod of the head, hug, or hand gesture, Americans engage in small talk. This conversation or chitchat may not carry much meaning in itself, but is designed to break the ice – to ease into a conversation with someone you have just met. The same questions are always asked: *How are you?* and is answered by *Fine, thanks* or *How are you?* It is not questions about your physical health; it is a standard greeting. *Fine, thank you* is what is expected.

Small talk is always used when you first meet someone. If you do not take part in this polite type of conversation, you will be considered rude and unfriendly; therefore, it is essential to know the formulas. The goal of small talk is to get to know someone, but you should never ask personal questions too soon.

In the business world, when a relationship is established one may talk about business. After business hours, when socializing with colleagues or partners, you will need to know the topics of conversation: weather, sports, good news, travel, movies, entertainment, and food. If asked, you may discuss work, where you live, or where you are staying. When people want to relax, discussions about work or anything too serious are usually not welcomed. Avoid subjects about money, personal health, bad news, religion, politics, and details about your family.

Be careful about jokes. Humour varies from culture to culture, and you may offend without realizing it.

Small talk is the best way to initiate a conversation with a potential new friend, and may last from a few minutes to over an hour, depending upon circumstances, and is actually important in society. It plays a role in people's getting to know one another. It establishes a polite and friendly tone. We form impressions from how people look, dress, speak.

Small talk at work is essential: it expresses friendliness without demanding attention. Whether you talk about the traffic or coffee in the vending machine, the vital message is that you are all part of the same team.

The British are rather formal. Many from the older generation prefer to work with people and companies they know. Younger businesspeople do not need long-standing personal relationships before they do business. They prefer to deal with people at their level. The British are direct, but modest. If communicating with someone they know well, their style may be more informal, although they will still be reserved. Most people use titles *Mr, Mrs* or *Miss* and their surname.

Wait until invited before moving to a first-name basis. People under the age of 35 may make this move more rapidly than the older British.

Generally, British people do not shake hands, except when they meet for the first time. People use the handshake as a way to greet a person, make an agreement or say goodbye.

Speaking Practice

1. Answer the questions and discuss.

1. In what way do you understand the expression “business ethics” and “business etiquette”?
2. What formal and informal ways to address people do you know?
3. What is small talk?
4. Is there a standard course of etiquette when you meet and greet people?
5. What formal and informal ways to address people do you know?
6. What does the question *How are you?* mean?
7. How many questions with *How* do you know?
8. What is the difference between the questions: *How are you? How are the things with you? How's business? Are things busy with you? How are you doing? How are things in Moscow?*
9. What are the acceptable topics of the conversation after business hours?
10. What do you have to avoid when you have just met people?

2. Look through the expressions to introduce yourself and others.

1) Introducing yourself

- I don't think we've met before. I'm...
- Let me introduce myself. My name is...
- I'd like to introduce myself. I'm...

2) Introducing others

- Let me introduce you, John, this is Martin Brown.
- I'd like to introduce you to...
- There's someone I'd like you to meet. This is...
- Tom, please meet Patrick.
- Ben, have you met Thomas?
- Jane, this is Mary. Mary, this is Jane.

3) Expressing pleasure to have met someone

- Nice to meet you.
- Happy to meet you.
- It's pleasure to meet you.
- How do you do? (It is not a question, it means *здравствуйте*.)

3. Introduce yourself to each other.

Hello./ Hi, nice to meet you./ I'd like to introduce myself. I'm.../ My name is...
I'm from... I am a master of.../ I work for...

4. Ask questions, as small talk, from the following notes;

1. you/ come from;
2. university/ you/ study;
3. company/ you/ work;
4. the job interesting;
5. your/ hotel/ like;
6. you/ find/ the weather/ here;
7. you/ think/ e.g. Moscow;
8. you/ been/ before/ e.g. Moscow;
9. you/ spend/ weekends.

5. Read the dialogues.

Dialogue 1: Formal Greetings

Tom: Good morning, Professor Austin, how are you doing?

Professor: Good morning, Tom. I'm doing well. And you?

Tom: I'm great, thank you. This is my friend Emma. She is thinking about applying to this university. She has a few questions. Would you mind telling us about the process, please?

Professor: Hello, Emma! It's a pleasure to meet you. I'm more than happy to speak with you. Please stop by my office next week.

Emma: It's pleasure to meet you, professor. Thank you so much for helping us.

Professor: Don't mention it. Hopefully, I will be able to answer your questions!

The greetings ***Good morning/ Good afternoon/ Good evening*** are used at different times of the day. "Good evening" are used after 6p.m. When people meet in the United States; it is customary for them to shake hands. A handshake lasts for about two or three seconds which allows enough time to say "*Nice to meet you*".

"Don't mention it" is another way of saying "*You're welcome*".

The phrase "*You're welcome*" is more formal. However, responses such as "*Don't mention it./ No problem./ Happy to help*" are informal ways of responding to a thank you.

Dialogue 2: Informal Greetings and Farewells

Jane: Hi, Helen! How's it going?

Helen: Fine, thanks – and you?

Jane: Just fine. Where are you off to?

Helen: To the library. I've got an exam next week and need to start studying.

Jane: Oh, no. Well, I'll see you later then. Good luck!

Helen: Thanks. See you later.

"Hi" is an informal way of saying "*hello*".

"How's it going?" is an informal way of saying "*How are you?"*

"Where are you off to?" is an informal way of saying "*Where are you going?"*

“Oh, no” is a way of saying *“I understand you are not happy”* or *“I sympathize with you.”*

“See you later” is an informal way of saying *“goodbye.”*

Another version of the last phrase for the telephone talk: *“Speak to you later (then).”*

Dialogue 3: Formal Introductions

Margaret: Mr. Wilson, I’d like you to meet Dr. Edward Smith.

Mr. Wilson: It’s nice to meet you, Dr. Smith.

Dr. Smith: Pleasure to meet you, too.

Margaret: Dr. Smith is an economist. He’s just finished writing a book on international trade.

Mr. Wilson: Oh? That’s my field, too. I work for the United Nations. I’ve ready our articles. They’re excellent.

“I’d like” means *“I would like”*.

Dialogue 4: Informal Introductions

Jim: Who’s the tall woman next to Barbara?

Charles: That’s her friend Mary. Didn’t you meet her at Steve’s party?

Jim: No, I wasn’t at Steve’s party.

Charles: Oh! Then let me introduce you to her now. Mary, this is my friend Jim.

Mary: Hi, Jim. Nice to meet you.

Jim: You, too. Would you like a drink?

Mary: Sure, let’s go get one.

“Who’s” is the contracted form of *who is*.

“Didn’t you meet her...” a negative question is used to show surprise.

“Mary, this is my friend Jim.” This is a friendly way to introduce two people.

“Nice to meet you.” is a typical response after you’ve been introduced to someone.

“Sure” is often used in informal conversation to mean *“yes.”*

6. Practice the dialogues given above.

Introduce the following people a) more formal, b) less formal:

1. a new student to your teacher;
2. your close friend to your parents;
3. your colleague to the head of the company;
4. a friend of your age to an elderly man/woman you know;
5. a guest speaker holding a PhD degree to the audience.

7. Additional practice task for different styles of speaking for telephone calls.

There are 3 types of speaking for telephone calls:

1. PA or a manager of the company to the clients (more formal);
2. a manager of the company to the another colleague (less formal);
3. a business partner of the company to another business partner (non-formal)

Practice these 3 types of speaking in pairs, using the materials on <http://lms.spbgut.ru/>³ (Иностранный язык для магистрантов. Business Communication. Unit 1. Shall I put you through? Audio files 2-4.)

Unit 2

Applying For a Job

Lecture 1. Getting a Job

Lecture 2. Job Application Forms

Lecture 3. A Job Interview

Lecture 1

Getting a Job

Getting a job begins with locating and applying for jobs that will advance your career plans. It also involves convincing employers that you are the best applicant for their job openings. The way you apply for a job and present your qualifications can greatly influence an employer's impression of you. Therefore, you should know how to contact employers, how to complete application forms, and how to make a good impression in job interviews.

All these skills can improve your chances for employment. Most employers consider several applicants for each job opening.

One of the most common ways to learn about job opportunities is by word-of-mouth. Many jobs are filled by people who have heard of job openings from friends, relatives, teachers and others.

Another way to locate job opportunities is through the classified section of newspapers. Many professional newsletters, magazines, and other trade publications carry advertisements for job openings. From such advertisements you can learn what profession, skills, and experiences are necessary for the job. Information about job openings is also available from employment agencies.

Your first contact with an employer will be either to apply for a known job opening or to find out if any jobs are available. Your contact with employers should be effective and orderly. The most common ways of contacting employers are by mail, by telephone, and by personal visit to an employer's office.

³ Система дистанционного обучения Санкт-Петербургского государственного университета телекоммуникаций им. проф. М.А. Бонч-Бруевича.

Getting a job is a very hard period in the life of most people. Companies choose an employee according to special rules, that's why there're special factors, influencing on employer's choice. Among such factors are: age, sex, experience, family background and marital status, personality.

Speaking Practice

1. Answer the questions and discuss.

1. What is required to apply for a job?
2. What is the most difficult part to get a job?
3. What job are you thinking of applying for?
4. What are you worried about?
5. Do you want to work full-time or part-time?
6. Do you have a job now?
8. Would you like to do the same job all your life? Why? Why not?
9. Do you think it is more important to make a lot of money or to enjoy our job?
10. What three adjectives would describe yourself best... as a worker, as a colleague, as an employer or an employee?

2. Watch the videos about *Jobs* and do all practice exercises.

1. *Jobs*

<http://learnenglishteens.britishcouncil.org/grammar-vocabulary/vocabulary-exercises/jobs>

(Levels A1-A2)

2. *Work*

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/work>

(Level A2)

3. *Stop wasting time*

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/stop-wasting-time>

(Level A2)

Lecture 2

Job Application Forms

When you apply for a job, you will be asked to send your CV (resume), together with a letter or e-mail of application. It is important to know how to write a good resume, or a summary of background and qualifications, and a letter of application (a cover letter, a letter of interest). All these skills can improve your chances for employment.

If you are applying for a new work place you have to send your CV (curriculum vitae) or Resume, the Application (Cover) Letter, and the Letter of Recommendation that are expected in such cases.

Most applicants for white-collar jobs get in touch with employers by mail (email). A letter to an employer should be type-written. In the application letter,

introduce yourself and explain why you are writing. Briefly indicate an experience and skills you have that relate to the kind of job you are seeking.

Include your address and telephone number so that the employer can reach you. If you contact an employer by telephone, try to provide the same information that you would cover in a letter.

A resume or a CV is a summary of your history and professional qualifications. Most employers consider several applicants for each job opening.

Thus, the employer has to consider two sets of qualifications if he wants to choose from among the applicants: professional qualifications and personal characteristics. A candidate's education, experience and skills are included in the professional qualifications. These can be listed in a resume or summary of your background.

Employers often receive a lot of applications for a job, so it is very important to make sure that your CV and job application letter create the right impression and present your personal information in a brief, well-structured, and attractive way. A CV should be clear, with a limited number of main sections, so that an employer can pinpoint the information they are looking for quickly and easily.

You do not need to give a lot of details.

The resume usually consists of the following parts: ***Personal, Education, Work Experience, Interests and Skills, Hobbies***⁴.

It should be noted that a resume (CV) can be structured differently and may vary in length from one page to three.

Send your Resume, along with an Application (Cover) Letter and a Letter of Recommendation to a specific person. The person should be the top person in the area where you want to work. Refer him (her) to your Resume and ask for an interview.

The samples of ***a Resume (CV), an Application (Cover) Letter (a Letter of Interest) and a Letter of Recommendation***:

Application Letter

8 September, 2014

Dear Mr. Jones,

I am writing to apply for the job (position) of an accountant advertised in yesterday's "Financial Times". I enclose my Resume and a Letter of Recommendation from Mr. J. Smith of Smith and Sponsor Bank, Manchester. I have recently moved to your town and feel that my qualifications would enable me to be a productive member of your company.

I am available for an interview.

⁴Галиева, Т. Р. Деловой иностранный язык (английский язык) [Электронный ресурс]: практикум / Т. Р. Галиева ; Федер. агентство связи, Федер. гос. образовательное бюджетное учреждение высш. проф. образования "С.-Петерб. гос. ун-т телекоммуникаций им. проф. М. А. Бонч-Бруевича". - СПб.: СПбГУТ, 2013. - 27 с.

I look forward to hearing from you.
Yours sincerely,

Resume (CV)⁵

Letter of Recommendation

19 November, 2014

Dear Mr. Jones,

Having known Mrs. Biggins for three years as a staff-member of my department, I am pleased to write this Letter of Recommendation for her.

During the years that Mrs. Biggins worked with us she always excelled in whatever activity she undertook.

It is important to mention here that she has good working knowledge of French and German and speaks both languages fluently. I also want to emphasize her computer skills.

Mrs. Biggins has my fullest support and I would be pleased to provide further information if necessary.

Yours sincerely,

Speaking Practice

1. Answer the questions and discuss.

1. What application forms are required?
2. What information does a resume include?
3. What information does an application letter usually include?
4. Why is it important to send both an application letter and a CV to the job a person applies for?
5. In what cases do people have to write a resume?
6. How is a resume structured?
7. Should the resume you write be a detailed personal history or a summary of your personal history and qualifications?

Writing Practice

1. Write your own *Application Letter and CV* using qualifications you already have, or ones that you think you might get in the future using the phrases given below.

1) *References to the advert*

- I see from your advertisement in the... (newspaper) that you have a vacancy for a...
- It was with great interest that I read the advertisement for...
- I was interested to learn that your company wishes to recruit...

2) *Applying for a job*

⁵Там же.

- I should like to apply for the position of...
- I wish to apply for the job of...

3) *Request of a vacancy*

- I would be interested to know whether you have a vacancy for...
- I am looking for a position in...

4) *References to the work experience*

- For the past (5) years I have been employed as a...
- I was responsible for...
- I specialize in...
- This is a position for which I believe I am ideally suited.
- I gained wide experience in market research.
- I am fluent in English and French.
- I am keen to broaden my knowledge in the field of...

5) *References to the resume*

- I enclose my Curriculum Vitae which will give you more details of my career.

6) *References to the interview*

- I would greatly appreciate the opportunity of an interview.
- I am available for an interview at your convenience.
- I look forward to hearing from you. Hoping for a favourable reply.

Lecture 3

A Job Interview

When you apply for a job, you will need to go on interviews to meet with employers face to face. Personal characteristics are evaluated through interviews.

The interview helps the employer to find out if you are the best person to hire for the job.

The interview is probably the hardest part of getting a job. If you are invited to attend an interview, confirm the appointment by letter, telephone or email.

There are some recommendations, which can help you. If you're to go to an interview tomorrow, sleep well before it. Take your CV and application form to the interview. Sometimes the person who is interviewing you has not seen it. You should choose corresponding dress code for the interview – first impressions are important.

Read annual report of the company, use the Internet to research about the company to show your understanding of the corporate strategy on the interview.

Prepare answers for questions which you think the interviewer may ask you. In particular, think of examples of your achievements in previous jobs or while at university, and how you have managed difficult situations. Think about your personal strengths and weaknesses, and how you would describe your personality.

Prepare a list of questions which you may want to ask the interviewer. Possible subjects include the company, the job, working hours and holidays, responsibilities.

Ask yourself why the company should choose to employ you, instead of the other people who are applying. The first interview may be followed up over the phone. From there it is a short wait until the company calls back with their offer, or mails a rejection.

Statistics say that personal characteristics are often more important than professional qualifications on the interview. Show willingness to study and work and show loyalty to the company. Speak loudly and emphasize important aspects of your education and work experience.

On the interview you are asked questions, and the way you answer will show what kind of person you are and if your education, skills and experience are suitable for the job and match what they're looking for.

Tips for a Successful Interview

Job interviews can be stressful; however, with the proper planning and preparation, you can get the job.

Before the Interview

- Research the company and prepare relevant questions. Interviewers appreciate when job candidates demonstrate interest in the company and the available position. Organize all paperwork, including your resume, and references from previous employers.
- Plan responses to common interview questions. Prepare for questions about your salary expectations by finding out how much employees in the position you are applying for are typically paid.

During the Interview

- Make a good first impression by arriving on time for the interview. Make sure to dress in clean and professional attire. Be polite and use the interviewer's name when speaking.
- Respond to all questions clearly. Interviewees should provide solid examples of how their previous experience relates to skills needed for the new position. Also, be sure to explain your future career goals.

After the interview

- Follow up immediately with a thank-you note restating your interest in the position.
- Employers may request a call-back to obtain more information.

Speaking Practice

1. Answer the questions and discuss.

1. How do people prepare for a job interview?
2. What items do people bring to job interviews?
3. How to create a good impression at an interview?
4. Why is an interview the most difficult part to get a job?

5. What is required to prepare properly for an interview?
6. Is it necessary to memorize all the answers beforehand?
7. What does the saying mean “You never get a second chance to make a first impression”?
8. What is meant by personal characteristics?

2. Choose Do and Don't on the interview.

1. Find out as much as you can about the job beforehand.
2. Choose your interview clothing with care.
3. Make sure you know where the interview office is and how to get there.
4. Be on time, or better, a few minutes early.
5. Bring with you certificates, samples of your work and letters of recommendation.
6. Bring a pen; you will probably be asked to fill in an application form.
7. Answer all the questions as best as you can, and write neatly.
8. Answer every question the interviewer asks. Be clear.
9. If you do not know something about the job, admit it. Stress that you are willing to learn.
10. Show some enthusiasm when the job is explained to you.
11. Ask questions at the close of the interview (for instance, about hours, pay, holidays, or if there is a training programme).
12. Walk into the interview chewing gum or smoking.
13. Shake hands with the interviewer.
14. Answer ‘Yes’ or ‘No’ or shrug.
15. Sit down until you are invited to.
16. Have a drink beforehand to give you courage.

3. Read the sample of a job interview.

Andrew Brandon has a job interview

Interviewer: Good morning, Mr. Brandon. My name is Ms. Martin. Please have a seat.

Andrew: Good morning, Ms. Martin. It's pleasure to meet you.

I.: You've applied for the Saturday position, haven't you?

A.: Yes, Ms. Martin.

I.: Can you tell me what made you reply to our advertisement?

A.: Well, I am looking for a part-time job to help me through university. I think that I'd be really good at this kind of work.

I.: Do you know exactly what you would be doing as a shop assistant?

A.: Well, I imagine I would be helping customers, keeping a check on the supplies in the store, and preparing the shop for business.

I.: What sort of student do you regard yourself as? Do you enjoy studying?

A.: I suppose I'm a reasonable student. I passed all my exams and I enjoy my studies a lot.

I.: Have you any previous work experience?

A.: No. I've been too busy with all the subjects to get a good result. But last summer holidays I worked part-time at a take-away food store.

I.: Now, do you have any questions you'd like to ask me about the position?

A.: Yes. Could you tell me what hours I'd have to work?

I.: We open at 9.00, but you would be expected to arrive at 8.30 and we close at 6.00 pm. You would be able to leave then. I think I have asked you everything I wanted to. Thank you for coming to the interview.

A.: Thank you, Ms. Martin. When will I know if I have been successful?

I.: We'll be making our decision next Monday. ***We'll give you a call.***

A.: Thank you. Goodbye.

I.: Goodbye, Mr. Brandon.

Useful phrases for another version of the end of a job interview.

1) References to the approval

- We are pleased to inform you that...
- We have pleasure in informing you that...
- Your application for the position of... has been successful.
- You have been accepted.

2) References to the rejection

- We regret to inform you that your application has not been accepted.
- I am sorry to inform you that the position has already been filled.
- We are sorry but we have no vacancies at the present time.

4. Practice the following job interview questions⁶.

You are applying for a job as... (a sales manager, a tech support operator, a system administrator, a software engineer, a webmaster, any job you want).

1. Can you tell me a little about yourself?
2. What kind of training or experience do you have in this field?
3. Do you have a job now?
4. What are your responsibilities?
5. Why do you want to change your job?
6. Why did you leave your last job?
7. What do you think are your strong points (greatest strengths)?
8. What do you consider to be your weak points (greatest weaknesses)?
9. Why are you interested in this job?
10. Do you want to work full-time or part-time?
11. What salary do you want?
12. Do you have any questions?

⁶More information on <https://www.myenglishteacher.eu/blog/questions-and-answers-to-prepare-you-for-a-job-interview-in-english/> (Questions and Answers to Prepare You for a Job Interview in English and Knock Them out).

5. Watch the video about a *Job Interview* and do all practice exercises.

1. An interview

<http://learnenglishteens.britishcouncil.org/skills/speaking-skills-practice/interview>

(Level B2)

6. Test.

Choose the best response to your interviewer's questions.

1. Why should we hire you and not someone with experience?
 - a) I offer energy, intelligence and loyalty.
 - b) First come, first served.
 - c) You need to hire me to get the answer.
2. What do you consider loyalty to a firm?
 - a) No stealing stationery.
 - b) Confidentiality and dependability.
 - c) Coming to work.
3. What are your weaknesses?
 - a) I can't resist chocolate cake.
 - b) Expecting others to be as honest as I am.
 - c) Always arriving late for meetings.
4. Why do you want this job?
 - a) It is a job with prospects.
 - b) It pays well.
 - c) My friend works here; he likes the company.
5. Where would you like to be in five years?
 - a) I don't know.
 - b) Running the company.
 - c) In a challenging position with responsibility.
6. Why do you want to work for this company?
 - a) I've been unemployed for too long.
 - b) Well, I've heard that it's a company that pays its employees well.
 - c) It's a company with future.
7. How did you hear about this vacancy?
 - a) I researched your company and rang Human Resources.
 - b) A friend of a friend told me about it.
 - c) My brother works here.
8. Have you looked at our website?
 - a) Yes. It is very comprehensive.
 - b) Not yet, but I will after the interview.
 - c) Do you have a website?
9. We need someone now, not in three months. Could you begin earlier if you were offered the job?

- a) My present company will not allow it.
 - b) Well, that is a question I didn't expect.
 - c) If I were offered this job, I would try.
10. Do you like working with your current boss?
- a) No. I think he can't manage people.
 - b) No. He is too aggressive and lazy.
 - c) No. However, I've learnt a lot from him.
11. During the busy summer period we all work every weekend. Would you have a problem with this?
- a) I would hope to arrange a system so that not everyone has to work every weekend.
 - b) I'm a team player and would be prepared to work when necessary.
 - c) I have holidays booked and enjoy my free time too much.
12. Why do you think we should employ you?
- a) Some other company will if you don't.
 - b) I believe you won't find anyone better than me.
 - c) I believe I'm the best person for the job.

Answers: 1. a; 2. b; 3. b; 4. a; 5. c; 6. c; 7. a; 8. a; 9. c; 10. c; 11. b; 12. c.

Unit 3

Meetings⁷

Lecture⁸

Effective Business Meetings

Great things happen when people come together. Face-to-face interaction is the place where ideas are generated. Meetings come in all shapes and sizes. There are the everyday office meetings, board meetings, business meetings, seminars, conferences, conventions, trade shows and exhibitions. Meetings help to work on teams, share of ideas, and effectively coordinate. If communication is the life blood of any organization, then meetings are the heart and mind. Meeting is the place where we communicate our ideas; develop new understandings and new directions, where we engage with others.

Meetings are an important part of doing business. Executives on average spend 40%-50% of their working hours in business meetings. A successful meeting has no surprises. With proper preparation and careful organization, a meeting can run smoothly. Setting goals and time limits, keeping to the agenda are the key components of an effective meeting. Preparation also means attention to details including: room bookings, catering, equipment, etc.

⁷ Additional Lecture "Meeting Etiquette" on <http://businessculture.org/northern-europe/uk-business-culture/meeting-etiquette/>

⁸ Additional Lecture "10 ways to make meetings more effective" on <http://www.techrepublic.com/blog/10-things/10-ways-to-make-meetings-more-effective/>

Meetings can be announced by email or be posted on bulletin boards. The date, location, time, length, and purpose of the meeting should be included. In order to keep the meeting on task and within the set amount of time, it is important to have an agenda. The agenda is a list of matters to be discussed in the meeting, and indicates the order of items. The person in charge of the setting the agenda and running the meeting is the ‘chairperson’.

Whether you are holding the meeting or attending the meeting, it is polite to make small talk while you wait for the meeting to start. You should discuss things unrelated to the meeting, such as weather, family, or weekend plans.

At the beginning of the meeting the chairperson should formally welcome everyone and thank the attendees for coming. If anyone at the meeting is new to the group, or if there is a guest speaker, a person in charge of the meeting should introduce him or her. In order attendees can be able to follow the agenda it is better use an overhead projector. Before beginning the first main item on the agenda, the speaker should provide a brief outline of the objectives.

One of the most difficult things about holding an effective meeting is staying within the time limits. A good agenda will outline how long each item should take.

A chairperson should stay within the limits.

When decisions cannot be easily made, they are often put to a vote. Most votes occur during meetings. Votes can be open, where people raise their hands in favour or in opposition of the issue, or closed (private), where attendees fill in ballots and place them in a box to be counted. When a motion is voted and agreed upon, it is carried. When it is voted and disagreed upon, it is failed. Votes are often put to a majority.

During the meeting, participants comment, provide feedback, or ask questions. A meeting comes to an end when time runs out, or all of the items on the agenda are checked off.

Speaking Practice

1. Answer the questions and discuss.

1. What types of meetings do you know?
2. What does it mean a successful meeting?
3. What is required to run a meeting smoothly and effectively?
4. What is the purpose of having an agenda?
5. What are the roles of a chairperson at a meeting?
6. Is it important to make small talk before starting a meeting?
7. Do you know how to finish a meeting?
8. What manners and etiquette are important for meetings?
9. From your experience:
 - How often do you have to attend meetings?
 - Do you enjoy attending meetings?
 - Do you think that attending meetings is ever as waste of time?

- Have you ever been the chair of a meeting?
- What things shouldn't you do in a meeting?
- What is the most difficult meeting you have been to?
- Have you ever taken minutes in a meeting?
- Have you ever attended an online or telephone meeting?

2. Seven golden rules to a successful business meeting.

1. Be punctual but *a few minutes earlier is acceptable*.
2. Do not ask too many personal questions *during small talk*.
3. A business meeting is important *even when it is held in the pub*.
4. Dress in a neutral coloured suit – *either black, navy or dark grey*.
5. Do not hold eye contact *for too long during business meetings*.
6. Do not bring a personal gift *for your business partners*.
7. Do not rush or rush your attendants *into making business decisions*.

3. Watch the videos about *Meetings* and discuss about the structure, the roles and the problems of a meeting.

1. *The Conference Call, A Conference Call in Real Life, Every Meeting Ever*

<http://blog.lucidmeetings.com/blog/our-favorite-short-videos-about-meetings-teamwork>

(Level C1)

4. Practice your English using the phrases given below⁹.

1) Phrases for conducting a meeting:

Opening the Meeting

- Good morning/ afternoon, everyone.
- If we are all here, let's start the meeting.

Welcoming and Introducing Participants

- We're pleased to welcome (name of participant)
- We're pleasure to welcome (name of participant)
- I'd like to introduce (name of participant)

Stating the Main Objectives of the Meeting

- We're here today to...
- Our aim is to...
- I've called this meeting in order to...

Introducing the Agenda

- Have you all received a copy of the agenda?
- There are (5) items on the agenda. First,... second,... third,... lastly,...
- Shall we take the points in this order?

⁹ More information on <http://www.talkenglish.com/speaking/business/meetings.aspx>,
<http://www.englishwithjo.com/english-conversation-meetings/>

Setting a Time Limit

- We'll have to keep each item to ten minutes.
- There will be five minutes for each item.
- I've called this meeting in order to...

Introducing the Items on the Agenda

- So, let's start with.../ Shall we start with...
- So, the (first) item on the agenda is...
- (name), would you like to introduce this item?

Closing an Item

- I think that covers the (first) item.
- Shall we leave that item?
- If nobody has anything else to add, lets...

Next Item

- Let's move onto the next item.
- The next item on the agenda is...
- Now we come to the question of...

Summarizing

- Before we close today's meeting, let me just summarize the main points.
- Let me go over today's main points.
- To sum up,...
- In brief,...

Finishing up

- Right, we've covered the main items.
- Let's bring this to a close for today.

Thanking Participants for Attending

- Thank you all for attending
- Thanks for your participation.

Closing the Meeting

- The meeting is closed.
- I declare the meeting closed.
- See you all at the next meeting.

2) Phrases for expressing your ideas in a meeting:

Giving Opinions

- May I have a word?
- Excuse me for interrupting.
- My view is...
- I think that...
- In my opinion...
- The way I see things...

Commenting

- That's interesting.
- I never thought about it that way before.
- Good point!
- I see what you mean.

Agreeing

- I totally agree with you. Exactly!
- That's the way I think.
- I have to agree with (a participant's name).

Disagreeing

- I'm not sure...
- Unfortunately, I see it differently.
- I agree with you, but...
- I'm afraid I can't agree... I suggest that...

Asking for Clarification

- Please, could you...
- I'd like you to...
- I didn't understand that. Could you repeat what you said?
- What exactly do you mean?
- Could we have some more details, please?
- Keep to the point, please.

5. Look through the materials about *Meetings* and do all practice exercises.

1. Meetings

<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit2meetings/1agenda.shtml>

(Level B2)

6. Choose the roles and make your own *Business Meeting* using all materials given above.

Unit 4

Negotiations

Lecture¹⁰

Negotiations

Defining "Negotiation"

¹⁰Additional Lecture "How to Get Everything You Want from Business English Negotiations" on <http://www.fluentu.com/english/business/blog/negotiating-in-english/>

A negotiation is a process of two or more people/parties coming together to reach an agreement. The agreement should be for mutual benefit and the aim is to find constructive and creative solutions to problems

Negotiating is a delicate process that is frequently misunderstood. All parties involved will have strong, sincere reasons for the position they take. However, the very act of coming to the negotiating table is an admission that the other parties have something to offer, or requirements that they must go some way towards accepting.

Any resolution of a negotiation therefore must be perceived as being of mutual benefit to all concerned. A negotiation in which only one side can claim victory should be deemed to have failed. The reason is simple – if there is a long run, the ‘losing’ party will either renege on the agreement or seek ways to gain redress in the future.

The answer to what can seem insoluble at the beginning of the process is to create an environment in which - for the sake of seeking solutions - everything can be regarded as open for discussion. By this means unusual and creative solutions can be discovered.

Importance of Negotiations

Negotiation touches all aspects of a business: sales contracts, purchasing contracts, internal decision making and resource allocation, labour relations, joint ventures, licenses, etc. Take place at all levels: from the individual contract to global agreements covering entire organizations.

The value and quality of agreements can have a critical impact on corporate performance.

We tend to think of negotiation being confined to political and high-level management arenas. However, away from the media spotlight, negotiations are going on all the time and for the participants the issues can be just as critical.

Why do we need to negotiate?

Negotiation arises from our drive to achieve goals (personal, social, political, work-related) when there will be always be obstacles involving the goals of others. This can stem from:

- conflict between achieving one’s own differing goals (e.g. we want everything but also want to pay the lowest price);
- conflict between own goals and those of others (the normal source of conflict);
- shortage of resources (e.g. negotiating over budgets/resources);
- in a sales situation the need to negotiate is accepted by both sides as part of the buying and selling game. As with any game, a full knowledge of the rules and the skill to play well is essential to success.

The features of a negotiation

The features that define a negotiation are as follows:

- ***People involved***

A negotiation involves two or more people acting as individuals or representatives of their organizations. The more people/organizations, the harder it is to achieve an outcome of equal satisfaction to all parties.

- ***Formality***

Quite often, less skilled negotiators may find themselves in negotiation situations without even realizing it. Typical examples are to be found between parents and children over watching TV versus doing homework, in the workplace between colleagues over lunch cover and between manager and associate over doing extra duties. Not all negotiations are set up as such – they just happen.

- ***Contact***

Negotiations are usually more successful if conducted face-to-face. This is because the interaction involves verbal and non-verbal behaviour. Without the ability to see the whites of their eyes, to borrow a term, it is difficult to target accurately. The political arena provides a useful term to illustrate how unhelpful long distance negotiation can be – megaphone diplomacy. This is used to describe the conducting of negotiations through the media, rather than direct contact.

- ***Conflict***

However hard we try, we must accept that conflict is a likely component in the process. To this end, it is important to plan for it and how it should be handled.

- ***Joint decision making***

By definition, a negotiation is an exercise in joint decision-making. Both parties have different agendas and the process will involve appreciation of the other party's needs and how they can be accommodated while also respecting our own.

Speaking Practice

1. Answer the questions and discuss.

1. What types of negotiations do you know?
2. What does it mean a successful negotiation?
3. What is required to run a negotiation smoothly and effectively?
4. What is the purpose of having a negotiation agenda?
5. What are the features of a negotiation?
6. Is it important to make small talk before starting a negotiation?
7. Do you know how to finish a negotiation?
8. What manners and etiquette are important for negotiations?
9. From your experience:
 - How often do you have to attend negotiations?
 - Do you enjoy attending negotiations?
 - Do you think that attending negotiations is ever as waste of time?
 - What things shouldn't you do in a negotiation?

- What is the most difficult negotiation you have been to?

2. Practice your English using *Business Negotiation Phrases* given below for *Setting the Negotiation Agenda, Making Proposals, Agreeing and Objecting to a Proposal, Compromising, Accepting a Proposal, Concluding Negotiations* and more.¹¹.

Welcoming and Establishing a Rapport

- It's my pleasure to welcome you to...
- I would like to welcome you to...
- Is this your first visit to...?
- Did you have a good journey?

Setting the Negotiation Agenda

- I would like now to begin by suggesting the following agenda.
- To start with, I think we should establish the overall procedure
- Is this okay with you?

Negotiation Phrases for Making Proposals

- We'd like to propose that...
- We propose/ suggest...
- Regarding your proposal, our position is...
- How do you feel about...

Responding to Suggestions

- Maybe it would be better to...
- Perhaps a better idea would be...
- May we offer an alternative? We propose that...
- From where we stand, a better solution might be...

Agreeing – Reacting to a Negotiation Proposal

- I think we can both agree that...
- I agree with you on that point.
- I think that would be acceptable.

Negotiation Phrases for Objecting

- That's not exactly how I look at it.
- If you look at it from my point of view...
- I have some reservations about that...
- From my perspective...
- I'm afraid we couldn't agree to that...

Giving a Reason in Negotiations

¹¹More information about Negotiation Phrases and Vocabulary, Idioms and Idiomatic Expressions on https://english4real.com/resource_speaking_negotiation.html, <http://languagelearningbase.com/88306/negotiation-phrases-vocabulary-business-english-negotiations>, <http://www.learn-english-today.com/idioms/idiom-categories/negotiations/negotiations1.html>

- The reason for that is...
- This is because ...

Prioritising Interests

- The most important issue for us is...
- Our intention is...
- Our main priority is...
- We might like to...

Giving Clarification in Negotiations

- If I understood you correctly...
- Are you suggesting that...
- Do you mean...
- What exactly do you mean by...?
- I'm not sure I fully understand your point.
- Could you clarify one point for me?
- Could you be more specific?
- Can we summarize your position up to this point?
- Am I right in thinking that...?

Negotiation Phrases for Compromising

- If you were prepared to..., we might be able to...
- We are ready to accept your offer; however, there would be one condition.
- Would you be willing to accept a compromise?
- In return for this, would you be willing to...?

Accepting a Negotiation Proposal

- This agreement is acceptable to us.
- I think we have reached an agreement here.
- That sounds reasonable.
- I think we have a deal.
- I believe we have an agreement.
- I can agree to that.

Negotiation Phrases for Concluding

- Let's just summarize our agreement?
- I think you've covered everything.
- Let's just confirm the details, then.
- Have I left anything out?

3. Look through the materials about *Negotiations* and do all practice exercises.

1. Negotiations

<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit4negotiations/1tricky.shtml>

(Level B2)

4. Choose the roles and make your own *Negotiation* using all materials given above and below.

1. Meetings and negotiations games/ worksheets

<https://tefltastic.wordpress.com/worksheets/business-esp/meetings-negotiations/>

(Levels B2-C1)

2. Negotiating games/ worksheets for EFL learners

<https://www.usingenglish.com/articles/21-negotiating-in-english-games.html>

(Level B2-C1)

Unit 5

Speaking At Work¹²

Lecture 1. Business Telephone Calls

Lecture 2. Business Correspondence

Lecture 3. Business Documents and Contracts

Lecture 1

Business Telephone Calls

Even in these days of computers and fax machines the telephone is still a company's artery to the world. Of all the communication devices we have available today, the telephone remains the form most widely used for contacting the outside world. With telephone communication increasingly complicated by such high-tech devices as beepers, voice mail, and car phones, new phone etiquette has evolved.

Most of the rules for private calls apply, but business calls need extra skills. The first secret of being effective on the phone is to smile; it makes the voice sound friendly. At the beginning of the phone talk the good-mannered say '*Good morning (or afternoon), could I speak to ... please*', or greet them by name if they know them.

A business call is not a chat. Politeness should start at the top. Efficient executives can deal with calls rapidly and courteously and take calls that come through. If the matter isn't urgent, and some discussion is needed the caller should ask whether it's a good moment to talk or not.

A company receptionist is one of the most important people on the staff. Because he or she is the gatekeeper for every call that goes through. A telephone greeting should begin with '*Good morning*' or '*Good afternoon.*'

¹² Additional Lecture "11 Must-know Tips for Successfully Using English at Work" on <http://www.fluentu.com/english/business/blog/english-at-work/>

Following should be a company name and the name of the person who answered the phone. For example: *'Good morning! Customer service, this is Mary.'* Be compact, callers, especially long-distance ones, hate lengthy greetings.

Good telephone manners require that you identify yourself when placing a call. *'Good afternoon, this is Mary Smith of Graphics calling. Is Mr. Jones available?'* When you reach Mr. Jones don't just jump into the conversation. Ask if he has time to talk.

If a caller is connected through a secretary she/he should identify herself/himself, for example, *'I'm Gemma Jones, a secretary. I wonder if I can help you?'* And the following questions should be politely phrased, such as *'May I say who's calling?'* and *'Can I tell her what it's about?'*, but not *'What company are you from?'* or *'What's it about?'* – which can put people in an awkward position if they aren't from a company or the matter is delicate or complicated. Before answering the phone, turn away from your other work.

Smile when you answer the phone. A secretary should let other people speak without interruption.

Almost every business office has an answering machine if the company has overseas clients, or dealings with those who work flexible hours or from home.

Many people answer the phone haphazardly. Some identify themselves with first names; some with last; others, with both, and some don't bother to identify themselves at all. It's important to remember that the words you choose set the tone for the conversation that follows. So it's to your benefit to choose the words that will get your conversation off to a good start.

When you are the caller, before dialing, summarize the reason for your call in a few sentences. When you are connected to a voice mail box, you'll be ready to leave a message. Speak slowly. Recognize that writing a message takes longer than saying it. Leave your telephone number. This saves the other person the time of looking it up. Finally, a word about wrong numbers. Everyone misdials occasionally.

When this happens to you, simply apologize hanging up without an explanation.

Speaking Practice

1. Answer the questions and discuss.

1. Can you imagine working without a telephone?
2. Can you imagine living without a telephone?
3. What is the best way to answer the phone?
4. What is the best way to identify yourself when placing a telephone call?
5. What rules should be observed when putting someone on hold?
6. What recommendations should be taken into account when answering company phones?
7. What is the best way to ensure that your calls are returned quickly?

2. Choose the best answer.

1. I'd like to speak to Mr. Wrinkle, please.
 - a) He is not here.
 - b) I'm afraid he's not here at the moment.
 - c) Well, you can't. He is absent.
2. Can I speak to a manager, please?
 - a) Hold on, please.
 - b) Don't go away.
 - c) All right.
3. Can I call you back later?
 - a) Yes, ring me.
 - b) Yes, please do.
 - c) Of course, yes.
4. When can I reach you?
 - a) One hour.
 - b) When you want.
 - c) I'll be in till 7.00 p.m.

3. Read the dialogues.

Dialogue 1: A Telephone Call

John: Hi, Alice, it's John. How are you?

Alice: Oh, hi, John! I was just thinking about you.

John: That's nice. I was wondering if you'd like to go to a movie tonight.

Alice: Sure, I'd love to! What's playing?

John: I was thinking about that new comedy 'Lights Out'. What do you think?

Alice: Sounds great!

John: OK, I'll pick you up around 7:30. The movie starts at 8:00.

Alice: See you then. Bye!

"Hi, Alice, it's John" is a casual and friendly way to say hello on the phone.

"I was wondering if you'd like to..." is a polite and indirect way of asking ***"Do you want to ...?"*** John doesn't want to appear too direct.

"I was thinking about... / What do you think?" John wants to give Alice a chance to suggest a movie.

"Sounds great!" is an informal way of saying ***"That is a good plan."***

"I'll pick you up." It is an informal way of saying ***"I'll come to your house so that we can go together."***

Dialogue 2: A Telephone Call

Luke: Hello? Hi, Stephanie, how are things at the office?

Stephanie: Hi, Luke! How are you?

Luke: What did you say? Can you repeat that, please? Sorry, the phone is cutting out.

Stephanie: Can you hear me now? No, Luke, talk to you later.

Luke: Sorry, Stephanie, my phone has really bad reception here.

“Cutting out” describes a difficulty in understanding a caller due to poor cell phone reception. You can also say *“The line is breaking up/ I am losing you/ The call dropped.”*

“Talk to you later” is the equivalent in a phone conversation of *“See you later”* in a face-to-face conversation.

“Reception” here means the availability of cellular service. Cellphone reception can be limited in remote areas, inside large buildings or underground.

4. Practice the dialogues using the materials on <http://lms.spbgut.ru/>¹³ (Иностранный язык для магистрантов. Business Communication. Unit 1- 6).

5. Watch the videos about *Real Situations at Work* and improve your communication skills.

1. “Cancelling an Appointment”

<https://www.youtube.com/watch?v=PbzAMXZNCDc>

(Level B2)

2. “I’m calling in Sick”

<https://www.youtube.com/watch?v=pPCzm883VsA>

(Level B2)

3. “Asking for time off”

<https://www.youtube.com/watch?v=urtmydH7160>

(Level B2)

4. “I need more time”

<https://www.youtube.com/watch?v=jWkzeDMyIZo>

(Level B2)

Lecture 2

Business Correspondence

A) Structure of the Business Letter

We can’t imagine business without communication. Business is made through communication. It can be face-to-face conversation organized in the office or at the restaurant or business correspondence. It can be held with the help of regular mail or E-mail.

A business letter is the principal means used by a business firm to keep in touch with its customers. According to the purpose of the letter there may be different kinds, e.g. a letter of request, a memo (memorandum), a letter of advice,

¹³ Система дистанционного обучения Санкт-Петербургского государственного университета телекоммуникаций им. проф. М.А. Бонч-Бруевича.

an invitation letter, a congratulation letter, a letter of thanks (gratitude), a letter of apology, an enquiry letter, a letter of guarantee, a letter of complaint, a letter of claim, an order letter, etc.

There are special rules to organize a business letter in a right way. The business letter consists of several parts.

First you should write your own name and address (in the right up corner), telephone numbers, and then write down the title, name and address of the recipient.

Always type the date, in the logical order of day, month, year (*10th November 20...*).

It is important to use the correct title of the person you are addressing to:

- *Dr.* – means doctor (a person, who has Doctor's degree or PhD);
- *Professor* – if you are addressing the professor;
- *Mr. / Sir* – if you are addressing a male, but is not sure in his title;
- *Mrs.* – if you are addressing a female (married);
- *Miss* – if you are addressing a female (single);
- *Ms* – if you are addressing a female (married or unmarried business-woman);
- *Madam* – addressing a female if you are not sure in her family status.

The salutation is the greeting with which every letter begins.

Opening salutation is typed in the left-hand corner. There are several types of opening salutation:

- *Dear Sirs* – to a company;
- *Dear Sir* – to a man if you do not know his name;
- *Dear Madam* – to a woman if you do not know her name;
- *Dear Sir or Madam* – to a person if you know neither the name, nor sex;
- *Gentlemen* – the most common salutation in the United States.

If your correspondent is known to you personally the warmer and more friendly greeting, *Dear Mr. ...* is preferred.

The message forms the body of the letter and is the part that really matters.

Some letters are very short and may consist of only one paragraph. Many others have three paragraphs: *Introduction* (why are you writing?), *Details* (facts, information, instructions), *Action* (what action will you take?).

Finishing the letter is a polite way of bringing a letter to a close and you should write one of the following phrases: *Yours sincerely*; *Truly yours*, *Yours faithfully* sign the letter and put your (title), name and surname.

Business letters have to be written (typed) accurately in plain language.

Speaking Practice

1. Answer the questions and discuss.

1. What types of business communication can you name?

2. What is the most common form of communication in the 21st century?
3. What is a business letter?
4. What types of business letters do you know?
5. What parts does a business letter consist of?
6. Why is the language style very important for business letter writing?

Writing Practice

1. Write your own *Business Letter* using the materials¹⁴.

2. Improve your writing skills using the materials on <http://lms.spbgut.ru/>¹⁵
(Иностранный язык для магистрантов. Business Correspondence).

B) Email and Fax Communication

E-mail writing has become a large part of modern communication, particularly in business. The world has become much smaller now that we have the ability to send and receive e-mail messages over great distances at an incredible speed. However e-mail was originally used as an informal means of communication.

Therefore business e-mail letters are less formal in style than ordinary business letters.

E-mail is short for electronic mail. E-mail correspondence gets from one place to another in a matter of minutes. Connecting to the Internet provides you with e-mail services and an e-mail address which looks like this: nickname@someplace.com (@ means *at*, and *com* indicates the domain, in this case, a company). The Internet is a communication network that links computers all around the world via modems. Companies send documents from one place to another in minutes. E-mail is an up-to-date method of transmitting data, text files, and digital photos from one computer to another over the Internet. And now e-mails have become one of the most widely used forms of business and personal communication. E-mails are quick, so they are good for chatting, inviting people out, keeping in touch and doing business.

E-mails do not necessarily contain all the elements important for business letters. So e-mails are usually shorter and it takes less time to compile and send them. The e-mail language is much closer to spoken English than traditional business correspondence style.

Information about the sender and the receiver (addressee) appears at the top in a special frame – so the writer doesn't have to use traditional greetings. *Mr. Black, Dear Peter, Peter* are all acceptable ways of starting an e-mail.

¹⁴Галиева, Т. Р. Деловой иностранный язык (английский язык) [Электронный ресурс]: практикум / Т. Р. Галиева ; Федер. агентство связи, Федер. гос. образовательное бюджетное учреждение высш. проф. образования "С.-Петерб. гос. ун-т телекоммуникаций им. проф. М. А. Бонч-Бруевича". - СПб.: СПбГУТ, 2013. - 27 с.

¹⁵ Система дистанционного обучения Санкт-Петербургского государственного университета телекоммуникаций им. проф. М.А. Бонч-Бруевича.

As e-mails are designed for speed, they usually avoid the formal expressions used in letters, and people often do not write in complete sentences using abbreviations. A message should be short to fit on one screen, whenever possible, thus keeping all important information visible at once. Be sure your message is easy to answer.

You can end your e-mail with: *Best wishes, All best wishes, Best regards, Regards, Yours.*

To people you know well, you can end with: *All the best, Best.*

People often sign e-mail with their first name.

There are a few important points to remember when composing e-mail, particularly when the e-mail's recipient is someone who does not know you.

- Include a meaningful subject line; this helps clarify what your message is about.
- Open your e-mail with a greeting like *Dear Dr. Jones*, or *Ms. Smith*.
- Use standard spelling and punctuation.
- Don't write unnecessarily long e-mails (4 or 5 paragraphs). Write clear, short paragraphs.
- In business e-mails, try not to use abbreviations such as PLS (please) and BTW (by the way).
- Finish with a closing decision, hope or apology.
- Include a Signature Block in every e-mail – your name, title, business address, telephone number, fax numbers, e-mail address and website address.

Be polite and give as many contact details as possible so that the reader can contact you in different ways.

Even in today's modern age of the Internet, it is still necessary to send and receive faxes. Most companies, large or small, have a fax machine. This allows them to send facsimiles of any document. A fax message is the message that is sent or received over a fax machine (phone lines are used) or online fax service. The word *fax* comes from the word *facsimile* standing for *perfect copy*.

The original document is scanned with a fax machine; the information is then transmitted as electrical signals through the telephone system. A fax message is often sent when particular official correspondence needs to be sent or received urgently and it is not possible to send the documents via email.

Speaking Practice

1. Answer the questions and discuss.

1. What is an email?
2. What is the purpose of a fax message?
3. What are the advantages and disadvantages of e-mails?
4. Are e-mail letters as formal in style as ordinary letters?
5. What are the rules for writing e-mails?
6. What is the structure of an e-mail?

7. Do you know what the symbol @ means?
8. What is the procedure of sending a fax message?

Writing Practice

1. Write your own *E-mail* using the material¹⁶.

2. Improve your writing skills using the materials on <http://lms.spbgut.ru/>¹⁷ (Иностранный язык для магистрантов. Business Correspondence).

Lecture 3

Business Documents and Contracts

A contract may be defined as an agreement between two or more parties to do or not to do certain things which are binding in law. Every contract is an agreement but not every agreement is a contract. For example, a business contract could be for the sale of goods or supply of services at a certain price.

There are *different types of contracts* including:

- a sales and purchase contract;
- a partnership agreement;
- a lease of business premises;
- a lease of plant and equipment;
- an employment agreement;
- a loan contract;
- an employment contract;
- a turnkey contract.

The process for creating a contract generally includes information exchange, discussion, negotiations and employment agreements.

A business contract must contain *four essential elements*:

- offer;
- acceptance;
- intention to create legal relations;
- consideration.

These elements of a contract can be briefly explained as follows: a contract is formed when one party makes an offer and that offer is accepted by another party for an exchange of some benefit by the parties (this is the consideration element). The intention of the parties is that they are legally bound by the contract.

¹⁶Галиева, Т. Р. Деловой иностранный язык (английский язык) [Электронный ресурс]: практикум / Т. Р. Галиева ;Федер. агентство связи, Федер. гос. образовательное бюджетное учреждение высш. проф. образования "С.-Петерб. гос. ун-т телекоммуникаций им. проф. М. А. Бонч-Бруевича". - СПб.: СПбГУТ, 2013. - 27 с.

¹⁷ Система дистанционного обучения Санкт-Петербургского государственного университета телекоммуникаций им. проф. М.А. Бонч-Бруевича.

The party making an offer is known as the offeror, the party to whom the offer is made is known as the offeree. The contract comes into existence when an offer has been unconditionally accepted.

Contracts can be verbal or written. But a verbal contract is much more difficult to prove. Some types of contract such as those for buying or selling real estate and credit must be in writing.

If you are a business owner you are able to read a contract and understand what it means. But you should always get legal advice before signing a significant contract.

A business contract can include some *general matters*: parties to the contract:

- date of the contract;
- description of the goods and services that your business will provide;
- payment amount and terms;
- terms of delivery;
- insurance conditions;
- termination conditions.

Once a contract is made, it cannot generally be changed, that's why one should never be pressed into signing a contract without first reading it carefully.

Contractual agreements give rise to rights and obligations known as the terms of a contract.

In common-law countries the term 'contract' covers much more than the formal legal documents. A contract may take the form of any written agreement or a series of letters or even a conversation (an oral contract), if the essential elements are present.

In the Middle East, the spoken word is often honoured and followed more than the written word. It is common to continue negotiating what is in the contract even after the contract has been written and signed.

Speaking Practice

1. Answer the questions and discuss.

1. What is a contract?
2. What's the difference between an agreement and a contract?
3. What is a contract binding?
4. In what situations do people need contracts?
5. What types of contracts do you know?
6. What essential elements must a business contract contain?

2. Situations when the agreement between the parties was explicit:

1. The relationship between the parties is based on the contract (not on personal relations).
2. The exchange of promises was detailed (not general).
3. Future can be predicted and is included in the contract.

4. Clear beginning and ending to time of agreement.
5. Responsibility is to both parties.
6. Belief in cooperation.
7. If business transaction doesn't work, both companies try to work together to solve the problem.

Unit 6

Public Speaking¹⁸

Lecture

Public Speaking

Of all the skills employers desire in employees, oral communication skills rank highest. Survey after survey reports that oral communication skills are considered even more important than writing and math skills, as well as a number of other job-related qualities, such as initiative, technical competence, and organizational abilities (Adler & Towne, 1996; Hagge-Greenberg, 1979; Waner, 1995).

Oral communication encompasses a variety of genres: conversations, interviews, discussions, debates, and negotiations, to name just a few. Many of these speech events take place in fairly nonthreatening settings, with interactions occurring either between two people or within small groups. While feelings of communication anxiety do occur in these settings, they are usually infrequent and of minor proportions. Public speaking is a different matter: Here the speaker shares his or her views with a larger audience and often experiences apprehension and nervousness before and during the presentation.

However, there are times in almost everybody's life when public speaking is required. Occasions can be as informal and brief as offering a toast at a party or as formal and involved as delivering a speech at a graduation ceremony. Many careers are based on a certain amount of public speaking. Take teachers, trial lawyers, politicians, broadcast journalists, or preachers, for example. For all of them, public speaking is an integral part of daily life. Likewise, people in leadership positions are routinely asked to share their views or provide guidance in larger settings. But even for those whose careers don't call for public speaking, opportunities for speaking in front of audiences abound. There are individual or group presentations in a classroom setting, for example, contributions during a town meeting, or reports as members of a committee in school, at work, or in the community.

¹⁸Additional Material "Public Speaking in ACADEMIC CONFERENCE" on <http://lms.spbgut.ru/>¹⁸ (Иностранный язык для магистрантов. Научная работа).

In short, almost everybody sooner or later has to speak in public. Try not to see the task as unpleasant. Instead, try to see it as a chance to have an impact or to improve yourself. The earlier you start gaining experience and honing your skills, the better. There are many techniques and “tricks of the trade” that can help you become an effective and confident speaker.

There are important steps to make a successful public speech.

Considering Your Audience

The most important aspect of public speaking is the audience. At all times during the process of preparing and delivering a speech, we need to keep in mind that we are speaking to an audience and not just to ourselves. Whether the goal is to entertain, to inform, or to persuade, we should try to reach our listeners and tailor the speech to them.

To do this effectively, engage the audience in a dialogue in which the audience members interact mentally with your ideas. For this purpose, choose a topic, examples, and language appropriate to your listeners.

Choosing a Topic

When speeches are given in political or professional contexts, speakers focus on their areas of expertise. They may have some freedom in choosing a topic, but the broader theme is predefined. An environmental activist at a political rally, for example, is expected to talk about environmental issues, and a sales representative of computers or software company will probably discuss software.

Students in public speaking classes generally have more freedom in selecting their speech topics. In most cases, limits are set only by sensitivity considerations or taboos, usually eliminating such themes as sex, religious proselytizing, and extremist political persuasions. Sometimes, this freedom of choice makes it difficult to select a topic.

Determining Your Purpose

To fine-tune your focus before you start researching your topic, determine the general and specific purpose as well as the central idea of your speech. The general purpose of a speech usually is to entertain, to inform, or to persuade; the specific purpose describes exactly what a speaker wants to accomplish; and the central idea is the core of your message.

Researching Your Topic

After you have selected a topic and determined your specific purpose, you should research it thoroughly. Your audience will expect comprehensive and up-to-date coverage. There are many sources for information: books, encyclopedias, magazines, newspapers, professional journals, audio recordings (podcasts), videos and films, internet, databases, lectures, interviews, surveys and papers.

Selecting Support Material

Research furnishes you with information about your topic and can lead you to suitable support materials. These materials are essential for effective speech-making because they arouse interest, provide substance, and emphasize important ideas.

Organizing Your Speech

Once you have researched your topic and collected support materials, the first part of your speech preparation is completed. Now, it is time to organize your ideas. The most common and versatile pattern is the division into ***introduction, body, and conclusion***¹⁹.

Language Use

Spoken language is more informal than written language and often more vivid and intense. Because listeners cannot go back and re-read what a speaker says, effective oral language is also simpler and more repetitious. In addition, it contains plentiful examples and illustrations to assist listeners in understanding the message.

Rehearsing Your Speech

The different modes of delivery necessitate different preparation and rehearsal methods. In *impromptu speeches*, speakers are asked to speak without little time to prepare.

Speaking Practice

1. Answer the questions and discuss.

1. What types of public speeches do you know?
2. What does it mean a successful public speech?
3. What are the main steps for making a successful public speech?
4. What manners and etiquette are important for public speaking?
5. From your experience:
 - How often do you have to prepare a public speech?
 - Have you ever spoken in public?
 - What things shouldn't you do when you're listening to a speaker?
 - What is the most difficult thing for speaking in public for you?

2. Look through the materials about *Public Speaking* and discuss.

1. How to Speak Confidently in Public

<https://www.wikihow.com/Speak-Confidently-in-Public>

(Level B2)

Writing Practice

1. Choose the one of public speeches' types and write your own *Public Speech* using all materials given below and speak in public.

1. How to write a Speech

<http://www.best-speech-topics.com/how-to-write-a-speech.html>

2. Samples of Speech (formal, informal)

<http://www.best-speech-topics.com/free-sample-of-speeches.html>

¹⁹More information on <http://lms.spbgut.ru/>¹⁹ (Иностранный язык для магистрантов. Public Speaking).

3. Welcome Speech

<http://www.best-speech-topics.com/free-welcome-speech.html>

4. Persuasive Speech

<http://www.best-speech-topics.com/persuasive-speech-topics.html>

5. Informative Speech

<http://www.best-speech-topics.com/informative-speech-topics.html>

6. Demonstration Speech

<http://www.best-speech-topics.com/demonstration-speech-topics.html>

7. Funny Speech

<http://www.best-speech-topics.com/funny-speech-topics.html>

8. Special Occasion Speech

<http://www.best-speech-topics.com/special-occasion-speech-topics.html>

(Level B1-B2)

Listening Practice

1. Watch the videos of the *Famous Politicians and Authors' Speeches* and improve your communication skills.

1. Lecture Materials

<http://sixminutes.dlugan.com/reading-your-speech/>

<http://sixminutes.dlugan.com/toastmasters-speech-3-get-to-the-point/>

<http://sixminutes.dlugan.com/toastmasters-speech-2-organize-your-speech/>

<http://sixminutes.dlugan.com/toastmasters-speech-1-ice-breaker-icebreaker/>

2. Speeches

<http://sixminutes.dlugan.com/speech-analysis-franklin-roosevelt-pearl-harbor-fdr-infamy/#more-7003>

<http://sixminutes.dlugan.com/speech-analysis-winston-churchill-iron-curtain/>

<http://sixminutes.dlugan.com/speech-analysis-gettysburg-address-abraham-lincoln/>

<http://sixminutes.dlugan.com/speech-critique-elizabeth-gilbert-ted/>

<http://sixminutes.dlugan.com/inauguration-speech-analysis-barack-obama-inaugural/>

<http://sixminutes.dlugan.com/speech-analysis-dream-martin-luther-king/>

<http://sixminutes.dlugan.com/2008-election-night-speech-analysis-obama-and-mccain/>

<http://sixminutes.dlugan.com/dalton-sherman-keynote-speech-video/#more-766>

<http://sixminutes.dlugan.com/speech-critiques-mccain-palin-republican-convention-2008/>

<http://sixminutes.dlugan.com/speech-critiques-obama-democratic-convention-2008/>

(Level C1)

Unit 7

Presentations²⁰

Lecture 1. Making a Presentation

Lecture 2. Presentations with Visual Aids

Lecture 1²¹

Making a Presentation

A presentation is the practice of showing and explaining the content of a topic to an audience or learner. In the business world, there are sales presentations, informational and motivational presentations, interviews, status reports, image-building, and training sessions.

Students are often asked to make oral presentations. You might have been asked to research a subject and use a presentation as a means of introducing it to other students for discussion.

Before you prepare for a presentation, it is important that you think about your objectives.

There are three basic purposes of giving oral presentations: to inform, to persuade, and to build good will.

Decide what you want to achieve:

- inform – to provide information for use in decision making;
- persuade – to reinforce or change a receiver's belief about a topic;
- build relationships – to send some messages which have the simple goal of;
- building good-will between you and the receiver.

Preparation

A successful presentation needs careful background research. Explore as many sources as possible, from press cuttings to the Internet. Once you have completed your research, start writing for speech bearing in mind the difference between spoken and written language. Use simple, direct sentences, active verbs, adjectives and the pronouns “you” and “I”.

Structuring a Presentation²²

A good presentation starts with a brief *introduction* and ends with a brief conclusion. The introduction is used to welcome your audience, introduce your topic/ subject, outlines the structure of your talk. The introduction may include an ice breaker such as a story, an interesting statement or a fact. Plan an effective opening; use a joke or an anecdote to break the ice. The introduction also needs an objective, that is, the purpose or goal of the presentation. It informs the audience of the purpose of the presentation too.

²⁰ Презентация научных проектов на английском языке = *Academic Projects Presentations*. / Ю.Б. Кузьменкова. – М.: СКАЗОЧНАЯ ДОРОГА, 2015. – 132 с.

²¹ Additional Lecture “How to Give a Great Scientific Presentation” on <http://mesa.ac.nz/2011/02/presentations/>

²² More information on <http://lms.spbgut.ru/>²² (Иностранный язык для магистрантов. Business Presentations).

Next, *the body* of the presentation comes. Do not write it out word for word. All you want is an outline. There are several options for structuring the presentation:

- 1) Timeline: arrangement in a sequential order.
- 2) Climax: the main points are delivered in order of increasing importance.
- 3) Problem/ Solution: a problem is presented, a solution is suggested.
- 4) Classification: the important items are the major points.
- 5) Simple to complex: ideas are listed from the simplest to the most complex; it can also be done in a reverse order.

After the body, comes *the closing*. A strong ending to the presentation is as important as an effective beginning. You should summarize the main points.

This is where you ask for questions, provide a wrap-up (summary), and thank the participants for attending.

Each successful presentation has three essential objectives: the three Es – to educate, to entertain, to explain.

The main objective of making a presentation is to relay information to your audience and to capture and hold their attention. Adult audience has a limited attention span of about 45 minutes. In that time, they will absorb about a third of what you said, and a maximum of seven concepts. Limit yourself to three or four main points, and emphasize them at the beginning of your speech, in the middle, and again at the end to reiterate your message. You should know your presentation so well that during the actual presentation you should only have to briefly glance at your notes.

People process information in many ways. Some learn visually, others learn by listening, and the kinesthetic types prefer to learn through movement. It's best to provide something for everyone. Visual learners learn from pictures, graphs, and images. Auditory learners learn from listening to a speaker. And, kinesthetic learners like to be involved and participate.

Speaking Practice

1. Answer the questions and discuss.

1. Have you ever attended a successful presentation?
2. What types of presentations do you know?
3. Have you ever made any presentations?
4. What is the purpose of giving oral presentations?
5. Do you know how to structure a presentation?
6. Do you sometimes have to speak in public? On what occasions?
7. What ends do presentations usually serve?

2. Questions for the discussion.

Here are three ways of preparing a presentation.

1. Practice the presentation beforehand and then deliver it without notes.
2. Give the presentation from notes.

3. Write the presentation in full and read it.

What are the pros and cons of each approach?

Would you prepare a presentation in one of these ways? If not, describe how you would do it.

3. Look through the materials about *Presentations* and do all practice exercises.

1. *Presentations*

<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit3presentations/1opening.shtml>

(Level B2)

4. Compare the following presentations and discuss a) what is wrong with the first one, b) in what ways the second one is better.

Presentation 1.

Right. Good. Well, perhaps I'll start, shall I? Can you hear me all right? Good.

Now ... erm ... probably the most important thing I've got to say is that ... well, the company's results are looking pretty good this year. Have you all seen the graph of sales figures? No? Well, I've got one here. There you are. Can you see this all right at the back? No? Well, you'll have to take my word for it, then. Results are good. Yes.

Very good, actually. But, anyway, I'll tell you a bit more about that in a minute.

Now, where was I? Um ... let's start with what's happening at the moment. Would that be a good idea?

Presentation 2.

Good morning, ladies and gentlemen.

I'm here today to tell you about our company's financial position.

I've divided my presentation into four parts. Firstly, I want to talk about the current financial situation. Secondly, I'd like to examine our performance over the past year. Thirdly, I'll look at our prospects for the next twelvemonths. Finally, I'll make some recommendations.

I'll be happy to answer questions at the end of my presentation.

Right. I'd like you to look at this graph...

Lecture 2

Presentations with Visual Aids²³

²³ Фундаментальные основы публичной речи (на англ. и русск. языке). / А.А. Джисоева. – М.: АЙРИС-ПРЕСС, 2011. – 544 с.

75% of what we know comes to us **Visually**. One of the most powerful things that you can do to your presentation is to add in visual aids. Professor Albert Mehrabian did a lot of research into how we take in information during a presentation. He concluded that **55%** of the information we take in is visual and only **7%** is text. A picture is worth a thousand words.

A visual presentation is a teaching method used to communicate an idea. Charts, whiteboards, pin boards, flash cards, slides, models, photography, or chalkboards are aids that can be used. A visual presentation includes demonstrations and illustrated talks.

A visual presentation teaches you to do the following:

- research a subject;
- express yourself clearly;
- organize ideas in logical order;
- emphasize the major points of a presentation through visuals;
- develop speaking skills before an audience;
- develop self-confidence.

Visual aids help presenters to emphasize the key points the audience will understand and remember. The following visual aids should be selected with respect to the needs of the audience and specific portions of the presentation: tables bar/ line graphs, diagrams, pie/ flow/ organizational charts. The presentation vehicles are based upon the audience's seating arrangement: overhead projectors, easels, handouts, slides, models, and computer screens. A presentation programme Microsoft PowerPoint is often used to generate the presentation content.

Plan your visual presentation on paper. Planning saves time and is the key to an effective visual presentation. Decide what you will say along with each slide. The title should be short, descriptive, and image making.

During presentation:

- Stand straight but relaxed – do not lean on table or twist one foot behind the other.
- Keep hands by your side. When you feel nervous hold a pen or cards in your hands.
- Make eye contact with the audience. Spread attention around the audience.
- Control your voice. Speak loudly enough to be heard and understood. Also speak slowly. About **20%** more slowly than normal.
- Avoid long, unnatural pauses.
- Use a pointer to draw attention to important facts.

When presenting text on overheads or PowerPoint slides, it is a good idea to use **the rule of six** which means:

- a maximum of six lines per slide;
- a maximum of six words per line.

If you stick to this rule, you won't risk overloading your presentation with too much information.

Speaking Practice

1. Answer the questions and discuss.

1. How we take in information during a presentation?
2. Why should we use visual aids?
3. What are the essentials of effective presentations?
4. How can a presenter keep and hold the attention of his/her audience?
5. How would you deal with questions which you don't want to answer?
6. Are visual aids useful for making presentations?
7. What presentation tips do you find interesting and useful?

2. Look through the text and discuss.

Effective Presentation Tips

1. Speak with conviction. Believe what you are saying and you will persuade your audience.
2. Do not read from notes. Referring to notes is fine, but don't only briefly.
3. Maintain eye contact with your audience. Making direct eye contact with individuals will help them feel as if they are participating in your presentation.
4. Bring handouts. Don't just use a PP presentation. Provide audience members with handouts of the most important materials so they can keep your most important take always in mind.
5. Know when to stop. This cannot be underestimated. You need to make your case, but continuing for too long will only ensure that the audience forgets what you have said.

3. Read a sample presentation and improve your communication skills.

Good morning, ladies and gentlemen.

First of all, let me thank you all for being here today. Let me introduce myself. My name is Don Taylor from IT. I'm a team leader.

I'm glad that so many of you could come, especially since I know that this time of the year is probably the busiest for you, so I'd like to start with my presentation right away.

As you can see on the screen, our topic today is project documentation. We're going to look closely at storing, archiving as well as accessing documents in our new system. We also examine the much improved handling of all project documentation as well as user rights.

This talk is extremely important for all of us who are directly involved in international project management, right?

Well, I'll start with the background to the project; and then move on to a description of the new system. Finally, I'm going to list some of the main points

that we should emphasize in the accessing documents. I think if you don't mind, we'll leave questions to the end.

Now firstly, as you all know,...

Well, with this summary I would like to finish off my presentation. I hope I have been able to convince you of the importance of our new project and would be happy to answer any questions. For more detailed information you may call me at my office. You'll find my phone number and email address on the top right of the handout.

Thank you very much for the attention.

4. Practice your English using *Business Presentation Phrases* given below for *Starting and Introducing the Presentation, Asking for Questions, Closing a section, Moving Forward, Showing Visual Aids, Summarizing and Finishing the Presentation.*

Starting the Presentation

- Good morning (good afternoon) ladies and gentlemen.
- I'd like to thank you all for coming here today.
- My name is... and I work for...
- My talk is called...
- The topic of my presentation today is...

Welcome participants to the Presentation

- Thank you for finding the time to come and join me for this presentation.
- Welcome to.../ It's good to see you (all) here (today).
- First of all, I'd like to thank everyone for coming (to...)

Introducing your Presentation

- In today's presentation I'm hoping to... give you an update on...
- In today's presentation I'm planning to... look at...
- In today's presentation I'd like to... show you...

Business Presentation Phrases for the Main Points

- The main points I will be talking about are...
- First, we're going to...
- After that, we'll be taking a look at...
- Finally, I'll outline what...

Asking for Questions

- If you have any questions, I'll be very happy to answer them at the end of session.
- Please feel free to interrupt me with any questions you may have during the presentation.
- Finally, I'll be happy to answer your questions.
- Do you have any questions?

Business Presentation Phrases for Introducing the First Point

- Let's start/ begin with...
- To begin, let's look at...

Closing a Section of the Presentation

- So, that concludes /title of the section/ ...
- So, that's an overview of...

Beginning a New Section

- Now, let's move on to...
- Now I'd like to move on to...
- Moving on to the next section, let's take a look at...

Business Presentation Phrases for Moving Forward

- Now let's move on to...
- Let's move on...
- The main reason for these actions is...

Showing Visual Aids during a Presentation

- I'd like to illustrate this by showing you...
- As you can see from this graph representing...
- Looking at A we can see that...

Handling Problems

- Unfortunately, this means that...
- This also causes...

Referring Back to an Earlier Part

- Let me go back to what I said earlier about...
- As I mentioned earlier...
- As we saw earlier...

Proposing a Solution

- I suggest we...
- The solution to A is...

Dealing with Difficult Questions during your Presentation

- I'll look at that point in more detail later on.
- I'll come back to that question later if I may.
- I'll come back to that question later in my presentation.

Make a Concluding Recommendation:

- In conclusion, my recommendations are...
- There are two conclusions to be made from this, namely,...
- I think we have seen that we should...
- What we need to do is...

Business Presentation Phrases for Summarizing

- Let me sum up... Firstly.../ First I covered... Secondly.../ Then we talked about... Finally we looked at...
- I'd like to recap the main points of my presentation.
- Before we end, let me briefly recap what we have discussed here today.

Finishing the Presentation

- In conclusion, let me... leave you with this thought...

- That brings me to the end of my presentation
- I think that's about it. I'd like to thank you all for coming in today.
- Thank you for listening.

Writing Practice

1. Decide how you would present this as a visual aid in a presentation. Write your own version.

When giving presentations it is important to keep things as simple as possible. If you have got lots of detailed information, it is probably best to put it in print and allow people to read it either before or after the presentation. Presentations work best when they talk about ideas rather than facts. They can also be good for motivating and inspiring people. But, of course that very much depends on your personal qualities.

2. Look through the materials *given above* and make your own Presentation²⁴.

Unit 8

Applying for a Grant/Scholarship

Lecture

Applying for a Grant²⁵

A grant is money that does not need to be repaid given by one party to another. Grants are typically given by a government agency or philanthropic organization to fund specific projects by a nonprofit entity, educational institution, a business or an individual. By locating, applying for and winning relevant grants, you or your organization may get the funding to support your project. Although each grant requires different processes, the sample documents below provide a good overview for the documents that may be required for applying to grants.

Applying for a Scholarship²⁶

For many students, the cost of a college education can seem impossibly high without financial aid. Scholarships allow you to earn money for your education without the worry of needing to pay it back. Here are a few things to keep in mind as you embark on the process of applying for scholarships.

Writing Practice Writing Practice

²⁴ More information on <https://student.unsw.edu.au/support-oral-presentations>

²⁵ More information on <https://www.wikihow.com/Apply-for-a-Grant>

²⁶ More information on <http://www.wikihow.com/Apply-for-Scholarships>,
<https://www.careers.govt.nz/courses/scholarships-grants-and-awards/step-by-step-guide-to-applying-for-a-scholarship/>

1. Look through Sample Grant Documents²⁷ and write your own *Grant Proposal*.
2. Look through Document Samples for University²⁸ and write your own *Motivation Letter*.

2. ТЕОРИЯ И ПРАКТИКА ПЕРЕВОДА НАУЧНО-ТЕХНИЧЕСКИХ ТЕКСТОВ

Лекция 1

Специфика научно-технического текста

Научно-технический текст – тип специального текста, основная функция которого информировать специалистов об актуальных и наиболее значимых достижениях в конкретной области человеческой деятельности. Письменная форма речи отличается от устной употреблением особых лексико-грамматических средств и в целом ориентирована на **принцип информационной достаточности, объяснительной полноты** в отсутствие реального собеседника. Это приводит к необходимости развернутого синтаксиса (максимум второстепенных членов предложения), строгого лексического отбора (минимум расплывчатых фраз) и в целом употребления строго конвенциональных средств передачи информации (отсутствие черт индивидуального стиля автора).

Выделяют следующие **грамматические особенности научно-технической литературы**:

- 1) развернутые предложения с подчинительной связью,
- 2) разнообразие конструкций с неличными формами глагола (инфинитив, герундий, причастие),
- 3) активное использование атрибутивных сочетаний,
- 4) высокая частотность пассивных конструкций,
- 5) употребление специфических синтаксических моделей (эллипсис, инверсия, эмфаза).

Расхождения в нормах синтаксического оформления информации между английским и русским языком обуславливают необходимость различных замен и перестановок.

Для научного стиля также **характерны**:

- полные, а не сокращенные глагольные формы отрицания: *will not, did not, cannot*;
- использование форм отрицания с меньшим числом слов: *no* (*The analysis yielded no new results*), *little* (*The government allocated little funding*), *few* (*This problem has few viable solutions*);

²⁷More information on <http://lms.spbgut.ru>²⁷ (Иностранный язык для магистрантов. Applying for a Grant/ Scholarship.).

²⁸Там же.

- косвенные, а не прямые вопросы: *We wonder what can be done to lower costs*;
- срединная (внутри глагольных форм) позиция наречий: *The solution can then be discarded*.

Лексика научно-технической литературы также специфична и включает:

1. **слова-термины** – основные носители ключевой информации, представляющей потребительскую ценность;

2. **общеупотребительные слова** (объем порядка 2500 единиц) – используются во всех сферах профессиональной коммуникации независимо от тематики. Данную группу образуют:

- слова, имеющие значения, отличные от значений в ненаучной речи,
- слова, не входящие в базовый курс иностранного языка,
- слова и словосочетания, обеспечивающие связность изложения,
- слова и словосочетания, передающие авторскую оценку излагаемых фактов,
- фразеологические словосочетания.

Наиболее типичным лексическим признаком научной и технической литературы является насыщенность текста специальными терминами и терминологическими словосочетаниями.

Термины – слова или словосочетания, которые имеют лингвистические свойства, как и другие единицы словарного состава. Отличие термина от обычного слова заключается, прежде всего, в его значении. Термины выражают понятия, научно обработанные и свойственные данной конкретной отрасли науки и техники. Многие термины построены по принципу добавления значения к уже существующей единице (нередко из класса бытовой лексики), поэтому, прежде всего термин нужно опознать в речевом потоке: *table* (таблица), *jacket* (кожух), *plate* (пластина, проводник), *cushion* (прокладка, амортизатор).

Основной способ передачи терминов – **эквивалентная замена** принятыми в языке перевода единицами. Если автор английского оригинала использует описательный прием, говоря о понятии, для которого имеется русский термин, необходимо применить этот термин. Если в русской терминологии для данного понятия нет термина, нужно попытаться создать его, используя принятые **способы**:

1. Транскрипция: *crystallization* (кристаллизация);
2. Калькирование: *superpowersystem* (сверхмощная система), *absolute error* (абсолютная ошибка);
3. Описательный перевод: *counter-current* (ток обратного направления (противоток)), *rocket* (область в полупроводниковой подложке с противоположным типом проводимости), *mesh voltage* (напряжение между смежными линиями многофазной системы).

На протяжении всего текста необходимо соблюдать единообразие терминологии, одновременно учитывая узкий контекст!

В целом лексика научно-технического текста лишена эмоциональности. Это обуславливает практически абсолютную переводимость специальных текстов. Однако нужно помнить о большей образности английской лексики, что нередко вынуждает прибегать к **нейтрализации**: *extremely* (крайне, чрезвычайно) – весьма; *exciting* (захватывающий, увлекательный) – интересный, перспективный, важный; *fascinating* (очаровательный, обворожительный) – интересный, любопытный; *striking* (поразительный, замечательный) – значительный, убедительный; *vigorous* (сильный, энергичный) – значительный; *mysterious* (загадочный, таинственный, непостижимый) – неясный, необъяснимый.

Для научной литературы также характерно употребление вместо исконно английских слов **слов французского происхождения и латинизмов**.

Равным образом в письменной научной речи крайне ограничено употребление фразовых глаголов (т.е. глаголов с частицей, модифицирующей исходное значение).

Кроме того, число подобных «десемантизированных» (т.е. не передающих саму научную информацию) глаголов достаточно велико, что позволяет нередко **унифицировать** переводные эквиваленты:

- использовать (*use, make use, utilize, exploit, employ, apply, adopt, realize*);
- обеспечивать (*provide, allow for, ensure, attain, achieve, obtain, generate, offer*);
- достоинство (*advantage, benefit, virtue, advance, attraction, strength, bonus, merit*);
- перспективный (*advanced, viable, desirable, exciting, feasible, promising*).

Другой лексической закономерностью перевода общенаучной лексики является **деинтернационализация**, т.е. отказ от формализации при переводе поверхностного значения:

- *critical* (критический) – важный, значительный, существенный;
- *dramatic* (драматичный) – сильный, значительный;
- *practical* (практический) – приемлемый, целесообразный, возможный;
- *routinely* (повседневно) – постоянно, обычным способом, без особых усилий и т.д.
- *horizon* (горизонт) – перспектива, возможность.

Основная задача для перевода научно-технической литературы – **передать в максимально возможном объеме научные сведения в**

привычной для русскоязычного читателя форме, минимизируя субъективный фактор.

Адекватная задаче **переводческая стратегия**:

1. наиболее полно и точно передавать когнитивную информацию²⁹;
2. обеспечивать корректный перевод терминов;
3. сохранять нейтральный стиль изложения;
4. обеспечивать логичность и последовательность повествования.

Помимо когнитивной информации выделяют информацию эмоциональную, эстетическую, оперативную. Процент данных видов информации в научно-технической литературе крайне мал.

Поставленная задача решается главным образом применением необходимых переводческих трансформаций.

Практика перевода

1. Выполните перевод следующих предложений³⁰.

A)

1. There are a number of problems to be solved immediately.
2. The number of possible strategies is truly surprising.
3. This paper is far from being perfect.
4. The book contains far more than its title suggests.
5. The theorem was proved as far back as the nineteenth century.
6. So far as this important problem is concerned we will discuss it in detail below.
7. The number of participants is fewer in usability testing than in scientific experiments.
8. In the next chapter we will examine in greater detail the statistics. In doing so we shall return to some of the issues raised above.
9. A number of questions arise here, of which the following two can be singled out as having particular relevance for the focus of the present discussion.
10. One way is to perform numerical experiments to investigate the effects. In doing so there are a number of important areas to consider.
11. The question to be pursued in the present paper has to do with the limitations of a different form of analysis.

B)

1. A number of large metallurgical enterprises have adopted this nanotechnology.

²⁹ Когнитивная информация – это объективные знания о внешней действительности и сообщение таких знаний – доминирующая функция любого профессионально-ориентированного текста.

³⁰ Дополнительный практический материал с текстами на перевод по техническим специальностям СПбГУТ в разделе «Теория и практика перевода научно-технических текстов» на сайте <http://lms.spbgut.ru/> (Иностранный язык для магистрантов).

2. Industrial experience with nanophasemicro alloying of steel by means of atomic nitrogen indicates that it is a practically useful nanotechnology.
3. Further decomposition of retained austenite occurs as temperature increases.
4. Scattering of light in powder materials gives rise to a number of fascinating and practically significant physical effects.
5. Main sample was investigated by means of XRD measurements; the spectrum is shown in Fig. 2.
6. The results obtained were comparable with the results of previous techniques as far as the crystallite size is concerned.
7. It is known that thermally expanded graphite (TEG) and articles made of this material possess a number of unique properties.
8. To improve the electric contact between graphite particles a load (20-30 gcm²) was applied to the cylinder by means of a rod 12.
9. It is evident that the lower the interaction temperature, the higher the nitrite ion content in the salt melt.

Лекция 2

Методические рекомендации по практике перевода

Чтение иностранного текста – сложный процесс, который предполагает не только владение техникой и приемами грамматического чтения, но и способность понимать мысль на другом языке. *Процесс анализа и синтеза при переводе* иностранного текста на родной язык происходит, по крайней мере, **на 6 уровнях**:

1. уровень слова (word level);
2. уровень непредикативного словосочетания (phrase level);
3. уровень предложения (clause or sentence level);
4. уровень абзаца (paragraph level);
5. уровень текста (text level);
6. прагматический, или социо-культурный уровень (pragmatics, or socio-cultural level).

Смысловая эквивалентность текста, таким образом, устанавливается не на уровне отдельных слов или даже предложений, а на уровне всего текста в целом. При межъязыковом преобразовании неизбежны потери, т.е. возможна неполная передача значений, выраженных текстом подлинника, поэтому текст перевода никогда не может быть полным и абсолютным эквивалентом текста подлинника; задача переводчика заключается в том, чтобы сделать эту эквивалентность как можно более полной, т.е. добиться сведения потерь до минимума. Для этого при переводе необходимо использовать такие *преобразования на уровне предложения* как:

- опущение (omission);
- добавление (addition);
- изменение порядка слов (transposition);
- изменение грамматических форм (change of grammatical forms);

- компенсация смысловых потерь (loss-of-meaning compensation);
- конкретизация (concretization);
- генерализация (generalization);
- антонимический перевод (antonymic translation);
- смысловое развитие (meaning extension or sense development);
- метонимический перевод (metonymic translation);
- объединение предложений (sentence integration);
- членение предложений (sentence fragmentation).

Научные тексты на английском языке **отличаются** большим количеством сложных предложений и конструкций; в них встречаются инфинитивные, причастные и герундиальные обороты, различные придаточные предложения – все это значительно затрудняет понимание текстов.

Основным приемом полного осмысления любого предложения является **лексико-грамматический анализ текста**, который осуществляется в процессе грамматического чтения. Грамматическое чтение предложения – это членение данного предложения на отдельные смысловые группы (группу подлежащего, сказуемого, обстоятельства и т.д.). При этом важно раскрыть связь, как между отдельными смысловыми группами, так и между словами в пределах каждой из них.

Эти преобразования необходимы из-за грамматических и лексических различий между английским и русским языками.

Например:

1. Omission (опущение).

Summer rains in Florida may be violent, while they last. – *Летом во Флориде бывают сильные ливни.*

С точки зрения русского языка, придаточное предложение “while they last” излишне, так как оно будет звучать неестественно по-русски, если его перевести.

2. Addition (добавление).

The policeman waved me on. – Полицейский помахал мне рукой, показывая, что я могу проезжать. *Или:* Полицейский рукой просигналил (показал), что я могу проезжать.

Короткая английская фраза “to wave on” не имеет короткого эквивалента на русском.

3. Transposition (изменение порядка слов).

A delegation of Moscow State University students arrived in Gainesville yesterday. – Вчера в Гейнсвилль прибыла группа студентов из Московского государственного университета.

Типично русское предложение обычно имеет обратный порядок слов в сравнении с английским.

4. *Change of grammatical forms* (изменение грамматических форм).

Например, в русском переводе ...*Prime Minister Tony Blair was hit by a tomato*... пассивный залог меняется на активный: ...*в британского премьера попал помидор*...

5. *Loss-of-meaning compensation* (компенсация смысловых потерь).

Включает добавление или преобразование при переводе одного места в тексте, чтобы компенсировать что-то, что не было переведено в другом месте.

Невозможность сохранить экспрессивное воздействие нестандартного двойного отрицания английского предложения *You ain't seen nothin' yet!* при переводе на русский компенсируется, на лексическом уровне, с помощью синтаксической конструкции – *То ли еще будет!*

6. *Concretization* (конкретизация).

Используется, когда при переводе используется более узкое понятие, чем в исходном тексте, или, когда сохранение исходного понятия с более широким значением приведет к неуклюжему переводу.

There were pictures on all the walls and there was a vase with flowers on the table. – *На всех стенах комнаты висели картины, а на столе стояла ваза с цветами.*

7. *Generalization* (генерализация).

Используется, когда при переводе используется более широкое понятие, чем в исходном тексте, или, когда сохранение исходного более узкого понятия приведет к неуклюжему переводу.

She ordered a daiquiri (слабый алкогольный напиток, смесь рома и фруктового сока). – *Она заказала коктейль.*

8. *Antonymic translation* (антонимический перевод).

При переводе фразы или придаточного предложения, содержащих отрицание, используется фраза или предложение, не содержащие отрицания или наоборот.

I don't think you are right. – *Я думаю, что вы не правы.*

9. *Meaning extension or sense development* (смысловое развитие).

Причина переводится как результат.

You can't be serious. – *Вы, должно быть, шутите.*

Так как вы не можете быть серьезным, следовательно, вы, должно быть, шутите. В этом примере смысловое развитие при переводе объединено с антонимическим переводом. Другой пример: *he answered the phone.* – *Он поднял трубку.* Вы не можете говорить по телефону, если не поднимите трубку. Результат “*answered*” в исходном тексте при переводе замещен причиной – «*поднял трубку*».

10. *Metonymic translation* (метонимический перевод).

Прием «метонимический перевод» похож на прием «смысловое развитие». Метонимия – это риторический прием, при котором одно слово или фраза замещается другим, с которым ассоциируется.

School broke up for the summer recess. – Занятия прекратились. Все ушли на летние каникулы, или: Начались летние каникулы.

11. Sentence integration (объединение предложений).

Объединение двух или более предложений в одно.

Your presence isn't required. Nor is it desirable. – Ваше присутствие не требуется и даже нежелательно.

12. Sentence fragmentation (членение предложений).

Подразумевает замену при переводе одного сложного предложения двумя или несколькими простыми предложениями.

People everywhere are confronted with the need to make decisions in the face of ignorance and this dilemma is growing. Люди везде сталкиваются с необходимостью принятия решений при отсутствии достаточной информации. Эта проблема возникает все чаще и чаще.

Как при объединении предложений, так и при их членении, необходимо учитывать связность текста и логичность изложения.

Научные тексты на английском языке **отличаются** большим количеством сложных предложений и конструкций; в них встречаются инфинитивные, причастные и герундиальные обороты, различные придаточные предложения – все это значительно затрудняет понимание текстов.

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Лекция 3

Последовательность работы над текстом научно-технической литературы

Инструкция 1

1. Прочтите весь текст или абзац и постарайтесь понять его общее содержание.

2. Разбейте каждое сложное предложение на отдельные предложения: сложносочинённые – на простые; сложноподчинённые – на главное и придаточное. Напоминаем, что сложносочинённые предложения могут соединяться союзами: *and* – и, *but* – но, *or* – или. Сложноподчинённые предложения соединяются союзными словами и союзами: *who* – кто; который, *what* – что, *which* – который, *that* – который; то, что, *when* – когда,

where – где, куда, *whose* – чей, *why* – почему, *as for = since* – так как, *because* – потому что, *if* – ли, если, *provided, providing* – при условии, что; *whether* – ли, *unless* – если не, *until* – до тех пор, пока не и др.

3. Если вы испытываете трудность при переводе предложения, найдите в каждом предложении группу сказуемого. Сказуемое найти легче других членов предложения, так как подавляющее большинство глагольных форм имеет формальные признаки.

4. Слева от сказуемого в повествовательном предложении всегда стоит группа подлежащего, кроме: а) предложений с оборотом «*there be*»; б) бессоюзных условных предложений с инверсией, которые начинаются глаголами: *had, were, should, could*.

5. Справа от сказуемого находится дополнение или обстоятельство (если нет дополнения). Обстоятельство может стоять и перед подлежащим.

6. Перевод предложений начинайте с группы подлежащего, затем переводите группу сказуемого и т.д.

7. Перед нахождением слова в словаре уточните, какой частью речи оно является в данном предложении, так как часто разные части речи совпадают по форме (*work* – n,v, *increase* – n,v, *transport* – n,v и т.д.).

8. Не спешите брать из словаря первое значение слова, так как английские слова многозначны. Прочтите все значения слова и выберите наиболее подходящее для данного предложения.

Обратите внимание, не является ли данное слово частью словосочетания (*pay* – платить, *pay attention to* – обращать внимание на, *make* – делать, *make use of* – использовать, *account* – отчёт, счёт, *on account of* – из-за, вследствие, *take account of* – учитывать и т.д.). Помните, что после глаголов могут стоять послелог, которые меняют значение глагола (*make up* – составлять, *work out* – разрабатывать, *provide for* – предусматривать и т.д.).

Инструкция 2

Найти сказуемое помогают следующие формальные признаки:

1. вспомогательные и модальные глаголы, являющиеся компонентом сказуемого: *am, is, are, was, were, do, does, did, have, has, had, shall, will, should, would, can, could, may, might, must, ought to, need*;

2. три неявных признака сказуемого:

- окончание *-s (-es)* – оно совпадает с окончанием существительного во множественном числе и притяжательном падеже;
- окончание *-ed* – оно совпадает с окончанием причастия прошедшего времени – *Participle II* правильных глаголов;
- отсутствие окончаний (т.е. глагол-сказуемое совпадает по форме с инфинитивом) в *Present Simple* или использована форма

неправильного глагола в *Past Simple* (рекомендуется повторить три формы неправильных глаголов).

Инструкция 3

Найти подлежащее помогают следующие формальные признаки:

1. подлежащее может быть выражено существительным или несколькими существительными, являющимися однородными членами предложения, стоящими слева от сказуемого в повествовательном предложении. Существительные должны быть без предлога.

2. подлежащее, выраженное существительным, может иметь при себе определения, входящие в группу подлежащего: а) левое определение, б) правое определение, в) одновременно левое и правое определения. В качестве правого определения могут использоваться определительные придаточные предложения, инфинитив или инфинитивный оборот.

3. подлежащее может быть выражено местоимениями: *I, he, she, it, we, they, which, who, nobody, nothing, this, these, one, someone, somebody, anyone, anybody, everyone, everybody, everything*, словами-заменителями существительных: *that, these* и д. р.

4. подлежащее может быть выражено инфинитивом с относящимися к нему по смыслу словами (инфинитивной группой). Этот инфинитив обязательно должен стоять перед сказуемым. Не следует путать инфинитив в роли подлежащего с инфинитивом в роли обстоятельства цели, стоящим в начале предложения. Если перед сказуемым есть другое подлежащее, то инфинитив – обстоятельство. *To provide three pulverizers is necessary for the efficient operation of the furnace.* – Обеспечить три распылителя необходимо для эффективной работы топки.

5. подлежащее может быть выражено субъектным инфинитивным оборотом (сложное подлежащее). *Heat is known to be a form of energy.* – Известно, что тепло есть форма энергии.

6. подлежащее может быть выражено герундием (с относящимися к нему по смыслу словами). *Making the first measuring instrument was not an easy thing.* – Сделать первый измерительный прибор было нелегко.

7. подлежащее может быть выражено придаточным предложением с подлежащим. Союз *that* – «то, что». *That bodies expand under heating was known long ago.* – То, что тела при нагревании расширяются, было известно давно.

Практикум перевода научно-технических текстов³¹

1. Проанализируйте выполненный перевод и устраните допущенные ошибки.

³¹Дополнительный практический материал с текстами на перевод по техническим специальностям СПбГУТ в разделе «Теория и практика перевода научно-технических текстов» на сайте <http://lms.spbgut.ru/> (Иностранный язык для магистрантов).

Текст 1

For the present study a test plan was carried out by virtue of which the errors resulting from tool deflection were predicted. The test variables taken into account were cutting strategy, tool dimensions, material hardness and surface slope. It was then possible to determine what cutting strategies should be used to minimize errors resulting from tool deflection. In some cases the best strategies for minimizing deflection may have negative aspects, for example, it induces more dynamic problems and tool wear. In such cases, the optimal solution will be a compromise.

Для настоящего исследования план испытаний был проведен качественно, ввиду того, что ошибки, связанные с отклонением инструмента, были спрогнозированы. Тестируемые переменные принимают во внимание стратегии резания, размеры инструмента, материал и твердость наклонной поверхности. Именно тогда можно определить, какие стратегии резания должны быть использованы для минимизации ошибки, связанной с отклонением инструмента. В некоторых случаях наиболее эффективные стратегии для сведения к минимуму отклонения могут иметь негативные моменты, например, они могут вызывать большие проблемы динамики и износа инструмента. В таких случаях оптимальным решением будет компромисс.

Текст 2

Transmission electron microscopy (TEM) and atom probe field ion microscopy (APFIM) observations of pearlitic steel wire show that drawing to a true strain of 4.22 causes fragmentation of cementite lamellae into nanoscale grains. The drawing strain amorphizes some portions of the cementite lamellae in regions where the interlamellar spacing is very small, but most of the cementite lamellae are polycrystalline with nanoscale grains.

Наблюдения просвечивающей электронной и атомно-силовой зондовой микроскопии показывают, что перлитный стальной провод, который подходит к истинной деформации 4,22 вызывает измельчение пластин цементита до наноразмерных зерен. Рисунок деформированного состояния некоторых пластин цементита в регионах, где межпластинчатое расстояние очень мало, но большинство поликристаллических пластин цементита с наноразмерными зернами.

2. Сделайте перевод текстов по вашей специальности³².

³²Дополнительный практический материал с текстами на перевод по техническим специальностям СПбГУТ в разделе «Теория и практика перевода научно-технических текстов» на сайте <http://lms.spbgut.ru/> (Иностранный язык для магистрантов).

НАУЧНАЯ РАБОТА

Лекция 1

Методические рекомендации по аннотированию и реферированию

Аннотирование текстов (Annotation)

Аннотирование – это лаконичное изложение содержания печатного произведения. Сущность аннотирования состоит в том, чтобы понять самое главное в произведении, обобщить в 2-3 основных положения и оформить полученные сведения в краткую справку – аннотацию.

Аннотация характеризуется высокой степенью абстрагированности и обобщенности материала, излагаемого своими словами. Одной из задач составления аннотации является отражение важности или незначительности воспринятой информации, поэтому аннотации присущ оценочный элемент, который отсутствует в реферате. Объем аннотации не зависит от объема аннотируемого произведения и не должен превышать 600 печатных знаков, т.е. примерно 200 слов.

Составление реферата (Precise Writing)

По сравнению с аннотированием, реферирование является более совершенным методом обработки информации. При реферировании происходит осмысление отдельных положений, представляющих суть оригинала, сокращение всех малозначительных сведений, не имеющих прямого отношения к теме, обобщение наиболее ценных данных и фиксирование их в конспективной форме.

Содержание работы излагается в реферате объективно, без критической оценки материала с позиции референта. Реферат состоит из трех основных частей: заголовочной, собственно реферативной и справочного материала. В заголовочной части приводятся название реферлируемого документа, фамилия автора, название издания (журнала и тому подобное), если реферлируемое произведение является его составной частью, и другие сведения (место и год выпуска издания, номер, том, серия, количество страниц и т.п.).

Независимо от того, на каком языке пишется реферат иностранного источника, заголовочная часть составляется на языке оригинала. При написании реферата на другом языке после названия произведения в скобках дается перевод.

Собственно реферативная часть – концентрированная передача содержания реферируемого документа. Объем реферата варьируется в зависимости от объема оригинала, его научной ценности, от того, на каком языке он опубликован. В большинстве исследований по проблемам компрессии текста предельным объемом реферата принято считать 1200 слов при сокращении текста оригинала в 3-8 и даже 10 раз.

В процессе реферирования происходит не просто сжатие текста, а существенная переработка содержания, композиции и языка оригинала: выделяется главное и излагаются в краткой форме; второстепенные факты, детальные описания, примеры, исторические экскурсы опускаются; однотипные факты группируются, им дается общая характеристика; цифровые данные систематизируются и обобщаются. Язык и стиль оригинала претерпевает изменения в сторону нормативности, нейтральности, простоты и лаконичности.

Реферат – это не простой набор ключевых фрагментов, на базе которых он строится, а новый, самостоятельный текст. Монтаж высказываний, полученных в результате свертывания текста оригинала, связан с двумя основными процессами смыслового сокращения – перифразом и обобщением.

При написании научных работ начинающий исследователь сталкивается с проблемой правильного выбора слов или выражений, подбора нужного синонима.

1. При сообщении о предмете исследования магистранту понадобится **целый ряд глаголов с общим значением исследования** – *изучать, исследовать, рассматривать, анализировать* – *study, investigate, examine, analyze, consider*:

- ***study*** имеет наиболее широкое употребление и означает «изучать», «исследовать»;
- ***investigate*** подчеркивает тщательность и всесторонность исследования, помимо значения «изучать, исследовать» глагол включает понятие расследования;
- ***examine***, помимо «изучать, исследовать» означает «рассматривать, внимательно осматривать, проверять»;
- ***analyze*** – исследовать, изучать (включая момент анализа);
- ***consider*** – изучать, рассматривать (принимая во внимание разные параметры).

2. **Глаголы с общим значением описания**: *описывать, обсуждать, излагать, рассматривать* – *describe, discuss, outline*:

- ***describe*** – описывать, давать описание;

- *discuss* – обсуждать, описывать (иногда с элементом полемики), излагать;
- *outline* – кратко описывать, описывать в общих чертах, очерчивать.

3. При описании способов и методов исследования будут полезны *существительные со значением «метод, способ, методика, прием, подход, процедура, операция»*—method, technique, procedure, approach, way. Необходимо учитывать, что эти *слова не имеют однозначных соответствий в русском и английском языках*. Например:

- *method* означает «метод, способ»;
- *technique* – метод, способ, методика, техника (проведения опыта);
- *techniques* – методики;
- *procedure* – метод, прием, процедур, операция (не в медицинском смысле этого слова);
- *approach to* – метод, подход к решению, рассмотрение (с определенной точки зрения).

При выборе английского существительного надо также принимать во внимание, какое слово принято употреблять в данном случае. Например, *дифференциальный метод* – *differential method*, изотопный метод – *isotopic technique*, метод проб и ошибок – *trial-and-error procedure (or hit-or-miss method)*.

4. Для характеристики способа (методики) можно использовать следующие прилагательные:

- *main, chief, basic, principal* – основной, главный;
- *general* – общий;
- *additional* – дополнительный, вспомогательный;
- *modern, current, up-to-date* – современный;
- *out-of-date* – устаревший, вышедший из употребления;
- *usual, conventional* – обычный, общепринятый;
- *unconventional* – нестандартный;
- *important* – важный;
- *valuable* – ценный;
- *satisfactory* – удовлетворительный, хороший;
- *useful* – полезный;
- *appropriate* – подходящий, соответствующий;
- *reliable* – надежный;
- *sensitive* – чувствительный;
- *exact, accurate* – точный; *crude* – неточный;
- *direct, straightforward* – прямой; *indirect* – косвенный;
- *effective* – эффективный, действенный, результативный;
- *elaborate* – тщательно разработанный;
- *rigorous* – строгий, точный;

- *efficient* – экономичный;
- *versatile* – разносторонний, применимый в различных случаях;
- *valid* – применимый (к данному случаю), имеющий силу, справедливый, обоснованный;
- *adequate* – пригодный, отвечающий требованиям, подходящий, адекватный;
- *perspective* – многообещающий, перспективный;
- *improved, modified* – усовершенствованный, видоизмененный, модифицированный.

5. Для обозначения цели исследования можно употребить следующие существительные: *the aim, the object, the purpose, the task* – цель, назначение, задача. Для описания основных характеристик изучаемого предмета, процесса, явления, способа, теории и т.п. используются следующие существительные и словосочетания: *feature* – черта; *characteristics* – характерная черта; *peculiarity* – особенность; *be characterized by* – характеризоваться, отличаться; *be typical of* – быть типичным для; *be characteristic of* – быть характерным для....

6. При оценке работы, метода необходимо использовать такие существительные: *advantage, merit* – достоинство; преимущество; *disadvantage, drawback, limitation* – недостаток, недочет, ограничение.

7. Для сообщения о результатах исследования могут быть полезны следующие слова и словосочетания: *result (on, of)* – результат; *data (on, concerning)* – данные, сведения(о, относительно); *evidence* – данные, доказательства, свидетельства; *provide evidence for* – свидетельствовать в пользу; *give strong evidence for (of)* – служить сильным аргументом в пользу, убедительно доказывать.

Приводимые клише³³ помогут адекватно и без ошибок передать на английском языке содержание статьи из газеты или журнала, главы книги и т.п.

- *The Moscow Times dated the 12th of November carries an article headlined...* (В газете... от 12 ноября помещена статья, озаглавленная...)
- *The article deals with...* (В статье говорится о...)
- *The article is devoted to the analysis of the situation in...* (Статья посвящена анализу обстановки в...)
- *Here is something about...* (Вот некоторая информация о...)
- *The article discusses...* (В статье обсуждается...)
- *points out...* (указывается на...)
- *stresses on...* (подчеркивается, что...)
- *reveals...* (разоблачается...)

³³Дополнительный практический материал «Writing Summaries and Reports» в разделе «Научная работа» на сайте <http://lms.spbgut.ru/> (Иностранный язык для магистрантов).

- *reviews...* (рассматривается...)
- *The article goes on to say...* (Далее в статье говорится...)
- *It should be noted that...* (Следует отметить, что...)
- *In conclusion the article says...* (В заключение в статье говорится...)
- *That's all I wanted to say about.* (Это все, о чем мне хотелось сообщить.)

Практика 1

Прочитайте и проанализируйте материал «Клише для составления аннотаций и рефератов» в разделе «Научная работа» на сайте <http://lms.spbgut.ru/> (Иностранный язык для магистрантов)

Лекция 2

Структура научной статьи (Часть 1)

Научная статья имеет четкую структуру и, как правило, состоит из следующих частей.

- Название (заголовок). (*Title*)
- Аннотация. (*Summary*)
- Ключевые слова. (*Keywords*)
- Введение. (*Introduction*)
- Обзор литературы. (*Literature review/Literary overview*)
- Основная часть (методология, результаты). (*The main part – Methods; Discussion; Results*)
- Выводы и дальнейшие перспективы исследования. (*Conclusions*)
- Список литературы. (*References; Literature*)

Mind! В англоязычном мире принято выражать признательность тем, кто в той или иной мере способствовал появлению опубликованных материалов.

Это может быть кто-либо из научного сообщества, члены семьи, коллеги. Эта часть работы называется *Acknowledgement(s)*. Ее наличие не обязательно (в русскоязычном варианте), но желательно.

В данном разделе пособия мы будем говорить об **аннотации и тезисах научной статьи (научного сообщения)**.

Mind! В английском языке существительные *abstract, annotation, summary* употребляются практически синонимично для обозначения интересующей нас части научной работы. Нет единства и в русском научном словаре.

Так, слова и сочетания *аннотация, авторский реферат, авторское резюме* имеют близкое значение.

Как правило, англоязычный вариант аннотации нужен для читателей, не знающих русский язык. Английский считается международным языком для научных публикаций. Даже при отсутствии полного текста на

английском языке аннотация даст представление о главной идее статьи и позволит читателю либо связаться с автором статьи, либо заказать перевод самостоятельно.

Аннотация (*Summary, Annotation*) структурно должна располагаться вначале научной публикации. Аннотация представляет собой текст, объемом 5-10 предложений, которые содержат краткое содержание статьи, а также итоги проведенной научной работы. Ее цель – дать общее краткое представление о сфере научного исследования, о методах его проведения, о полученных результатах и перспективах. Напомним, что наличие аннотации (*Summary*) на английском языке является обязательным требованием к публикациям в так называемых рецензируемых источниках. Очень часто аннотация (*Summary*) должна присутствовать и при оформлении заявки для участия в научной конференции, определяя в какой-то степени – принятие или отклонение посланных вами материалов.

Практика 2

Прочитайте и проанализируйте несколько примеров аннотаций.

А) Работа посвящена вопросам формирования национальной платежной системы. В статье сформулировано понятие национальной платежной системы на основе анализа ее свойств, структуры, цели функционирования; рассмотрен материал законопроекта «О национальной платежной системе».

The article is devoted to the issues of national payment system development. The authors formulate the concept of national payment system on the basis of its features, structure and functioning purposes analysis; the bill "On the National Payment System» is considered.

В) Проведен анализ физико-химических основ процесса кристаллизации сульфата аммония из водных растворов, очищенных маточных растворов производства метилметакрилата и маточных растворов, загрязненных органическими примесями. Дана оценка влияния регулируемых технологических параметров (рН, температура, давление, состав маточника, наличие органических примесей) на процесс кристаллизации сульфата аммония.

The physicochemical foundations of the crystallization process of ammonium sulphate from aqueous liquids, purified mother liquors of methylmethacrylate production and organic impurity-contaminated mother liquors were analyzed. The evaluation of some controllable technological parameters (pH, temperature, pressure, mother liquor composition, the presence of organic impurities) on the crystallization process of ammonium sulphate was carried out.

С) Автор рассматривает образовательный процесс как форму становления творческого потенциала личности. Подчеркивается, что в условиях неоднородности развития современного мира возрастает роль ценностной

составляющей образования. Раскрывается философский смысл идеи открытого образования.

The author considers education process as a form of personality creative potential developing. It is emphasized that under the conditions of non-uniform development of the modern world the influence of educational values is increasing. The philosophical sense of the so-called "open education" is treated.

Лекция 3

Структура научной статьи (Часть 2)

Кроме аннотаций, магистрантам необходимо усвоить структуру составления **резюме (реферата) (Abstracts)**³⁴.

Mind! – не путать с **Short Abstracts**. **Short Abstracts** – тезисы научного сообщения, содержащие основную информацию о проделанной или планируемой работе, но в кратком виде (до 2000 символов). Для публикации материалов симпозиумов, конференций.

Резюме (реферат) – более подробное, по сравнению с Аннотацией (**Summary**), структурированное изложение прочитанных материалов. При составлении высказывания подобного рода важно проследить авторскую мысль, раскрыть содержание проделанного (полученного, изученного, обобщенного, заявленного), не забывая о том, что вы излагаете не собственную, а чью-то чужую мысль. Именно поэтому желательно постоянно подчеркивать, что анализируются не ваши логика, результаты, методы и т.д.

Заметим, однако, что хорошо и правильно составленное аргументированное высказывание, передающее содержание чьей-то, не Вашей научной статьи (**резюме; реферат**), состоит из следующих частей:

1. Характеристика работы в общем – название, автор, место и время создания.
2. Основная мысль (цель) статьи.
3. Структура работы.
4. Краткое изложение авторской логики доказательства заявленной идеи.
5. Выводы и их оценка.

Практика 3

Прочитайте и проанализируйте статью по своей специальности³⁵ и напишите an Article Review (обзорный план статьи), используя ниже приведенный план.

³⁴ Презентация научных проектов на английском языке = *Academic Projects Presentations*. / Ю.Б. Кузьменкова. – М.: СКАЗОЧНАЯ ДОРОГА, 2015. – 132 с.

³⁵ См. раздел «Научная работа» на сайте <http://lms.spbgut.ru/> (Иностранный язык для магистрантов).

Plan of an article review/ Обзорный план статьи

1) The article is richly informative/ статья очень информативна

- the latest research into the area of.../ новейшие исследования в области...
- a new conceptual framework for understanding.../ новые концептуальные рамки для понимания...
- a fresh work.../ новая работы...

2) The article represents.../ в статье представлены...

- description/ описание/ понимание
- narration/ изложение
- argumentation/ рассуждение

3) The author of the article is a well-known scientist

- distinguished/ выдающийся
- outstanding/ выдающаяся

4) The article was published in.../ Статья была опубликована в...

5) The article originally appeared in Russia.../ Статья первоначально появилась в России...

6) The title/ heading of the article is..../Название/ заголовок статьи....

7) The article contains a summary.../ В статье содержится краткая информация...

- includes.../ включает в себя...
- gives.../ дает...
- a large amount of useful information.../ большое количество полезной информации...
- an useful insight.../ взгляд вглубь...
- the complicated analysis.../ сложный анализ...

8) The article is addressed to.../ Статья адресована...

9) The subject of the article is a widespread view.../ Предметом настоящей статьи является широко распространенное мнение...

- The topic is centered on.../ тема сосредоточена на...
- The theme focuses on.../ тема сосредоточена на...

10) The article / author discusses.../ В статье/ автор обсуждает...

- considers.../ считает...
- describes.../ описывает...
- gives a detailed description of.../ дает подробное описание...
- emphasizes.../ подчеркивает...
- stresses that.../ подчеркивает, что...
- refers to.../ относится к...
- informs of.../ информирует о
- points out that.../ указывает, что...
- presents.../ представляет...

- offers a new paradigm.../ предлагает новую парадигму...
- points out that.../ указывает, что...

11) The article provides the reader with data on.../ В статье представлены читателю с данными...

- some material on.../ некоторые материалы по...
- some information/ некоторая информация...
- a study of.../ исследование...
- some details on.../ некоторые подробности о...

12) Of particular/ great interest/ importance is.../ Особую/ большой интерес/ значение имеет...

13) The article ends with a discussion of.../ Статья заканчивается обсуждением...

- the points for further discussion to.../ темой будущей дискуссии...
- a review of.../ кратким обзором...

14) In conclusion the author admits.../ В заключение автор признает...

15) In summery... makes the reference to.../ В заключении...ссылается на...

- suggests new solutions for the problems.../ предлагает новые решения проблем...
- demonstrates how.../ демонстрирует...
- argues that.../ утверждает, что...
- suggests that.../ предлагает...
- brings out different positions.../ Показывает различные точки зрения...

16) In my opinion.../ по моему мнению...To my mind.../ по моему мнению...

Практика 4

Выберите статью по своей специальности и напишите a Summary или an Abstract³⁶.

Практика 5

Проанализируйте структуру Lab Report по своей специальности³⁷.

Практика 6

Проанализируйте структуру a Scientific Paper по своей специальности³⁸.

Практика 7

³⁶ См. в разделе «Научная работа» на сайте <http://lms.spbgut.ru/> (Иностранный язык для магистрантов).

³⁷ Там же.

³⁸ Там же.

Проанализируйте структуру *a Case Study* по своей специальности³⁹.
APPENDIX I

Assessment Criteria

Your Presentation will be evaluated and marked (graded). Some of the specific aspects of the presentation that your teacher may critique include:

I. Delivery

- A. Volume of Voice (Did you speak loud enough to be easily heard?)
- B. Rate of Speech (Did you speak slow enough to be clearly understood?)
- C. Pausing
- D. Eye Contact

II. Structure

- A. Introduction (who, why, what, how)
- B. Organization of ideas (appropriate linking words and phrases)
- C. Signposting
- D. Sufficient Persuasive Support/Example
- E. Summary of Main Points
- F. Conclusion

III. Use of visual aids

- IV. Rhetorical techniques
- V. Accuracy (mistakes in)

- A. Pronunciation
- B. The use of grammar
- C. The use of vocabulary

VI. Confidence and enthusiasm.

³⁹ Там же.

APPENDIX II

Рекомендации Союза переводчиков России⁴⁰

При транскрибировании *фамилий и имен известных ученых, государственных деятелей* и др. следует руководствоваться установившейся практикой, поскольку традиционное написание их фамилий и имен может не соответствовать фонетическому принципу, например: Louis de Broglie – Луи де Бройль, Carl Friedrich von Weizsacker – Карл Фридрих фон Вейцзеккер, Ван Клиберн, а не Вэн Клайберн, Рузвельт, а не Розевельт. Иностранные имена нельзя русифицировать, их следует транскрибировать в соответствии с правилами произношения данного имени, например: Johann – Иоганн, а не Иван, Paul – Пауль (нем.), Поль (фр.), Пол (англ.), а не Павел, Georg – Георг (нем.) – George – Джордж (англ.), Жорж (фр.), а не Георгий. Исключение составляют имена, которые по традиции русифицированы, например: Nikolaus Kopernikus – Николай Коперник.

Артикли, предлоги (в том числе однобуквенные), *частицы в иностранных фамилиях и именах* da, das, de, del, der, don, doña, du, la, le, van, von и др. транскрибируют и пишут со строчной буквы и раздельно с относящейся к ним частью имени, например: Leonardo da Vinci – Леонардо да Винчи, von der Stolz – фон дер Штольц. Артикли, предлоги и частицы пишут с прописной буквы, если они с фамилией образуют одно слово, если они по традиции соединяются с фамилией через дефис или апостроф или если в иностранном написании они имеют прописную букву, например: O'Neill – О'Нилл, VandeGraaf – Ван-де-Грааф, Laplace – Лаплас.

Частицы Mac-, Mc-, Saint чаще всего присоединяют к имени через дефис (Сент-, Санта-, Мак-, Сен-) и пишут в переводе с прописной буквы, например: McClain – Мак-Клейн, SaintLawrence – Сент-Лоуренс, Saint-Simon – Сен-Симон, SanMarino – Сан-Марино, SantaCruz – Санта-Крус. Однако имеются и устоявшиеся отклонения от этого общего правила (например, Маккарти, Макдоналдс, Маккензи). Если в середине имени встречаются предлог, союз или частица, то они пишутся через дефис и со строчной буквы, например: Fernandez y Gózzales – Фернандес-и-Гонсалес.

Названия торговых марок на русский язык, как правило, не переводятся, а транслитерируются. Рекомендуется руководствоваться языковым узусом при решении конкретных переводческих задач, связанных с передачей названий торговых марок.

⁴⁰ <http://www.translators-union.ru>

Наименования иностранных фирм, компаний, акционерных обществ, корпораций, концернов, монополий, промышленных объединений и т.п. транскрибируют и заключают в кавычки; перед названием ставят обобщающее слово «фирма», «компания», «акционерное общество», «концерн», «корпорация» и т.п. – в зависимости от их традиционного употребления в русскоязычной литературе. С прописной буквы в этих названиях пишут только первое слово и имена собственные. Примеры: Montedison – концерн «Монтэдисон», La Société Anticorrosion – фирма «Сосьете антикорозьон». Вместе с тем следует отметить современную тенденцию к отказу от практической транскрипции наименований фирм в информационных, научно-технических и даже юридических текстах и к использованию вместо этого их написания на латинице (т.е. «самолет компании TWA» вместо «самолет компании «Ти-Дабл”ю-Эй»)

Союзы и предлоги в названиях (the, and, of, und, et и др.) транскрибируют (зе, энд, оф, унд, э) и пишут со строчной буквы. Встречающиеся в наименованиях фирм сокращения Corp., Co., Ltd., Inc., GmbH, GmuH, K.K. и др., если они не являются составной частью наименования, в переводе можно опускать, например: UnionCarbideCo. – фирма «ЮнионКарбайд», Fawsett Prestonand Co. – фирма «ФосеттПрестон энд компани», Henschel-WerkeGmbH – фирма «Хеншель-верке». Однако в переводах на русский язык, предназначенных для официального использования и последующего нотариального заверения, слова, обозначающие форму собственности, опускать нельзя. В таких случаях название компаний требуется переводить так, как их зарегистрировали в России (как записано, например, в уставных документах).

Фирменные наименования машин, приборов, различных химических веществ, изделий, материалов, выраженные одним или несколькими словами, транскрибируют и заключают в кавычки, причем первое слово пишут с прописной буквы. Фирменные наименования, ставшие широко употребительными, пишут без кавычек и со строчной буквы. При этом, если за словом следует цифра или буква, то между словом и цифрой (буквой) ставят дефис, например: Goodright-2007 – «Гудрайт-2007», Hastelloy X – сплав хастеллой-Х. В ряде случаев (в спецификациях и т.д.) рекомендуется сохранять в тексте оригинальные названия и наименования во избежание возможных осложнений при использовании перевода, например, для оформления заказа на оборудование.

Названия **иностраных журналов** в тексте перевода, библиографических ссылках и в списке литературы оставляют в оригинальном написании без кавычек. При этом соблюдаются правила употребления прописных и строчных букв, присущие исходному языку.

APPENDIX III

Советы начинающему техническому переводчику⁴¹.

Рекомендуется:

- Опирайтесь в первую очередь на логику и контекст, и уже затем на словарь.
- Стремиться к максимально точному выбору слова.
- Анализировать предложения не только на синтаксическом, но и на логическом уровне, чтобы правильно расставлять акценты.
- Устранять неприемлемые по нормам русского языка английские лаконичность и импликации.
- Разбивать длинные предложения.
- Устранять очевидные синонимы.
- Расшифровывать аббревиатуры.
- Переводить описание рисунков и графиков, а также таблицы, обращаясь к относящемуся к ним тексту, а текст – сверяясь с рисунками, графиками и таблицами.
- Заголовки переводить в последнюю очередь.
- Встречаясь с многозначными словами, не полагаться на память и обращаться к словарю.
- Следить за своим стилем изложения.
- Проверять «написанные с ходу» слова, в которых не уверен, по словарю русского языка.
- Иметь представление о системах единиц измерения и при необходимости пересчитывать размерности.
- Читать статьи в российских научно-технических журналах, обращая внимание на стиль изложения и словоупотребление в этой литературе.
- Заканчивать работу собственным редактированием. (Время, затрачиваемое на редактирование, невелико, но достигаемый эффект огромен: уточняется смысл, унифицируются термины, обнаруживаются пропуски, устраняются глазные ошибки, шлифуется стиль.)

⁴¹ Климзо, Б.Н. Ремесло технического переводчика. – М.: Р.Валент, 2006. . – С. 465–466.

Не рекомендуется:

- Переводить буквально (т.е. переводить слово словом, копировать синтаксис, забывать о разной лексической сочетаемости в двух языках и о разном управлении).
- Слепо верить тексту оригинала (возможны оговорки автора, опiski, нарушения логики).
- Слепо верить словарям.

Запрещается:

- Выступать в роли самозваного соавтора (дополнять автора, пояснять в скобках мысль автора).
- Вводить отсутствующие в оригинале кавычки и «спасительные» слова «так называемый».
- Самовольно вводить синонимы термина (из соображения «не наскучить» читателю).
- Опускать непонятные фрагменты текста.
- Оставлять непонятое и переведенное наугад место, не попытавшись проконсультироваться со специалистом.

APPENDIX IV

Слова и фразы, необходимые для структурированного сжатия текста
Article; Paper; Monograph; Summary; Extract from a monograph; Short abstracts; Report.

1. The author is...

- the authors are...
- It is written by a scientist (a group of scientists) and his co-workers

2. It is published in a special journal (magazine)

- printed in a periodical
- issued in an annual collections of works in 2017
- in a scientific edition
- It may be found on the web-site

3. The article consists of some parts

- combines
- comprises
- is divided into

4. These parts are: summary, introduction, discussion, results, acknowledgments...

5. The main idea of the article

- The main idea of the article is...
- The paper is about
- The paper is devoted to...
- The material deals with
- The article touches upon...
- The paper attracts the readers' attention by...
- The article gives prominence to...
- The research treats and discusses ...
- The purpose of the publication is to give the reader some information on...
- the aim of the paper is to provide the reader with some material (data) on...

6. The contents of the article. Some facts, names, figures.

a) The author starts by telling the readers (about, that...)

- he depicts...
- b) The author writes (states, stresses, thinks, points out...)
 - The article describes...
- c) According to the text...
 - Further the author states (reports) that...
 - The article goes on to say that...
 - Next/subsequently he reports on...
 - Finally/ at the final stage he sums up...
- d) In conclusion...
- 7. The author investigates, (observes, reports, studies, gives the new idea of, informs the readers on a new approach to)**
 - the problem (of)
 - observation,
 - data
 - discussion
 - the author proves that (agrees to, with; disagrees, contradicts to, relies on /upon/ the
 - point of view, supports an idea of, develops the theory of, gives a new light to)...
- 8. To support his idea the author appeals to...**
 - brings some data(equations, plots, formulas, opinions)...
- 9. It appears that...**
 - It turns out that...
- 10. The main idea of the author is the following**
 - His main interest is focused on; He deals with....; He highlights...
- 11. The results are in a good agreement with a (famous, popular, fruitful, authorized) theory...**
- 12. The article is well illustrated with pictures (figures, plots, tables, equations, formulas, opinions.)**
- 13. The article seems to be convincing arguments seem to be poor/ reasonable /controversial/disputable.**
- 14. The results given (described, studied, discussed) are pure theoretical, practical, may be applied (used) in...**

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