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МИНИСТЕРСТВО ТРАНСПОРТА РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ АГЕНТСТВО ЖЕЛЕЗНОДОРОЖНОГО ТРАНСПОРТА

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«САМАРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПУТЕЙ СООБЩЕНИЯ»

Кафедра «Лингвистика»

АНГЛИЙСКИЙ ЯЗЫК

Практикум для аспирантов железнодорожных специальностей по
дисциплине
«Деловая письменная коммуникация»

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УДК

Английский язык: практикум для аспирантов железнодорожных специальностей по дисциплине «Деловая письменная коммуникация» / Л.В. Абдрахманова, М.А. Терпак. – Самара : СамГУПС, 2017. – 71 с.

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Практикум по дисциплине «Деловая письменная коммуникация» предназначен для аспирантов 1 курса обучения. Характер дисциплины «Деловая письменная коммуникации» определяет ее цели: повышение исходного уровня владения иностранным языком, достигнутого на предыдущей ступени образования; овладение обучающимися необходимым и достаточным уровнем коммуникативной компетенции для решения социально-коммуникативных задач в различных областях бытовой, культурной, профессиональной и научной деятельности при общении с зарубежными партнерами; совершенствование лингвистической подготовки для дальнейшего самообразования.

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Рецензенты:

Под редакцией составителей

Введение

Изучение дисциплины «Деловая письменная коммуникации» имеет цели: повышение исходного уровня владения иностранным языком, достигнутого на предыдущей ступени образования; овладение обучающимися необходимым и достаточным уровнем коммуникативной компетенции для решения социально-коммуникативных задач в различных областях бытовой, культурной, профессиональной и научной деятельности при общении с зарубежными партнерами; совершенствование лингвистической подготовки для дальнейшего самообразования.

Для достижения сформулированных целей необходимо выполнение следующих задач: развитие когнитивных и исследовательских умений; повышение уровня учебной автономии, способности к самообразованию; развитие информационной культуры; расширение кругозора и повышение общей культуры обучающихся; воспитание толерантности и уважения к духовным и культурным ценностям разных стран и этносов.

Данный практикум по дисциплине «Деловая письменная коммуникация» предназначен для аспирантов I курса обучения.

Дисциплина "Деловая письменная коммуникация" разработана в соответствии с федеральным государственным образовательным стандартом высшего профессионального образования.

В результате освоения дисциплины обучающийся должен:

знать: профессиональную лексику на иностранном языке;

уметь: переводить общие и профессиональные тексты на иностранном языке, писать деловые письма и составлять технические тексты;

владеть: основными коммуникативными моделями, обеспечивающими профессиональное письменное общение.

В соответствии с действующими учебными планами на курс обучения дисциплины «Деловая письменная коммуникация» отводится 48 часов аудиторных занятий и 48 часов самостоятельной работы.

Целью данного практикума является отработка навыков написания разных видов деловых писем, факсов, служебных записок и электронных сообщений, а также написание различных видов технических текстов; усвоение терминологической лексики профессиональной области знаний и повторение грамматических структур в письменной речи.

Unit 1 Business Correspondence

Glossary

application form – анкета поступающего на работу

block format – блочный формат

conventions – правила

formal tone – официальный тон

incident report – сообщение о происшествии

office memo – служебная записка

straightforward style – простой стиль

Read the text about business writing and translate it using a dictionary if necessary.

The term business writing covers such materials as formal letters, office memos, application forms, and incident reports. Although each type of business writing has specific features and purposes, all business writing follows these basic conventions, or standards:

- a polite, formal tone showing respect for the reader
- a straightforward style that makes the purpose for writing clear
- a first sentence or paragraph that states the topic and purpose
- strong supportive sentences that include sound reasoning, vivid details, and accurate facts and statistics
- block or modified block format, with typed or neatly printed text
- lack of errors in spelling, grammar, punctuation, and usage.

The term ethics means “a code of behavior.” Someone’s personal ethics are guidelines about how to act. The guidelines are based on such values as honesty, loyalty, and courage. For example, if you value honesty, your personal ethics will lead you to tell the truth.

Each piece of business writing that a person creates should reflect strong, positive business ethics.

It should be honest, fair, and polite in tone.

Most of the time, it’s easy for writers to follow the code of business ethics. However, sometimes it’s less easy – particularly when the purpose for writing involves winning an argument. Some writers may not “play fair.” They may stretch the truth, they may support their arguments with opinions instead of facts, or they may write in an angry, disrespectful tone.

Keep your business writing free of such mistakes by following these guidelines.

Find English equivalents for: охватывает, имеет особые черты и цели, следует правилам, уважение к читающему, формулирует тему, аккуратно напечатанный, отсутствие ошибок в орфографии, поведенческий код, принципы основаны, поступать честно.

When you apply for a job, you need to send a resume and a cover letter. A written list that describes your education and the jobs you have had.

A cover letter introduces you to the person who is hiring for the job. Before you write the cover letter, you need information about the job, especially the qualifications needed. The best place to find this information is in the advertisement where you learned about the job.

Model:

Adele Bauer
Kurt-Schumacher-Str. 1.
Bonn, D-52110
Germany
+49 (0)228 429 361
abauer@deworld.de

The HR Manager
Nestech Computers
6142 Carlisle Road
Sydney NSW 2066
Australia

May 14, 2017

RE: Pharmaceutical Representative Position

To Whom It May Concern,

I am responding to your advertisement in the Korea Times on May 13, 2017 for a Pharmaceutical Representative. Please find my resume attached.

I have eight years experience in sales and marketing and have been working for a pharmaceutical company for the past two years.

Throughout my career, I have consistently achieved my budgets and shown continued success in sales. I enjoy the challenges in the pharmaceutical industry and this continuously helps me to improve my skills, both independently and as a team member. I am very interested in the product range your company produces, and would be a valuable member of your sales force.

I hope to arrange an interview to discuss my qualifications. I am available to come in at any time that is convenient.

Thank you for your consideration.

Yours sincerely,

Bak Park
Bak Park

Ex. 1. Read the two job advertisements. Pay attention to the qualifications needed.

1.

The ADMINISTRATIVE ASSISTANT will work with the general manager. The individual will manage schedules, order supplies, prepare expense reports, and perform general word processing. The admin. asst. will be responsible for mailings, faxes, photocopying, and filing. A high school degree and a minimum of 2 years of experience are required. NetLives offers a fun, dynamic and innovative work environment.

Contact Information
 Maria Sanchez
 Human Resource Specialist Cambridge CB4 1 HD
 msanchez@netlives.com

NetLives Ltd.

 632 Garrison Road
 Tel: 1223 334566
 Fax: 1223 534987

2.

Administrative Assistant

A local Internet service provider has a full-time position available for an administrative assistant. This individual will perform general administrative duties. Candidates must be familiar with word processing programs. Successful candidates must also have excellent communication skills. A college degree is a must. Salary: \$25,000 to \$35,000 per year. E-mail resume to resumespptsrvc@acaison.net.

Ex. 2. Complete the Job Requirements Chart. Write a check (✓) if the job advertisement asks for the requirement.

1 ad	2 ad	Job Requirements Chart Requirement
		Will perform general administrative duties such as photocopying and filing.
		Will have a college degree.
		Must be familiar with word processing programs.
		Will have at least 2 years of experience as an administrative assistant.
		Must have excellent communication skills.

The body of a cover letter generally has four parts.

Part	Content	Example
Opening	Tell (1) that you are applying for a job and (2) the source of your information.	I read about a job opening for an administrative assistant on theNetLives Web site.
Focus	Tell why you are suited for the job.	I am a recent graduate of EMP Secretarial School, and I was in the top of my class. I am looking for a challenging work environment like that at NetLives.
Action	Tell what you plan to do.	I will call you next Monday to discuss my enclosed resume.
Closing	Be positive.	I look forward to meeting with you soon.

Ex. 2. Choose the right variant that is most similar to the sentence in the Model Cover Letter.

1. Opening
 - a. I am applying for the position of administrative assistant.
 - b. I need a job.
 - c. I saw your advertisement for an administrative assistant in the November 14 International Herald Tribune.
2. Focus
 - a. My work experience matches your requirements. I worked as an administrative assistant for two years.
 - b. I'm a quick learner. I've never worked before.
 - c. I have the skills required. I am familiar with word processing programs.
3. Action
 - a. I will contact you early next week.
 - b. I will call you on Tuesday morning to discuss the position.
 - c. I'll be at home if you need me.
4. Closing
 - a. Looks good, right?
 - b. I look forward to working with NetLives.
 - c. I look forward to talking to you next week.

Ex.4. Complete these opening sentences for cover letters. Use the prepositions *about*, *for*, *in*, and *on*. Some prepositions will be used more than one time.

1. I saw your advertisement _____ a customer service representative _____ the May 13 Herald Tribune.
2. I am applying _____ the position of administrative assistant announced _____ the A-Way.com Web site.

3. _____ the IronGate.com Web site, I read _____ an opening _____ a receptionist.

4. Your colleague, Jannie Qin, told me _____ the executive assistant opening.

Ex.4. Look at the skills you checked for the administrative assistant positions. Write sentences that describe your experience

Model: My work experience matches your requirements. →

I worked as an administrative assistant for two years.

1. My qualifications fit your needs. _____

2. My skills match the job requirements. _____

3. I have the skills required. _____

4. I meet the job requirements. _____

Ex.5. Mark the sentences with G if the action has a general time or with S if the action has a specific time.

1. I will contact you early next week.

2. I will call you on Tuesday morning to make an appointment.

3. I will e-mail you next week to arrange an interview.

4. On Friday, I will call your assistant to set up an interview.

5. I will telephone you tomorrow to answer any questions you have.

Ex.6. Rewrite these sentences using the expression *I look forward to* [+ - ing verb].

1. I want to work with IronGate.

2. I'd like to talk to you next week.

3. I'd like to meet with you.

4. I probably should discuss my interest in A-Way with you.

5. I hope I can contribute to your team.

Every business letter should have a formal, respectful tone. Being polite is especially important when you are writing to express dissatisfaction. As you write, explain exactly why you are displeased and what you want the reader to do about it. Remember that you are displeased with a product or service, not with the person who is reading your letter. A polite letter that describes a problem accurately will be more successful than an angry, disorganized letter.

Begin your letter by identifying the product or service. Then describe the problem accurately. Be brief and to the point. If possible, enclose copies of related paperwork. Finally, request a specific, reasonable solution. Keep copies of all letters sent and received until the complaint has been resolved.

Ex.1. Choose the sentence that is more clear and exact.

1. a. We will need a microphone and speakers.

b. We need sound equipment.

2. a. Can you get back to me sometime?

b. Could you fax or e-mail me your response tomorrow?

3. a. Eighty people will attend the meeting.

- b. Fewer than one hundred people will attend the meeting.
- 4. a. We are going to have a two-day meeting, March 15th and 16th.
- b. We are going to have a meeting.
- 5. a. The training seminar will take place on March 15 and 16.
- b. The training seminar will take place in March.
- 6. a. Would it be possible to have audiovisual equipment in the break-out rooms?
- b. Would it be possible to have a monitor and VCR in each of the three smaller break-out rooms?
- 7. a. We'll need a few rooms.
- b. We will need a total of four rooms.
- 8. a. Could you e-mail or fax me your cost projections by tomorrow?
- b. Could you e-mail me your cost projections ASAP?

When you send a claim letter, provide documentation such as receipts, invoices, photos of damaged goods, or anything that would prove there was a problem. Be sure to send photocopies of documentation, not originals. You should keep the originals for your records.

Words and Expressions to Know to Write a Claim Letter

account счёт
 bill предъявлять счёт
 cancel аннулировать отменять
 claim letter рекламационное письмо
 courier курьер
 credit кредит
 invoice счёт на оплату
 make an adjustment вносить исправление
 point out обращать внимание
 receive получать
 shipping and handling отправка и транспортировка

The body of a claim letter generally has four parts.

Part	Content	Example
Opening	Explain the problem.	In a recent shipment from New Tech Answers, there were two problems: we received the wrong manuals and our account was incorrectly billed
Focus	Give your reaction.	We are returning-under separate cover-the two copies of TM-0035-3.
Action	Give a solution.	Please send us the two (2) manuals that

		we ordered. Also please correct our account, no. 594-NT
Closing	Thank the reader.	Thank you for your attention to this matter.

Ex.1. In each question, two of the sentences are appropriate to use in a claim letter. Choose the right variants.

1. Opening

- a. Your shipment of file cabinets arrived damaged on March 12.
- b. We only received two of the three cartons of copy paper that we ordered on April 10.
- c. We would like to receive a catalog.

2. Focus

- a. You will receive, by overnight courier, the incorrectly addressed software package.
- b. Thank you for sending the pens, even if they were the wrong color.
- c. I have returned the manuals to your attention.

3. Action

- a. I would like you to cancel the order and credit our account for the two manuals we did not receive.
- b. I would like to receive the two additional software packages by November 15th.
- c. Your company makes too many mistakes.

4. Closing

- a. Don't let it happen again!
- b. Thank you for your attention to this matter.
- c. I appreciate your taking care of this for me.

Ex.2. Complete the sentences in this letter. Use the words in the table.

<i>correct cover incorrect invoice missing order receiving returning</i>
--

<p>Wills Company Ltd 51 Wimblecon Road Toronto, Ontario M4D 2V8 Canada TEL: (416) 555-4444 • FAX: (416) 55 5-4443 • WWW.WILSCO.NET.CA</p> <p>October 20, 20-</p> <p>Mr. Gerry Kindlet Telephone Accessories 1746 Park Avenue New York; NY 10007</p> <p>Ref: Web order: AF342.56 on October 15, 20-</p> <p>Dear Mr. Kindlet:</p>
--

On October 15 , we placed an (1) _____ for an Amsta 3245 telephone. We received the following: one telephone without a handset, a headset we did not order, and an (2) _____ invoice.

I am (3) _____ the headset-under separate (4) _____ to you by overnight mail.

Please send the (5) _____handset. Also, please (6) the _____ invoice, and send a new one. We did not order a headset, yet we received one and were charged for two!

I appreciate your making the adjustments to our (7) _____ and look forward to (8) _____ the handset.

Sincerely yours,
Marian Godal
Purchasing Department

Read the model of a claim letter

78 Spring Street
Thornbury, Connecticut 06543
September 7, 2016

Mr. Robert Cleaves, President
High Sports Watches
2 Curtis Plaza
New York, New York 10017

Dear Mr. Cleaves:

On August 3, I ordered a High Sports watch, model #A76, through your catalog. On September 4, I received a package from your company containing the wrong watch, model #A32. In the box I am sending you, along with this letter, is the watch I received, as well as a copy of my original order form.

Please send me the watch I ordered, model #A76, or refund my money.

Sincerely,
Doris Mandavilla
Doris Mandavilla

In the first sentence, the writer identifies the product

The writer briefly and accurately describes the problem

The writer identifies all enclosures

The writer requests a specific solution.

Activity: You bought a book from a mail-order or Internet book dealer. When you opened the package, you found that the cover of the book was torn.

Write a letter of complaint to the book dealer. State the problem and request a specific solution. Use the sample letter to do this task.

The body of an e-mail requesting information generally has four parts.

Part	Content	Example
Opening	Tell why you are writing.	My colleagues and I read the announcement in the March 17 Boston Daily News about your new digital camera, the XL-Lite. '
Focus	Tell who you are.	Our company is the largest seller of digital cameras in South America.
Action	Tell what you need to know.	We understand the cameras will be shipped this fall. I would appreciate having your sales representative call me. I would like to discuss the price and vendor discount, promotional materials provided and other issues.
Closing	Thank them for their assistance.	Thank you for your attention. I look forward to hearing from you at your earliest convenience.

Ex.1. In each question, two of the sentences are appropriate to use in a letter requesting information. Choose the right variants.

1. Opening

- a. We have learned from our supplier, Marcus Auto Parts, Inc., that you are producing a new car radio.
- b. What's new?
- c. In the September issue of Business Travel Express, you announced the opening of your new hotel.

2. Focus

- a. For forty-five years, we have supplied schools around the world with audiovisual equipment.
- b. Our company is the leading distributor of electronic equipment.
- c. We need no introduction.

3. Action

- a. Would you please send me a copy of your latest price list?
- b. If possible, I would like to have your catalog.
- c. Send me something, please.

4. Closing

- a. I appreciate your prompt attention to my request.
- b. Could you send it quickly?
- c. Thank you in advance for sending the brochures.

Ex.2. Read the newspaper article, the e-mail, and the Web site about the XL-Lite digital camera.

NEW YORK-Glick Camera Company Announces New Camera. Today Click Camera Company announced a new addition to their digital camera line. The camera, called XL-Ute, takes pictures without light. This feature will appeal to the home photographer taking pictures in low-light situations. The camera also has a long-life battery and can take up to 260 digital images.

Subject: Boston Daily News article
 To: b_90mez@ camara.com.pe
 From: s_sanchez @ camara.com.pe
 Date: Fri, Mar 17, 2017 0:42:51 AM

Did you read the article about the XL-Lite, the new digital camera? It's going to be on the market in the fall . I heard it would take 80 images at high resolution and up to 260 at low resolution. I don't have time to check the Web site for more information. Could you check it out?

<http://www.click.net>

New Product

Click Camera Company
 XL-Lite Digital Camera
 Compact body, 270 g (9.5 oz.)
 Three power sources
 - lithium battery
 - rechargeable battery
 - AC adapter
 2x Optical zoom lens
 Digital interface: USB and serial
 Low light sensitivity
 Questions? E-mail us for more information.

Ex.2. Complete the New Product Information Chart.

NEW PRODUCT INFORMATION CHART		
Company	Click Camera Company	Newspaper, web site
Product		
Brand		
Availability		
Compact body		
Zoom lens		
Power sources		
Number of digital images Low resolution High resolution		
Price		
Sales discount		
Promotional materials		
More information		

Read the model letter of requesting information

The writer begins by stating his request briefly	<p>24 Bryant Place Minneapolis, Minnesota 45773 June 3, 2016</p> <p>Dr. Roberto Manello, President Manello Hobby Guides 4 Transworld Plaza New York, New York 10098</p> <p>Dear Dr. Manello:</p> <p>I am writing to request information regarding your Manello Hobby Guide on the topic of saltwater aquariums. I read a positive review of it in the May issue of Saltwater Fish magazine, but I have been unable to find it in local bookstores. Please let me know if I can order it directly from you. If so, please also let me know the price, including shipping and handling.</p> <p>I have enclosed a stamped, self-addressed envelope for your reply.</p> <p>Sincerely, <i>Brian May</i> Brian May</p>
The writer makes his request very specific.	
The writer encloses a self-addressed, stamped envelope for the reader's reply.	

Activity: Write a letter to make a specific request. Make sure that your request is specific and reasonable, and that you include all necessary information. Use the sample letter to do this task.

A memo is a form of business writing that is intended for communication within a business, a school, or another type of organization. The purpose of most memos is to ensure that the appropriate people within an organization are kept aware of important information. Because the intended audience is usually very specific, efficiency of communication is one of the main qualities of a memo. One common type of memo announces something new or different within the organization. For example, if a new employee has been hired or a new policy has been implemented, a memo may be distributed announcing this event to the members of the organization. In the memo, describe clearly what is being announced and how it will affect members of the organization. Keep in mind that the form for a memo is different from the form of a business letter and that its tone may be slightly less formal. A memo is generally kept as brief as possible,

formatted with all the text flush left, and written with only a minimum of header information.

Model memo

The topic of the memo is stated clearly in the subject line.	TO: All Employees FROM: Jordan Tyne, Human Resources Manager SUBJECT: New Human Resources Assistant Director DATE: November 3 Please join me in congratulating Leslie Daly on her appointment as assistant director in the Human Resources Department. Leslie comes to our company with a strong background in human resources and five years of experience in the field. Leslie begins work on Monday, November 10, and will become the main contact for employees who have human resource needs. All future general human resource inquiries should be directed to Leslie. Please welcome Leslie when she arrives next week.
The announcement is made in the first sentence.	
All of the important information is included briefly	

Activity: Choose an organization or a business that you are or would like to be a part of. On a separate sheet of paper, write a memo announcing the arrival of a new member to your organization or a new employee to your business. Be sure to include all important and relevant information about the individual and describe his or her new role. Keep the memo brief and use the appropriate format.

Read the advertisement. Use the dictionary if necessary.

Plym running shoes

Lightweight, durable, flexible thermoplastic poleurithane: makes the shoe strong and flexible.

Foam-blown polyurethane for extra comfort: tiny air bubbles provide cushioning and absorb shocks.

Mesh added to the upper part of the shoe: allows the foot to breathe.

Increased support and elasticity around the heels and under the soles: allows runners to run long distances without tiring.

Unit price: US\$49.50 (per pair)

Package / Delivery free

Delivery max 2 weeks after receipt of order

Offer open 28 days from receipt of proposal

Ex. 2. Write a letter of proposal to Mr Ali Said, Manager of the Muscat Athletics Club, offering to supply his club with Plym running shoes. Use the information from the advertisement and these prompts.

Thank you / inviting / proposal / supply club / running shoes

Presentation / last week / demonstrated ... you / invited / send proposal

As explained, our running shoes / designed ...

Shoes combine ...

+ mesh / upper / foot / breathe

Shoes give ... allowing ...
Details / all materials used / attachment / letter
Company proposes / supply / price ...
Package and delivery ... delivery dates ...
Offer / open ...
I look forward / order

Unit 2. Technical and Scientific Writing

Punctuation

1. Capitals

It is difficult to give precise rules about the use of capital letters in modern English. However, they should be used in the following cases:

a) The first word in a sentence

A train is an expensive piece of kit.

b) Names of organisations

Southern Railway

United Nations

c) Days and months

Friday 21st

July

d) Nationality words

France and the French

e) Names of people/places

Dr Martin Turner from Edinburgh

f) Titles (capitalise main words only)

The Uses of Literacy

The Duke of Kent

2. Apostrophes (')

These are one of the most misused features of English punctuation. They are mainly used in two situations:

a) to show contractions

You'd better believe it.

NB Contractions are not common in academic English.

b) with possessives

However, experiments and observations show that Einstein's description accounts for several effects that are unexplained by Newton's law. (singular)

Students' marks were announced after the exam had finished. (plural)

3. Commas (,)

A comma is used to separate information from other parts of the sentence.

a) A comma is used to separate items in a series. Use and before the last item if listing three or more items.

A train may have other crew members (assistant driver, fireman, conductor and catering staff) to assist the driver.

b) A comma is used to separate an introductory word or phrase.

On the other hand, users shall have access to certain navigation assistance.

c) A comma is used after a dependant clause the dependant clause preceds an independent clause.

When a train arrives at a dead end terminal, the locomotive is trapped between the train and the buffer stops.

d) A comma is used to separate two main clauses when there is a conjunction such as but, and or so.

The only way to release the locomotive is to remove the train and for that, a second locomotive is required.

e) A comma is used to separate an appositive from the rest of the sentence.

The speaker, an Ecuadorian economist, supported his points with facts and statistics.

4. Semi-colons (;)

They are used to show the link between two connected phrases, when a comma would be too weak and a full stop too strong.

Twenty people were interviewed for the first study; thirty three for the second.

Semi-colons are also used to divide up items in a list when they have a complex structure:

Among the presents received by the president were three oil paintings of himself, all flattering; a pair of green parrots, which were very noisy; a solid gold medal; and three or four suits of clothes.

NB Semi-colons are quite rare in most types of writing.

5. Colons (:)

a) to introduce explanations

The meeting was postponed: the Dean was ill.

b) to start a list

Two factors were discussed: cultural and social.

c) to introduce a quotation

As Orwell said: 'all art is propaganda'.

6. Quotation marks/inverted commas (' ' / ' ')

a) Single quotation marks are used to emphasise a word, to give quotations from other writers and to show direct speech:

The word 'quiz' was first used in the nineteenth century.

Goodwin's (1977) analysis of habit . . . indicates that, in general, 'it will be more difficult to reverse a trend than to accentuate it'.

'Can anyone find the answer?' asked the lecturer.

NB Longer quotations are usually indented (i.e. have a wider margin) or are set in smaller type.

b) Double quotation marks are used to show quotations inside quotations (nested quotations):

As James remarked: 'Martin's concept of "internal space" requires close analysis.'

c) Quotation marks are used for the names of articles and chapters, but book or journal titles use italics:

Russell, T. (1995) 'A future for coffee?' *Journal of Applied Marketing* 6 pp.14–17.

7. Others

Hyphens (-) are used with certain words and structures:

well-engineered / co-operative / 3-year-old

Exclamation marks (!) and question marks (?):

'Well!' he shouted, 'Who would believe it?'

Brackets () are used to contain information of lesser importance:

There were only thirty-one marriages (out of 13,829) in which 'baker' was listed.

Ex.1. Punctuate the following sentences.

1. on tuesday june 6 1759 in the church at derby nicolas james married mary dewey

2. professor rowans new book the triumph of capitalism is published in new york cross-reference

3. how many people would agree with john lennon when he said all you need is love

4. the probability was calculated for each of the three faculties physics biology and law

5. as cammack 1994 points out latin america is creating a new phenomenon democracy without citizens

6. thousands of new words such as website enter the english language each year

7. dr tanners latest study focuses on childrens reactions to stress in the playground

8. she scored 56% on the main course the previous semester she had achieved 67%

Ex.2. Punctuate the following text.

the london school of business is offering three new courses this year economics with psychology introduction to management and ecommerce the first is taught by dr jennifer hillary and runs from october to january the second introduction to management for msc finance students is offered in the second semester and is assessed by coursework only professor wangs course in ecommerce runs in both the autumn and the spring and is for more experienced students.

STYLE

A. Cautious Style

Ex.1. Study the style of this paragraph and underline any examples of poor style.

A lot of people think that the weather is getting worse. They say that this has been going on for quite a long time. I think that they are quite right. Research has shown that we now get storms etc all the time.

Scientific and technical writing attempts to be precise, formal, impersonal and objective. This does not mean that pronouns like I and we are never used, but in general the focus is on presenting information as clearly and accurately as possible. In this way it differs from normal speech and writing, which is more personal and uses more lively idioms and phrases. Using these guidelines, the paragraph above can be analyzed:

<i>A lot of people think ...</i>	Imprecise – how many is ‘a lot’?
<i>... the weather ...</i>	Imprecise – ‘weather’ is short term
<i>... getting worse ...</i>	Informal
<i>They say</i>	Use of pronoun informal
<i>... going on ...</i>	Informal phrasal verb
<i>... quite a long time.</i>	Imprecise – how long is this?
<i>I think ...</i>	Informal, personal phrase
<i>Research ...</i>	Vague – whose research?
<i>... we now get ...</i>	Informal
<i>... storms etc ...</i>	Vague
<i>... all the time.</i>	Overgeneralized

The paragraph can be rewritten:

It is widely believed that the climate is deteriorating. It is claimed that this process has been continuing for nearly 100 years. This belief appears to be supported by McKinley (1997) who shows a 55% increase in the frequency of severe winter gales since 1905.

It is difficult to give rules for scientific style which apply to all subject areas. When reading books and journals in your area you should note what is acceptable. You will probably meet exceptions to the points below as you read, but if you follow these guidelines you should be able to develop a suitable style of your own.

a) Do not use idiomatic or colloquial vocabulary: dad, guy.

Use standard English: father, man.

b) Use vocabulary accurately. There is a difference between rule and law, or currency and money, which you are expected to know.

c) Be as precise as possible when dealing with facts or figures. Avoid phrases such as about a hundred or hundreds of years ago. If it is necessary to estimate numbers use approximately rather than about.

Some sources told us that the average adult human body is made up of approximately 50 trillion cells, while others put the figure closer to approximately 10 trillion.

d) Caution is needed to avoid making statements which are too simplistic:
Poor education leads to crime.

Such statements are rarely completely true. There is usually an exception which needs to be considered. Caution can be shown in several ways:

(modal verb) Poor education can lead to crime.

(adverb) Poor education frequently leads to crime.

(verb/phrase) Poor education tends to lead to crime.

There is a tendency for poor education to lead to crime.

Conclusions should use tentative language. Avoid absolute statements.

Instead use cautious phrases:

Primary products usually have low supply and demand elasticities.

Multiple factors may lead to a psychiatric consultation.

Some parameters might depend on the degree of water content in the sand

Women tend to value privacy more than men.

Other studies suggest that some permanent modal shift will occur.

e) Avoid adverbs that show your personal attitude: luckily, remarkably, surprisingly.

f) Do not contract verb forms: don't, can't. Use the full form: do not, cannot.

g) Although technical English tends to use the passive more than standard English, it should not be overused. Both have their place. Compare:

Manners (1995) claims that most companies perform worse when . . .

It is widely agreed that most companies perform worse when . . .

In the first case, the focus is on the source, in the second on what companies do.

h) Avoid the following:

- **like** for introducing examples. Use **such as** or **for instance**.

- **thing** and combinations **nothing** or **something**. Use **factor**, **issue** or **topic**.

- **lots of**. Use **a significant/considerable number**.

- **little/big**. Use **small/large**.

- **get phrases** such as **get better/worse**. Use **improve** and **deteriorate**.

- **good/bad** are simplistic. Use **positive/negative**,

e.g. ... the changes had several positive aspects ...

i) Do not use question forms such as *What were the reasons for the decline in wool exports?*

Instead use statements: There were four main reasons for the decline ...

j) Avoid numbering sections of your text, except in certain reports. Use conjunctions and signposting expressions to introduce new sections:

Turning to the question of taxation ...

k) When writing lists, avoid using *etc.* or *and so on*. Insert *and* before the last item:

The forests of the twelfth century consisted of oak, ash and lime.

l) Avoid using two-word verbs such as *go on* or *bring up* if there is a suitable synonym. Use *continue* or *raise*.

Ex.2. In the following, first underline the examples of poor style and then rewrite them in a more suitable way:

1. Lots of people think that the railways are getting worse.
2. Sadly, serious crime like murder is going up.
3. You can't always trust the numbers in that report.
4. The second thing is that most kids in that district will become criminals.
5. I think that there's a big risk of more strikes, disorder etc.
6. A few years ago they allowed women to vote.
7. Regrettably, the inflation in Russia led to increased poverty, illness and so on.
8. Some time soon they will find a vaccine for malaria.
9. What were the main causes of the American Revolution?
10. Private companies are more efficient than state-owned businesses.
11. Computer manuals are difficult to understand.
12. Older students perform better at university than younger ones.
13. Exploring space is a waste of valuable resources.
14. English pronunciation is confusing.
15. Global warming will cause the sea level to rise.
16. Science students work harder than those studying humanities.
17. Concrete is the best material for building bridges.

Ex.3. Replace all the inappropriate words with a suitable word from the box below.

<i>considerably</i> <i>become angry</i> <i>because</i> <i>children</i> <i>friends</i> <i>goods</i> <i>manager</i> <i>men</i> <i>people</i> <i>regarding</i> <i>women</i>

1. Some people *get mad* when they find that they do not have enough water to grow their crops.
2. Many children eat junk food *cos* they see their *mates* buying it.
3. The *boss* of the supermarket told us to put the *stuff* on the shelves.
4. There were some *guys* planting rice in the field.
5. Men eat *a lot* more meat than *ladies*.
6. *About* the food you ordered for your party, could you please confirm the date on which it is required?
7. Many *persons* in the world do not have enough to eat.

Ex.3. Rewrite the following paragraphs in better style.

a) These days a lot of kids are starting school early. Years ago, they began at 5, but now it's normal to start at 4 or younger. Why is this? One thing is that mums need to get back to work. Is it good for the kids? Jenkins has studied this and says that early schooling causes social problems like stealing, drugtaking etc. I think he's right and we should pay mums to stay at home.

b) Why are there so many jams on the roads these days? One thing is that public transport like trains, buses, etc. is so dear. A long time ago cars cost a lot but

now, unfortunately, they've got a lot cheaper. Another thing is that driving is a lot nicer than waiting for a bus. The trouble is that if everyone buys a car the roads get packed.

Areas where caution is particularly important include:

- a) outlining a hypothesis which needs to be tested (e.g. in an introduction)*
- b) discussing the results of a study, which may not be conclusive*
- c) commenting on the work of other writers.*

Another way to express caution is to use *quite*, *rather* or *fairly* before an adjective.

- a fairly accurate summary*
- quite a significant correlation*
- a rather inconvenient location*
- quite important*
- rather difficult*
- fairly easy*

Note: *Quite* is often used before the article. It is generally used positively, while *rather* tends to be used negatively.

Ex.3. Insert quite/rather/fairly in the following to emphasize caution.

1. Charles was an insignificant king who reigned for only 3 years.
2. The survey was a comprehensive study of student opinion.
3. His second book had a hostile reception.
4. The latest type of arthritis drugs are expensive.
5. The first-year students were fascinated by her lectures.
6. The movie is a comedy, but a dull one.
7. The news was a shock.
8. She has made a career for herself.
9. It's a common disease.
10. I was certain she had nothing to do with the affair

B. Definitions

In writing, definitions are normally needed in two situations:

In introductions, to clarify a word or phrase in the title.

More generally, to explain a word or phrase which may be either very technical (and so not in normal dictionaries), very recent, or with no widely agreed meaning.

Word	Category	Detail	Use
<i>A lecture</i>	is a formal talk	given to a large group,	often used for teaching.
<i>An assignment</i>	is a task	often given to students	for teaching or assessment.

Ex.1. Insert suitable category words in the following definitions.

1. A *barometer* is a scientific _____ designed to measure atmospheric pressure.
2. *Kidneys* are _____ that separate waste fluid from the blood.
3. A *multi-national company* is a business _____ that operates in many countries.
4. *Reinforced concrete* is a building _____ consisting of cement, sand and steel rods.
5. *Bullying* is a pattern of anti-social _____ found in many schools.
6. *Recycling* is a _____ in which materials are used again.
7. A *recession* is a _____ of reduced economic activity.
8. Post codes are a _____ for making mail delivery more efficient.
9. *Computer-aided design (CAD)*, is the _____ of computer systems to assist in the creation, modification, analysis, or optimization of a design.
10. *Mechanics* is the _____ of applied mathematics dealing with motion and forces producing motion.
11. *Pollution* is the _____ into the environment of a substance or thing that has harmful or poisonous effects.
12. *Logistics* is the commercial _____ of transporting goods to customers

A sentence definition is often a useful starting point for a GS paragraph. In a formal sentence definition, such as the examples that follow.

1. A sole proprietorship is a business which is owned and operated by one individual for personal profit.
2. A star is a celestial body that shines by itself and whose source of energy is nuclear fusion occurring in its core.
3. Annealing is a metalworking process in which a material is subjected to elevated temperatures for a period of time to cause structural or electrical changes in its properties.

Notice that each of these definitions is completed by some form of restrictive clause and has the structure shown here.



A solar cell is a device that / which converts the energy of sunlight into electric energy.

In most definitions, the indefinite article is used before both the term and the class. The indefinite article before the class indicates that you are classifying a term, as you do in a definition. The indefinite article before the term conveys the meaning that any representative of this term will fit the assigned class. This use of the indefinite article or the absence of an initial article signals a definition.

Take a look at the following sentences.

a. A disinfectant is an agent capable of destroying diseasecausing microorganisms.

b. A disinfectant is the agent capable of destroying diseasecausing microorganisms.

Sentence *a* classifies the term; it does not refer to a particular representative. Sentence *b*, however, identifies or describes the term. Further, in *b*, it is implied that there has been some previous mention of other agents that are not capable of destroying disease-causing microorganisms.

Ex. 2. Insert the article *a* or *an* where necessary in the following definitions.

1. Helium is gas which consists of two protons, two neutrons, and two electrons.

2. Labor union is organization of workers formed to improve their economic status and working conditions.

3. White dwarf is star that is unusually faint given its extreme temperature.

4. Rice is cereal grain that usually requires subtropical climate and abundance of moisture for growth.

5. Transduction is technique in which genes are inserted into host cell by means of viral infection.

6. Heat is form of energy which can be transmitted through solid and liquid media by conduction.

Now let us turn to the grammar of the second part of a sentence definition. The distinguishing information in the restrictive relative clause can be introduced by either a full or a reduced relative clause.

There are two common ways of reducing a restrictive relative. One involves a simple deletion, while the other involves a change in word form or an entire word. Although there have been claims that reduced relatives are uncommon in academic English, this is not the case. Reduced relatives are often preferred because they are shorter and "snappier."

You may reduce the restrictive relative if

1. the relative clause consists only of the relative pronoun, the verb *to be*, and one or more prepositional phrases;

A gill is an external respiratory organ which is in the gill chamber at the rear of the mouth of most aquatic animals. → A gill is an external respiratory organ in the gill chamber at the rear of the mouth of most aquatic animals.

Enamel, in dentistry, is a hard, white inorganic material that is on the crown of a tooth. → Enamel, in dentistry, is a hard, white inorganic material on the crown of a tooth.

2. the relative clause consists of a passive verb plus some additional information;

A theater is a building which has been specifically designed for dramatic performances. → A theater is a building specifically designed for dramatic performances.

A collagen is a white, inelastic protein that is formed and maintained by fibroblasts.—→A collagen is a white, inelastic protein formed and maintained by fibroblasts.

3. the relative clause contains the relative pronoun, an adjective ending in -ble, plus additional information.

A robot is a multiprogrammable device which is capable of performing the work of a human. —→A robot is a multiprogrammable device capable of performing the work of a human.

You may reduce the relative clause if

1. the relative clause contains the verb have. In this case the relative pronoun and have can both be dropped and replaced by with;

A parliament is a national governing body which has the highest level of legislative power within a state.—→A parliament is a national governing body with the highest level of legislative power within a state.

2. the relative clause contains an active state verb (a verb that expresses a state or something that is going on). The relative pronoun is dropped and the verb changed to the -ing form. Exceptions to this are to be and have.

Pollution is a form of contamination that often results from human activity.—→Pollution is a form of contamination often resulting from human activity.

A moon is a natural satellite which orbits around a planet.—→A moon is a natural satellite orbiting around a planet.

A depression is a serious economic downturn that originates from a variety of factors, including overexpansion of commerce, industry, or agriculture, bank failures, or war. —→A depression is a serious economic downturn originating from a variety of factors, including overexpansion of commerce, industry, or agriculture, bank failures, or war.

It is also important to note that a relative clause containing a modal auxiliary cannot be reduced.

More complete definitions may be written by adding examples or extra information.

Example:

A mortgage is a type of loan (which is) used for buying property, in which the lender has the security of the property.

Ex.2. Complete and extend the following definitions.

1. Distillation is a _____ used to _____.
2. A psychiatrist is a _____ who specialises in _____.
3. An MSc is a _____ awarded on completion of _____.
4. A trades union is a(n) _____ which exists to protect _____.
5. Malaria is a _____ caused by _____.
6. Wheat is a _____ used for _____.

Ex.3. Edit the following by reducing the relative clauses where possible.

1. Aluminum is a lightweight metal that is often used for high tension power transmission.

2. Heat is a form of energy which can be transmitted through solid and liquid media by conduction.

3. A brake is a device that is capable of slowing the motion of a mechanism.
4. A dome is generally a hemispherical roof which is on top of a circular, square, or other-shaped space.
5. Snow is a form of precipitation which results from the sublimation of water vapor into solid crystals at temperatures below 0°C.
6. An antigen is a substance which causes the formation of antibodies, the body's natural response to foreign substances.
7. A piccolo is a small flute that is pitched an octave higher than a standard flute.
8. An oocyte is a cell which undergoes meiosis to produce an ovum or egg.
9. A catalyst is a substance that can speed up the rate of a chemical reaction without changing its own structure.
10. A black hole is a celestial body which has approximately the same mass as the sun.

Ex.3. Study the following examples and underline the term being defined.

a) . . . the definition for a failed project . . . ranges from abandoned projects to projects that do not meet their full potential or simply have schedule overrun problems.

b) Development is a socioeconomic–technological process having the main objective of raising the standards of living of the people.

c) Electronic commerce is characterised by an absence of physical proximity between the buyer and seller in conducting the search, assessment and transaction stages of a transaction . . .

d) Bowlby (1982) suggested that attachment is an organised system whose goal is to make individuals feel safe and secure.

e) . . . the non-linear effect called ‘self-brightening’ in which large-amplitude waves decay more slowly than small-amplitude ones.

The examples above illustrate the variety of methods employed in definitions:

(a) gives various examples which fall into the grouping the author wishes to examine.

(b), (d) and (e) use category words: process, system, effect.

(c) defines the term in a negative way (an absence).

(d) quotes a definition from another writer.

Ex.4. Select several terms from your own subject area and write extensive definitions for them.

C. Generalisations

In written work generalisations are very useful because they can be used to present complex ideas or data in a simple form which is easy to understand and remember:

Large companies can offer better career opportunities.
Language is an important means of communication.

Compare the statements on the data in the table below.

- a) 56.2% of British smokers are women.
- b) The majority of British smokers are women.

UK smokers by gender

Men	Women
43.8%	56.2%

The first sentence is more accurate, but the second, which contains a generalisation, is easier to understand. However, using generalisations does involve a loss of precision, so the writer must judge when they can be used safely, and when it is better to give the full data.

There are two ways of making a generalisation:

a) Using the plural: Computers are useful machines.

*b) Using the singular + definite article: The computer is a useful machine.
(less common/more formal)*

It is better to avoid absolute phrases such as cats are cleverer than dogs. Instead use more cautious phrases such as cats tend to be cleverer than dogs or most cats are more intelligent than dogs.

Ex.1. Write generalisations on the following topics.

Example: child/noise *Children are often noisy.*

- 1. flowers/presents
- 2. city/pollution
- 3. fresh fruit/health
- 4. television/important
- 5. the Internet/comminication

Ex.2. Read the following text and underline the generalisations.

Li Pang is a Chinese student studying architecture in Manchester. He enjoys the style of teaching as well as the cosmopolitan lifestyle the city provides. Many international students attend British universities. Most welcome the chance to meet classmates from all over the world, and all are pleased to have the chance to improve their English. When he goes home to Shanghai, Li Pang will have a network of international contacts to support his future career.

Overgeneralising means making statements which are too simple or inaccurate. For example, using income figures from the table below, a writer might claim:

People were much richer in 1999 than 20 years earlier.

This ignores inflation over the period. It is more accurate to say:

Average incomes in 1999 were nearly four times higher than in 1979.

Changes in key economic indicators in the UK, 1979–1999

Britain	1979	1989	1999
Inflation rate	13.4%	7.8%	3.4%
Interest rate	12%	13.7%	5.5%
Unemployment	4.1%	6.1%	4.6%
Average income	£5,000	£11,700	£19,000
Average house price	£19,800	£61,500	£68,300

Ex.3. Each of the following contain overgeneralisation. Rewrite them more accurately.

1. Between 1979 and 1999, the worst period for unemployment was 1989.
2. Inflation fell steadily for 20 years after 1979.
3. There was a dramatic rise in house prices in these two decades.
4. Interest rates peaked in 1989.

Ex.4. Study the table below and complete the generalisations.

Regional population in 2000 and data for 2100, with % over 60 years old

Region	2000	% over 60	2100	% over 60
N. America	314	16	454	40
W. Europe	456	20	392	45
S. Asia	1,367	7	1,958	35
S. America	515	8	934	33
N. Africa	173	6	333	32

1. By 2100, nearly half the population of Western Europe _____.
2. The population of N. Africa _____.
3. S. Asia and S. America both had _____.
4. W. Europe experienced a _____.
5. By 2100, all these regions _____.

Ex.5. Read the text on ‘Dreams’ and write five generalisations using the data.

A recent survey on dreams, completed by over 10,000 people, found that 68% of all dreams came into the ‘anxiety’ category. Being chased was the most common dream, recorded by 72%. Dreams about falling (which signify insecurity)

are also very common, being recorded by 70%. 55% have dreamed about relatives and friends who have died. Many people believe that dreams can foretell the future, but only 42% have experienced this type. 28% of those surveyed have dreams about food, which seem to occur during periods of weight watching, but 23% have been pleased by dreams of finding money.

Example: *Anxiety seems to be the cause of most dreams.*

Ex.6. Match the sentences in A column with an appropriate sentence in B column. The underlined expressions A column should have a similar meaning to the words or expressions in bold in B column. Consult a dictionary.

A	B
1. <i>Small items of information</i> are very important in a curriculum vitae.	A. Please let me have the <i>specifics</i> as soon as possible.
2. I need to have <i>precise information</i> about your new proposals.	B. It's very frustrating when a minor <i>technicality</i> puts a stop to your plans.
3. The plan was unable to go ahead because of <i>a small important detail which is important in order to make something happen.</i>	C. In the same way, kimchii is a concoction of cabbage, chilli and garlic which is <i>peculiar</i> to Korea.
4. He demanded to know the <i>small, precise and sometimes unimportant details.</i>	D. You should include full <i>details</i> of your past experience.
5. When you read a piece of text in the exam, you should read it quickly first to get the <i>general idea.</i>	E. Once you have an <i>outline</i> , you will discover that your work is easier to organise.
6. The huge rise in computer sales is a good example of the direction in which technology is heading.	F. We must be careful not to make too many <i>generalisations.</i>
7. Before you write an essay, you should plan it first and give a broad description <i>without giving much detail.</i>	G. <i>Itemise</i> everything in order of importance, beginning with your passport and visa.
8. <i>Odd features or details which make something different</i> make the world a more interesting place.	H. As far as he was concerned, the <i>minutiae</i> could not be overlooked.
9. Saying that all seventeen-year-olds take drugs is a bit of a <i>general statement.</i>	I. Most manufacturers are aware that these <i>characteristics</i> are what help sell their product.
10. Many cars have very similar <i>typical features.</i>	J. It also provides us with an <i>accurate illustration</i> of the advances we have made in the last twenty years.
11. <i>Normally</i> , most students sitting the exam manage to pass with a good grade.	K. It <i>illustrates</i> his preference for increased automation.

12. The new library <i>shows a good example of</i> British architecture at its best.	L. Once you have the <i>gist</i> , it should be easier to understand it.
13. Before you travel somewhere, it is important to <i>make a detailed list</i> of things that you need to take.	M. It <i>exemplifies</i> the style that is becoming increasingly popular with town planners.
14. French fries with mayonnaise is a dish which is an <i>odd feature or detail</i> of Belgian cuisine.	N. <i>In general</i> , the average result is a B or C.
15. The article <i>shows as an example</i> his views on the way the company should develop.	O. For example, it is a <i>peculiarity</i> of the British system that judges and lawyers wear wigs.

D. Cause and Effect

Much academic study is concerned with establishing cause and effect or the relationship that exists between events, objects, variables or states of affairs. Cause and effect is often described using conjunctions such as because, prepositions due to and because of and adverbs therefore and consequently.

because – ПОТОМУ ЧТО; ТАК КАК
because of – ВСЛЕДСТВИЕ, ИЗ-ЗА
since – ТАК КАК
as – ТАК КАК; ПОСКОЛЬКУ
owing to – ИЗ-ЗА, БЛАГОДАРЯ
due to – ИЗ-ЗА, БЛАГОДАРЯ
so – ПОЭТОМУ; СЛЕДОВАТЕЛЬНО
therefore – ВСЛЕДСТВИЕ ЭТОГО; ПОЭТОМУ
consequently – ВСЛЕДСТВИЕ ЭТОГО; ПОЭТОМУ
which is why – ПОЭТОМУ

EFFECT: flooding

CAUSE: heavy rain

Because it rained heavily, the flooding was severe.

(because + verb)

The flooding occurred *because of* days of heavy rain.

(because + noun)

As/since it rained heavily, the flooding was severe.

(conjunction + verb)

Owing to/due to the heavy rain the flooding was severe.

(conjunction + noun)

(also: *Owing to* it raining . . .)

It rained heavily for days, *therefore* the flooding was severe.

(used in mid-sentence)

NB *It is more common to use conjunctions to illustrate particular situations.*

Ex.1. There are some useful verbs and expressions to describe cause and effect. Translate the following sentences.

1. Her grandmother *influenced* on Sarah's choice of career. 2. Parental attitude largely *determines* how well a child adapts to school. 3. The teacher *motivated* the students to work hard. 4. The flow of traffic through the town *is facilitated* by the one-way system. 5. His speech *provoked* an angry response. 6. The explosion *was triggered* by the heat. 7. The tilting of the earth on its axis *accounts for* the change in the seasons. 8. Sid's determination *stems from* his desire to improve the world. 9. The country's victory *gave rise* to a new mood in society. 10. The mobile phone *contributed* to the information revolution. 11. The child was given drugs to *stimulate* growth. 12. The exhibition *generated* a lot of interest. 13. The drugs can *induce* nausea. 14. The teacher's presence *inhibited* the teenagers' discussion. 14. A number of benefits can *be derived* from this situation.

Ex.2. Decide whether the following are particular or general, then complete them with a suitable verb or conjunction.

1. Childhood vaccination _____ reduced infant mortality.
2. _____ the cold winter hospital admissions increased.
3. Printing money _____ higher inflation.
4. The summer was extremely dry, _____ many trees died.
5. In 2003, falling sales _____ the company closing two factories.
6. Researchers are investigating why chocolate _____ headaches in certain people.
7. A leak in the tank _____ 40% of fuel loss.
8. The Minister cut taxes in an attempt to _____ the economy.
9. The barrier _____ the flow of water into the area to prevent flooding.
10. Britain has _____ many economic benefits from membership in the European Union.

Ex. 3. Match one part of a sentence from A and one ITomBto form sentences of cause and effect.

A	B
1. The reject rate has fallen	a. owing to extensive research and development.
2. There is now a backlog of orders	b. due to more effective quality control.
3. They want to understand why customers buy a product.	c. Consequently, users can share files and resources.
4. We have developed an improved product	d. therefore, all workers should wear masks.

5. Computer software has been made easier to use	e. That's why they're studying customer attitudes.
6. They have set up a computer network.	f. That's the reason he had an accident.
7. We are having to increase our prices	g. as a result of machinery breakdowns.
8. This is a very dusty environment,	h. so more people use computers daily.
9. He was not following safety regulations.	i. as a consequence of increased carriage charges.

Write two more sentences from your own subject area.

Ex. 4. The following sentences contain a mistake. Find the mistake and correct it.

1. Owing a danger of falling objects, workers must wear a hard hat.
2. The driver wasn't badly injured in the accident on account from the airbag.
3. The car is cheap but reliable and that's the result for its popularity.
4. The manufacture of paper uses bleach and other chemicals. Consequently of this, the waste must be treated before it can be disposed of.
5. Due to oil is used in the manufacture of so many useful substances, it is avaluable raw material.
6. Optical fibres carry more information more quickly than copper wires, since copper wires are being replaced by optical fibres.

Ex.5. Here is part of a dialogue between an architect and someone who is interested in a local housing development. Fill in the blanks with words from the box.

result consequently due account because (2) consequence why reason so
--

A: So, these are the finished plans for the housing development. The site was previously used by heavy industry and 1) ___ of this we will have to remove a thick layer of soil. As a 2) ___ of this, costs will be higher than expected. As far as building design is concerned, the houses all have a regular shape as you can see here on plan on 3) ___ of cost considerations.

B: Why does that affect cost?

A: If you measure the surface area of the walls, you'll see that buildings with an irregular shape have a greater surface area. As a 4) ___ more materials will be required and, 5) ___, it will cost more.

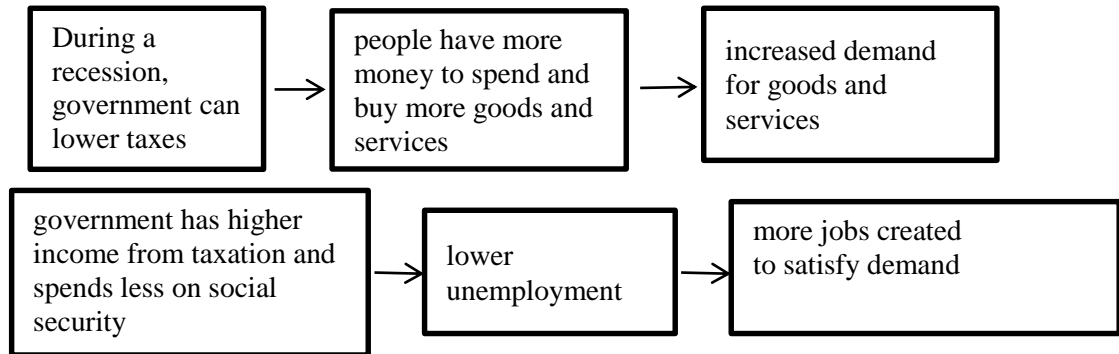
B: I see. What about the foundations?

A: Well, the the soil is very stable, 6) ___ shallow concrete foundations will be sufficient. The walls will be wooden frame walls. That's the 7) ___ houses can be erected very quickly. The external wall cladding will also be made of wood.

B: But wont the wind and rain damage the roof?

A: That's 8) _____ we will use pre-treated wood. As for the roofs – well,9) _____ to local planning regulations, the roofs will have to be made of blue slate. It's the traditional stone from this area and 10) _____ we have to use it.

Ex. 6. Study the flowchart and complete the paragraph which describes it.



If a country is suffering from economic recession, the government can reduce taxation ...

Draw a flowchart similar to the one above, for your own subject, and write a paragraph to describe it.

D. Introductions

An introduction is crucial, not just for what it says about the topic, but for what it tells the reader about the writer's style and approach. Unless you can introduce the subject clearly the reader may not wish to continue.

Ex.1. What is the purpose of the introduction to an essay? Choose from the items below:

1. to define some of the terms in the title
2. to give your opinion of the subject
3. to show that you have read some research on the subject
4. to show that the subject is worth writing about
5. to explain which areas of the subject you will deal with
6. to get the reader's attention with a provocative idea
7. to show how you intend to organise your essay

Ex.2. Study the extracts from introductions below, and decide which of the functions in the box they fulfill.

- a) explain starting point for research
- b) state aims/goals
- c) refer to recent research in same area
- d) give results of research
- e) provide background information
- f) concede limitations

1. In many companies, the knowledge of most employees remains untapped for solving problems and generating new ideas.

2. This paper positions call centres at the core of the mix of technologies public administration can use to innovate e-commerce.

3. In fact, this is one of our main findings based on an extended sample period up to 1998.

4. Admittedly, the tenor of my argument is tentative and exploratory.

5. The purpose of this paper is to investigate changes in the incidence of extreme warm and cold temperatures over the globe since 1870.

6. To what extent do increases in the food available per person at a national level contribute to reductions in child malnutrition? This question has generated a wide range of responses (Haddad et al., 1997).

Ex.3. Study the following notes. Translate the examples.

a) It may be necessary to clarify some of the words in the title. This may be because they are not in common use or have a specialised meaning.

For example: The Impact of Privatisation on the British Economy.

Privatisation is the process of transferring certain industries from state control to the private sector, which began in Britain in 1981 with British Telecom..

b) Background information helps to give a context for your essay.

For example: In recent years the privatisation of state owned businesses, especially monopoly utilities such as electricity and telecoms, has become widespread in both developed and developing nations.

c) It is important to show that you are familiar with current research. This can be demonstrated using phrases.

For example: A number of researchers have examined this issue, notably . . . Various investigations have explored the subject, especially . . .

d) You must show the importance of the topic. This can be either in the academic world, or as a contemporary issue of wider relevance.

For example: for economic ills in many other countries, it is worth examining its impact in Britain, which was a pioneer in this process.

e) As you are only writing an essay, not a book, it is obviously not possible to deal with all aspects of your subject. Therefore you need to explain what limits you are setting on the discussion, and possibly give reasons for this.

For example: Only privatisations completed between 1981–95 will be dealt with, as it is too soon to assess the impact of later developments.

f) For your own benefit, as well as the reader's, it is useful to outline how the essay will be organised.

For example: An assessment will first be made of the performance of the privatised industries themselves, on an individual basis, and then the performance of the economy as a whole will be examined.

Ex.4. Prepare to write an introduction to an essay with the title Higher education should be available to everyone – discuss' by answering the questions below.

1. Which terms in the title might need defining?
2. What background information could you give?
3. How can you show the current relevance of this topic, either in Britain or another country?
4. How are you going to limit your discussion: geographically, historically or both?
5. How will you organise the main body of the essay?
(As this is a short essay, it is not necessary to mention sources in the introduction.)

Ex.5. Write the introduction (about 100 words), using your answers from (Ex.4.) and the notes provided below.

Definition: Higher education (HE) = university education

Background: Increasing demand for HE worldwide puts pressure on national budgets, therefore many states seek to shift costs to students

Relevance: In most countries degree is the key to better jobs and opportunities

Discussion points:

1. If students have to pay more of cost, it discriminates against poorer families.
2. Is it fair for all taxpayers to support students?
3. How to keep HE open to able students from all backgrounds?

Ex. 6. Write an introduction to an essay on one of the following titles, or choose a subject from your own discipline.

1. Compare the urbanisation process in the First and the Third Worlds.
2. Assess the importance of public transport in the modern city.
3. ‘Lawyers are inflating the cost of medicine’ – discuss.
4. To what extent is a democratic system necessary for economic development?

E. Addition, equation and conclusion

Ex.1. Put the following words and phrases into their correct place in the table depending on their function.

along with also and as well as what's more besides correspondingly equally furthermore in addition in brief in conclusion in the same way likewise moreover similarly thus therefore to conclude to summarise to sum up briefly too we can conclude that

Addition	Equation	Conclusion
<i>and</i>	<i>equally</i>	<i>in conclusion</i>

Ex. 2. Complete these sentences with one of the words or phrases from above. In most cases, more than one answer is possible.

1. Tourism brings much-needed money to developing countries. _____, it provides employment for the local population.
2. _____ bringing much-needed money to developing countries, tourism provides employment for the local population.
3. Tourists should respect the local environment _____ they should respect the local customs.
4. _____ industrial waste, pollution from car fumes is poisoning the environment.
5. In order to travel, you need a passport _____, you might need a visa, immunisation jabs and written permission to visit certain areas.
6. Drugs are banned in Britain – _____ weapons such as guns and knives.
7. All power corrupts. _____, absolute power corrupts absolutely.
8. You shouldn't smoke, drink, take drugs or eat unhealthy food. _____, you should live a more healthy lifestyle.
9. The ozone layer is becoming depleted, the air in the cities is becoming too dirty to breathe and our seas and rivers are no longer safe to swim in _____ pollution is slowly destroying the planet.
10. Your grades have been very poor for the past two years. _____ you need to work really hard if you want to pass your exams next month.

There is usually a link between the starting point, i.e. the title, and the conclusion. If the title is asking a question the answer should be contained in the conclusion. The reader may look at the conclusion first to get a summary of the main arguments or points.

Not every essay has a conclusion. In some cases it may be linked to the discussion section, or it may be called 'concluding remarks', or 'summary'. However, in most cases it is helpful for the reader to have a section which (quite briefly) looks back at what has been said and makes some comments about the main part.

Ex.3. Read the following extracts from conclusions and match them with the list of functions in the box.

- a) comparisons with other studies
- b) summary of main body
- c) limitations of research
- d) suggestions for further research
- e) practical implications and proposals

1. In this review, attempts have been made to summarise and assess the current research trends of transgenic rice dealing exclusively with agronomically important genes.

2. As always, this investigation has a number of limitations to be considered in evaluating its findings.

3. Obviously, business expatriates could benefit from being informed that problem focused coping strategies are more effective than symptom focused ones.

4. Another line of research worth pursuing further is to study the importance of language for expatriate assignments.

5. Our review of thirteen studies of strikes in public transport demonstrates that the effect of a strike on public transport ridership varies and may either be temporary or permanent.

6. These results of the Colombia study reported here are consistent with other similar studies conducted in other countries (Baron and Norman, 1992).

7. To be more precise, there was a positive relation between tolerant and patient problem solving and all four measures of adjustment: general, interaction, work and subjective well-being

8. To empirically test this conjecture, we need more cross-national replication of this research.

Ex.4. Compare the following conclusions to two essays on ‘Public transport in a modern economy’. Name the main differences between them.

a) As has been shown, public transport is likely to play an important role in the future. Despite possible changes in patterns of work and leisure, it seems likely that mass transport systems will remain necessary for the efficient movement of people. What is not clear is how such transport systems should be funded. Various schemes have been discussed, but the most effective model will probably contain some element of public funding. Market forces alone are unlikely to provide a satisfactory solution. This is in broad agreement with the views of most other recent commentators, notably Tilic (1998) and Vardy (2002).

b) In such a brief study it is hard to draw definite conclusions about the future shape of public transport. In addition space has not permitted an examination of the situation in Asia, where significant growth of public transport has taken place. The main areas of debate have been outlined, but much more research is needed before firm conclusions can be drawn. Whether public transport flourishes or deteriorates in future is still unclear, though further studies, especially in the field of public/private partnerships, may eventually suggest an answer.

Ex.5. As illustrated above, the following components may be found in conclusions. Decide on the most suitable order for them (1–5).

1. Implications of the findings
2. Proposals for further research
3. Limitations of the research
4. Reference to how these findings compare with other studies
5. Summary of main findings

Ex.6. Below are notes for the main body of an essay. Read the notes and complete the conclusion, using your own ideas if necessary.

Cultural adaptation among overseas students at an Australian university.

1. The research programme

purpose: to study how students from different cultural backgrounds adapt to academic life in Australia

size and method: 250 questionnaires returned (30% Chinese, 25% SE Asian, 20% Middle Eastern, 25% other)

2. **Findings** – culture was only one factor in determining successful adaptation

Other important factors: age/previous experience of living abroad/language proficiency

3. **Discussion** – how accurate was research? How could it have been improved? What can be done to help students adapt better?

Summary	The aim of the study was to explore differing degrees of adjustment to life at an Australian university among overseas students from a variety of cultural backgrounds. 250 valid questionnaires were completed, representing about a third of the overseas student population, with significant numbers of Chinese, SE Asian and Middle Eastern students. The results suggest...
Implications	
Limitations	
Proposals for further research	

Ex.7. Study the notes for the essay below and write a conclusion in about 100 words.

A comparison of classroom learning with internet-based teaching.

1. Reasons for increasing use of on-line education:

- cheaper if large numbers involved
- allows students to study in their own time
- students do not have to travel to university

2. Reasons why classroom based education remains popular:

- students can be part of group; receive support
- and advice; learn from colleagues
- students have face-to-face contact with a teacher is seen as traditional and effective

3. Discussion

- can a solitary student in front of a computer enjoy the same learning experience as a member of a class?
- pressure of numbers in universities makes more on-line education likely
- is internet learning really a new method of education? Distance learning has been popular for many years (e.g. Open University)

F. Contrasting

We can use the following language techniques to contrast ideas:

1. Clauses of contrast

These consist of two clauses: the main clause and the contrast clause.

Even though the number of mobile phones users has increased [contrast clause], call charges remain high [main clause].

The main conjunctions of contrast are:

although even though though but whereas while

Notice the difference in use between but and the others:

Videoconferencing is very convenient [main clause], but (it) is not as personal as face-to-face contact [main clause].

Although videoconferencing is very convenient [contrast clause], it is not as personal as face-to-face contact [main clause].

2. Phrases of contrast

The phrase of contrast consists of a preposition (or prepositional phrase) + a noun.

Despite improved security [phrase of contrast], hackers can still access many networks.

The phrase of contrast can also come at the end of the sentence.

Hackers can still access many networks despite improved security.

The main words to introduce a phrase of contrast are:

despite; in spite of

3. Sentence connectors of contrast

These words or expressions link two sentences together which are in contrast to each other.

You can download Google from many sites worldwide. However, some are faster than others.

The main sentence connectors are:

all the same (informal) but even so however nevertheless still yet

Ex. 1. Complete the following sentences by choosing a suitable ending from the box.

accidents sometimes occur.
those are a mixture of polyester and wool. people in developing countries often have to drink polluted water.
there are places in the country where it doesn't work.
careful packing
he washed it.

1. The contents of the crate were broken despite ...
2. Although the care label said the coat should be dry-cleaned, ...
3. These carpets are 100% wool whereas ...
4. Mobile phone coverage is fairly extensive; however, ...
5. In spite of strict safety regulations, ...
6. While we enjoy clean piped drinking water, ...

Ex.2. Complete the following text by using one of the words in the box

whereas however but despite while

The first cantilever bridges were built in China and Tibet 1) ____ they were made of timber and could not carry heavy loads. 2) _____, once cheap, reliable steel became available in the 1870s, it was possible to build long spans capable of carrying rail traffic.

3) ____ the first modern cantilever bridge was built in Germany, the Forth Railway Bridge in Scotland held the record for the longest for over 30 years. The Forth Railway Bridge is made of huge steel tubes, 4) ____ the Oosterschelde Bridge in Holland is made of prestressed concrete. Some bridges look a little confusing in design. 5) ____ having cable stays. Lake Maracaibo Bridge in Venezuela is a cantilever type bridge.

Ex. 3. A small company is looking for a new site to build a new factory. The Director is discussing three possible sites. Join the sentences in A and B using the connector in C to form part of her speech.

Example: *Site 1 provides a suitable amount of space but but it is the most expensive.*

A	B	C
Site 1 provides a suitable amount of space.	It's the most expensive.	but
It could be difficult.	It's worth considering.	although, still
Road and rail connections are not far away.	It will be necessary to build a bridge across the river	although
It's surrounded by trees and close to the mountains.	It's only four kilometres from the nearest town.	however
There is a large labour market.	Workers in this area are unskilled.	even though
Site 1 is close to road and rail connections.	Site 2 is close to the airport.	while
Government finance is available for companies moving into the area.		nevertheless
Site 2 is fairly small.	Site 3 is almost too big.	whereas
Site 3 is not expensive.	It's in the centre of town.	despite
It may be difficult to get planning permission for new industrial buildings.		even so

Read the article and translate it using a dictionary

SMART OIL FIELDS

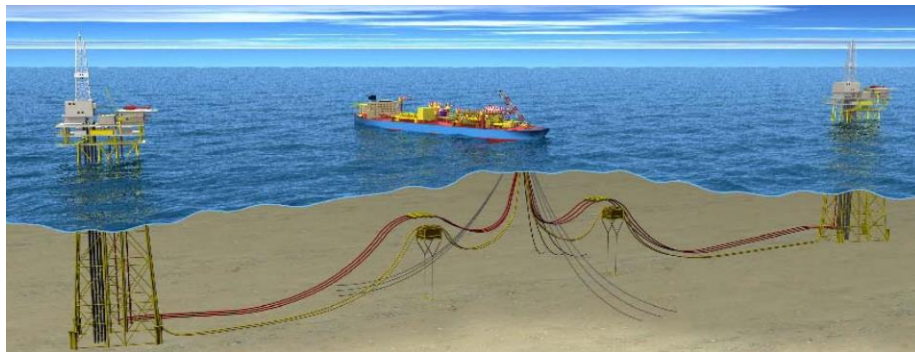
If an oil company discovers a large single reservoir of oil and gas, the solution is simple: drill a vertical well down to the reservoir and bring up the oil. But what can be done when an oilfield consists of hundreds or even thousands of small, isolated pockets of oil? It would be too expensive to drill hundreds of vertical wells to reach all the small pockets.

The innovative solution to this problem is the 'snake well'. Unlike the conventional vertical well, this is a horizontal well that weaves laterally back and forth across a number of oil-containing zones. Guided by smart technology, a single snake well can access multiple pockets of oil and achieve output equivalent to several individual wells, which has the dual advantage of reducing cost and ensuring that no oil is overlooked.

A snake well uses steerable drills that can be positioned with great accuracy.

Special imaging software generates detailed computer models of underground geology and reservoirs. This enables drills to hit a target far underground that is less than two metres across.

Located 90 km off the coast of Brunei, the Champion West oilfield is Shell's flagship project using Smart Fields technology. For 30 years, Champion West lay dormant, its rich oil reserves locked 2,000 to 4,000 m beneath the seabed in a complex web of small reservoirs.



In the past, these small pockets of oil were too expensive to develop. But now Champion West has been changed into one of the world's most advanced oil and gas fields by means of Smart Fields technology and new drilling techniques. Buried deep beneath Champion West's seabed, sensors relay digital information about temperature, pressure and other factors to control centres on land by means of a network of fibre-optic cables. This enables continuous monitoring of production, and engineers can make speedy decisions on how best to extract the maximum amount of oil, monitor its movement within the reservoir and instantly notice production problems, such as blockages.

They can take action to solve problems, for example by the remote electronic activation of hydraulic well valves. If gas or water threatens to break into the well, for example, the valve for that section can be closed down using a remote control.

Swellable seals are used to isolate the zones from one another, and prevent fluid from one zone from flowing into another adjacent zone.

Ex. 1. Answer these questions about the article.

1. What are the two main economic reasons for drilling a snake well?

2. How accurate is the drill of a snake well when it is guided remotely?
3. For how long was the Champion West oilfield left unused following the discovery of oil there? Why was it left unused?
4. How is data about conditions inside the snake well transmitted to the surface?
5. How do engineers stop the oil in the well being contaminated with water or gas?

Linking

The past participle alone can sometimes replace subject + passive verb. It makes the text more concise.

- The Champion West oilfield, located 90 km off the coast of Brunei, is Shell's flagship project ... (= The Champion West oilfield, which is located ...)

The past participle can also be placed at the beginning of a sentence.

- Located 90 km off the coast of Brunei, the Champion West oilfield is Shell's flagship project ...

- Guided by smart technology, a single snake well can access pockets of oil.
- Buried deep beneath Champion West's seabed, sensors relay digital information ...

Ex.2. Join the information in each note into a single sentence in a similar way. Begin each sentence with the past participle in italics. Number 1 is done for you as an example.

Example: 1. Isolated in small pockets, the oil can't be extracted using vertical wells.

1. the oil is isolated in small pockets + it can't be extracted using vertical wells

2. the sensors are connected by fibre-optic cable + they collect data from inside the snake well

3. the drills are guided by remote controllers + they can hit a target only 2m wide

4. the oil is locked 4,000 m beneath the seabed + it couldn't be extracted for 30 years

5. the sensors are attached to the drill bit + they allow controllers to guide the drill

6. the software was developed by GeoSolutions + it generates computer models of the geology

Read the article. Complete the sentences in the article with the right word in the box. Use the dictionary if necessary.

absorbent concentrated conventional flammable geological innovative liquid
organic partial solid sufficient

Crude oil

Formation

Today's reserves of hydrocarbons (oil and gas) derive from ancient (1) _____ materials like dead leaves and trees that settled on the bottom of seas and lakes. Heat and pressure combined to transform the organic matter first into kerogen, found in oil shales throughout the world, and in due course (2) _____ and gaseous hydrocarbons.

Reservoirs

Oil reservoirs form only in certain (3) _____ conditions: the hydrocarbon materials must be buried so deep that pressure and heat combine to cook it; the system must be (4) _____ so that it acts as a reservoir; finally, as oil and gas tend to rise, there must be a cap (5) _____ rock to prevent the crude oil and gas escaping to the surface.

Extraction

In a (6) _____ well, underground pressure is (7) _____ to force the crude oil to the surface. In time, the pressure fades, the pumps are required to raise the oil to the surface. When this method fails water is pumped into the underground reservoir to force out the oil. In wells that are becoming depleted, more (8) _____ may have to be used, such as forcing steam down into the reservoir.

Oil shales versus oil sands

Oil shales are relatively hard rocks, called "marls", that have not been exposed to enough heat and pressure to transform them into crude oil. The kerogen trapped in this marls is (9) _____, however, and can be transformed into crude oil by heat and pressure. Oil sands, on the other hand, are deposits of crude oil that have undergone a (10) _____ degradation. The resulting deposits form a heavy, (11) _____ form of crude oil, known as oil sands.

Ex.3. Join these pairs of sentences into single sentences. Start with the past participle in italics.

Example:

Oil shales are *classified* on the basis of their composition. They include carbonate-rich shales. **→** *Classified on the basis of their composition, oil shales include carbonate-rich shales.*

1. The most common classification was *developed* between 1987 and 1991. It adapts terms from coal terminology.
2. Oil shales are *described* as "terrestrial"(earth) or "marine"(sea). They are the result of the initial biomass deposit and its environment.
3. Oil shales have been *used* since prehistoric times. They burn without any processing.
4. Industrial mining was *started* in France in 1837. This was followed by further exploitation in Scotland and Germany.
5. The mass production of cars was *accompanied* by an increase in petrol consumption. It helped to expand the European oil-shale industry before 1914.

Activity: Write a description of any innovation in your field. Cover the history of the previous processes. Use past participles.

Read this article and answer the questions below.

Lane keeping assist (a warning system that helps drivers stay in lane)

Lane Keeping Assist (LKA) systems help a driver to keep their vehicle in its lane. There are two main types:

- systems which give the driver an audible or visible warning if the vehicle drifts out of its lane. Alternatively, they give feedback such as vibrating the steering wheel.
- systems which also take remedial action after giving a warning. For instance, if the driver ignores the warning, the system automatically corrects the steering so that the vehicle maintains its position in the lane.

Some cars made by Volvo, BMW, GM and Mercedes Benz, for example, use the warning only system. Using cameras that monitor road markings, the system can detect when a car departs from its lane.

The system can also decide if the driver leaves the lane intentionally. It gives no warning if the driver accelerates before overtaking, brakes heavily, activates the indicators, steers into a bend, or returns the car to its lane.

However, if the system decides that the driver is moving the car out of its lane unintentionally, it activates a motor, which vibrates the steering wheel. This gives gentle tactile feedback, and usually makes the driver counter-steer until the car regains its position in the lane.

Some Toyota LKA systems, however, intervene if the driver ignores a warning. For example, it may apply some pressure on the brakes or some torque on the steering column to bring the vehicle back into the lane.

Ex. 1. Answer the questions

1. Can you think of examples of a) audible, b) visible and c) tactile warnings?
2. Which make of car takes corrective action if the driver does not respond to a warning?
3. If a driver uses the car's indicators and then crosses into another lane, what action, if any, does the warning system take?
4. Find words in the text that mean a) *corrective* b) *check continuously* c) *discover* d) *on purpose* e) *steer in the opposite direction* f) *twisting motion*

Read the manual. Use the dictionary if necessary.

The complete brake system (including discs, callipers, pads, pistons and brake lines) should be inspected at least once a year. The fluid level should be topped up and the handbrake should be adjusted at the same time.

Brakes should normally be replaced after 20,000-30,000 kilometres. Of course, they don't have to be replaced if inspection shows they are in good working order.

However, brakes must not be used when the brake pads are below the minimum thickness.

Brake lines should be drained, and the brake fluid replaced, at least every two years.

In addition to the above, always monitor your braking, and notice anything unusual in the brakes while you are driving.

For example, if your brake pedal feels soft or spongy when you press it, it is possible that air has entered the brake lines. If that is the case, the brake lines need to be drained and have to be refilled with new brake fluid.

If the brakes make a loud grinding sound, this probably means that the brake pads are very worn. When this happens, the car must not be driven any further. The pads must be replaced, and the discs have to be inspected for damage. If there is damage, the discs need to be replaced or mended.

On the other hand, if your brakes give a light squealing noise, this may not be serious. There may be water or dust on the brake pads and discs. If so, the pads probably do not need to be replaced. However, they should still be inspected.

Ex. 1. Are these statements true CD or false (F)? Correct the false ones.

1. The driver should empty out all the fluid from the pipes in the brake system and fill it up with new fluid at least every two years. (T / F)

2. A feeling of softness when you press the brake pedal may indicate that some air has escaped from the pipes of the brake system. (T / F)

3. If you hear a loud noise like metal scraping on metal, it is likely that the brake pads have worn too thin. (T / F)

4 Any noise when you press the brake pedal means that there is a serious problem in the braking system. (T / F)

Ex.2. Match the maintenance verbs 1-8 from the text with their meanings a-h.

1. refill	a) modify to the correct condition
2. inspect	b) empty out
3. top up	c) add more fluid to the correct level
4. replace	d) fill up with new fluid
5. drain	e) check frequently
6. monitor	f) repair
7. mend	g) exchange with a new one
8. adjust	h) examine

Ex. 3. Rewrite the instructions in the manual using the active form. Begin each sentence *You ...* . You can leave out some information to shorten the sentences

Example: The complete brake system should be inspected at least once a year. **→** You should inspect the complete brake system at least once a year.

1. The fluid level should be topped up and the handbrake should be adjusted at the same time.

2. Brakes should normally be replaced after 20,000-30,000 kilometres.

3. Brakes must not be used when the brake pads are below the minimum thickness.
4. The brake lines need to be drained and have to be refilled with new brake fluid.
5. Brake lines should be drained, and the brake fluid replaced, at least every two years.
6. The car must not be driven any further.
7. The pads must be replaced.
8. The discs have to be inspected for damage
9. If there is damage, the discs need to be replaced or mended.
10. The pads probably do not need to be replaced.

Ex. 4. Complete the descriptions of drum brakes and a hand brake using the words and word expression from the box.

axle tube труба полуоси
 back plate щит тормозного механизма
 brake line тормозной контур
 cable трос
 drum барабан
 friction linings фрикционная обшивка
 lever рычаг
 rear drum brake задний тормозной барабан

Drum brakes consist of two (1) _____, which are fixed to a (2) _____, which is fixed to an (3) _____. (4) _____ are riveted to the outer faces of each shoe. When the brake pedal is depressed, this increases the hydraulic pressure in the (5) _____ that runs from the master cylinder. This forces the two (6) _____ into contact with a rotating (7) _____, which is fixed to the wheel hub by the wheel nuts. The inner surface of the drum is ground smooth so that the shoe linings can rub against it.

A handbrake must be fitted to every car. This holds the vehicle stationary while it is left unattended. It can also function as an emergency brake if there is a failure of the main braking system. Normally, the hand brake operates on the (8) _____ and is linked to them via a (9) _____. The hand brake mechanism is operated by a (10) _____, which is held in the 'on' position by a ratchet and pawl mechanism.

Ex.5. Write sentences for a car manual using the checklist below. Use *should*, *need to* and *don't have to* with the verbs in the box, and the active or passive as appropriate. Some verbs are used more than once.

adjust change check refill replace top up

Jobs for a garage	Jobs for you
1. Necessary: oil and filter change; radiator-antifreeze; windscreen replacement (if badly cracked)	4. Necessary: screen wash system headlamps (if going to a country where people drive on a different side of the road)
2. A good idea: air bag replacement after ten years	5. A good idea: oil level; tyres (pressure / tread depth); screen wash; lights check (side lights, headlights, indicators)
3. Not necessary: windscreen replacement (if in good condition) headlights	6. Not necessary (with improved technology): battery check; radiator top-up

Examples: 1 The oil and the filter need to be changed.

Activity: Write a set of instructions for maintaining a machine or device which you are familiar with.

- Include items which are a) essential b) recommended and c) unnecessary.
- Use active verbs where you think the user can do the maintenance themselves.
- Use passive verbs where you think the user should get an expert to do it.

Read this article. Use the dictionary if necessary.

From Technician to Gene Gun Expert

John O'Brien produced the prototype of his modified gene gun while he was a laboratory technician. Over the last few years, he has become an international expert in gene gun technology. He has given lectures and written research papers on different applications of the gene gun.

A gene gun is a tool which inserts genetic information such as DNA into a cell. It is hand-held and **roughly** the size of a hairdryer. The standard gene gun was originally developed to **insert** material into plants. It is powered by a **pulse** of helium gas, which pushes its genetic bullet easily through the cell **membrane** and into the cell.

Scientists needed a gene gun for research into animal and human brain cells. But the standard gene gun used for plants had one major problem: it was too **inaccurate** for brain cells. It would hit the target, but it also hit everything around it at the same time.

In the standard gene gun, the barrel is wide, and conical in shape. This spreads the gas and 'bullets' over a wide area, which causes tissue damage around the target cell. The high-pressure gas causes a **recoil**, which creates more inaccuracy.

John worked to **reduce** the gas pressure to improve the gene gun's accuracy and prevent tissue damage. For some time, he could not find a solution to the

problem. Then John made his **breakthrough** when he met a former policeman who showed him how a machine gun works.

The barrel of a machine gun contains a number of holes which are set at an angle to the line of the barrel. This angle allows the air to escape from the holes more quickly.

John decided to put holes in the barrel of the gene gun. In the modified gene gun, the **external** barrel is much narrower than the standard gun (5 mm diameter instead of 40 mm) and is straight, not conical. This fires the DNA with greater accuracy.

The barrel is made of brass and stainless steel, and has about 20 holes, which allow the helium gas to escape. This reduces recoil and **prevents** tissue damage. John experimented until he found the **optimum** angle for the holes (about 30 degrees) for minimum tissue damage. A final **difference** is that, unlike the standard gene gun, the barrel of the modified model has no spacer, and therefore goes closer to the tissue.

John 's **modified** gene gun is so accurate that biology labs around the world are currently using more than 150 of them.

Ex.1. Read the article again. Fill in the gaps and delete the false information in this chart.

Key differences between the standard and modified gene gun

	Standard	Modified
Diameter of barrel	___ mm	___ mm
Spacer?	yes / no	yes / no
Holes in barrel?	yes / no	yes / no
Shape of barrel	conical / straight	conical / straight
Recoil	high / reduced	high / reduced

Ex.2. Find the synonyms in bold in the text of these words and phrases.

1. powerful backwards movement
2. changed and improved
3. short burst of power
4. sudden new idea
5. best
6. approximately
7. outside
8. thin layer of skin

Ex. 3. Find the opposites in bold in the text of these words and phrases.

- 1 maximum
- 2 increase (vb)
- 3 exact
- 4 similarity
- 5 extract (vb)
- 6 allows

APPENDIX

Latin Phrases

A.D. – *anno Domini* – нашей эры
ab initio – с возникновения
ad hoc – для данного случая
ad infinitum – до бесконечности
ad lib – *ad libitum* – по своему усмотрению, по желанию, по своей воле
A.M. – *ante meridiem* – до полудня
antebellum – довоенный
a fortiori – тем более
a posteriori – апостериори, на основании уже имеющихся данных
a priori – априори
bona fide – добросовестно
s. or ca. – *circa* – приблизительно
caveat – предупреждение
ceteris paribus – при прочих равных условиях
cf. – *confer* – сравни
CV – *curriculum vitae* – резюме
de facto – де-факто, фактически
de jure – де-юре, юридически
eg. – *exempli gratia* – например
ego – субъект, эго
errata – *erratum* – список опечаток
et alii – и прочие
etc. – *etcetera* – и так далее
ex post facto – на основании закона, имеющего обратную силу
ibid. – *ibidem* – там же
i.e. – *id est* – то есть
infra – ниже
in memoriam – в память
in situ – на своем месте
inter alia – между прочим
in toto – в целом
in vitro – в искусственных условиях
in vivo – в естественных условиях
loc. cit. – *loco citato* – в упомянутом, процитированном месте
locus classicus – классическая цитата по данному вопросу
N.B. – *nota bene* – "прими к сведению"; нотабене
op. cit. – *opere citato* – цитируемое сочинение
passim – везде, повсюду
per capita – на душу населения
per diem – суточный
P.M. – *post meridiem* – после полудня
postmortem – посмертный

pro rata – пропорциональный...
P.S. – postscript – постскрипtum
quid pro quo – компенсация, недоразумение
sic – так! (помета, которая ставится в книгах напротив слов, переписанных из другого источника и представленных в ненормативной авторской орфографии)
sine die – не назначив даты
sine qua non – неперемное условие
status quo – статус-кво, положение вещей
supra – выше, ранее
viva (voce) – устный экзамен
viz. – videlicet – а именно

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