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«НАЦІОНАЛЬНИЙ ГІРНИЧИЙ УНІВЕРСИТЕТ»



Англійська мова для навчання і роботи

Том 4

ПРОФЕСІЙНЕ ІНШОМОВНЕ ПИСЬМО

Підручник для студентів вищих навчальних закладів

Дніпропетровськ

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Подано всі види діяльності студентів з вивчення англійської мови, спрямовані на розвиток мовної поведінки, необхідної для ефективного спілкування в академічному та професійному середовищах. Містить завдання і вправи, типові для різноманітних академічних та професійних сфер і ситуацій. Структура організації змісту – модульна, охоплює певні мовленнєві вміння залежно від мовної поведінки.

Даний модуль має на меті розвиток у студентів умінь і навичок писемного спілкування, що пов'язане з майбутньою професією студентів, та основ медіації і письмового перекладу, які спрямовані на розвиток умінь писати тексти різних типів і жанрів, такі як резюме, листи, звіти, анотації, реферати тощо. Зразки текстів – автентичні, містять цікаву та актуальну інформацію із загальнонаукової та професійної тематики. Ресурси для самостійної роботи (частина 2) містять завдання та вправи для розвитку словникового запасу та розширення діапазону функціональних зразків, необхідних для виконання певних функцій, а також завдання, які спрямовані на організацію самостійної роботи студентів. За допомогою засобів діагностики студенти можуть самостійно перевірити засвоєння навчального матеріалу та оцінити свої досягнення. Наводяться граматичні явища і вправи для їх засвоєння.

Призначений для студентів вищих навчальних закладів, зокрема технічних університетів. Може використовуватися для викладання вибіркового курсів з англійської мови, а також для самостійного вивчення англійської мови викладачами, фахівцями і науковцями різних галузей.

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ПЕРЕДМОВА

«Англійська мова для навчання і роботи» – це підручник, який розроблено за результатами п'ятирічної апробації однойменного навчального посібника для бакалаврів галузі знань 0506 Розробка корисних копалин (2010), з урахуванням побажань і зауважень головних учасників навчального процесу: студентів, викладачів вищих навчальних закладів та інших сторін, зацікавлених у ефективному вивченні/викладанні дисципліни «Іноземна (англійська) мова».

Підручник розроблено відповідно до державного та галузевого стандартів з урахуванням Загальноєвропейських рекомендацій щодо мовної освіти. Він цілком і повністю відтворює зміст навчальної та робочої програм нормативної навчальної дисципліни «Іноземна (англійська) мова».

Головна мета – формування у студентів *загальних та професійно-орієнтованих комунікативних мовленнєвих компетенцій*.

Зміст посібника розроблено таким чином, щоб допомогти студентам оволодіти англійською мовою на рівні B2, необхідному для освітньо-професійного рівня бакалавра. Він охоплює академічний і професійний зміст (галузь знань «Розробка корисних копалин»), ситуативний, який наближено до реального життя, та прагматичний – практичні вміння і навички, що включають уміння використовувати інформаційно-комунікаційні технології.

Підручник складається з чотирьох томів, розроблених колективом авторів, кожний з яких відповідав за навчально-методичні матеріали окремого тому або розділу:

- Том 1 **‘Socialising in Academic and Professional Environments’** (Спілкування в соціальному, академічному та професійному середовищах) – І.І. Зуєнок.
- Том 2 **‘Obtaining and Processing Information for Specific Purposes’** (Стратегії пошуку інформації в іншомовних

друкованих та електронних професійно-орієнтованих джерелах та дослідження іншомовних джерел) – І.І. Зуєнок.

Том 3 **‘Discussions and Presentations’** (Дискусії та презентації) – Н.В. Поперечна, О.Д. Швець.

Том 4 **‘Communicating in Writing’** (Професійне іншомовне письмо) – Н.В. Поперечна, О.Д. Швець.

Розділ **‘Grammar Reviewing and Practising’** (Практикум-довідник з граматики Т. 1 - 4) – С.І. Кострицька.

Автори щиро вдячні рецензентам за цінні зауваження та Брайану Чангу (США), учаснику програми академічних обмінів ім. Фулбрайта, за надання допомоги у аудіозапису та редагуванні аудіоматеріалів. Ці зауваження та відгуки студентів значно сприяли удосконаленню змісту та структури підручника.

Кожний том містить дві частини, що відповідають основним видам навчальної діяльності: частина 1 **‘In-class Activities’** (Завдання та вправи для аудиторної роботи), частина 2 **‘Self-study Resources’** (Ресурси для самостійної роботи), яка включає в себе ресурси для розвитку мовленнєвих вмінь і мовних знань, засоби діагностики навчального матеріалу: тестові завдання й оцінювання, включаючи самооцінювання). Це зумовлено тим, що навчальний посібник розглядається як система, що охоплює всі види діяльності студентів з вивчення англійської мови. Структура змісту – модульна, тобто кожний том відповідає навчальним цілям окремих модулів, отже, кожну книгу можна використовувати окремо для вивчення відповідних дисциплін за вільним вибором студента.

Усі матеріали, що подані в навчальному посібнику, – автентичні, сучасні та відповідають інтересам та потребам студентів. Вони стануть у нагоді викладачам під час викладання вибіркового курсу з англійської мови, а також можуть використовуватися як додаткові навчально-методичні матеріали в межах програм вищих навчальних закладів.

ВСТУП

Том 4 «Професійне іншомовне письмо» є складовою підручника «**Англійська мова для навчання і роботи**» та відповідає модулю навчальної та робочої програм нормативної дисципліни «Іноземна (англійська) мова».

Метою даного модуля є розвиток у студентів умінь і навичок писемного спілкування, що пов'язане з майбутньою професією студентів, та основ медіації і перекладу як особливого виду мовленнєвої діяльності яка спрямована на більш ефективне спілкування з урахуванням норм професійної взаємодії учасників комунікативного процесу.

В модулі розглядаються і розвиваються всі мовленнєві вміння інтегровано, а саме аудіювання, говоріння (діалогічне та монологічне), та письмо на основі читання.

Завдання і вправи охоплюють важливі для майбутнього інженера загальні вміння, які спрямовані на розвиток умінь писати тексти різних жанрів такі, як резюме, ділові листи, анотації тощо, користуючись базовими засобами зв'язку для поєднання висловлювань у чіткій, логічно об'єднаній дискурсі, та розвивати навички письмового перекладу.

Частина 1 **'In-class Activities'** складається із 7 розділів (Units), що охоплюють відповідні типові ситуації, пов'язані з писемним спілкуванням, в яких можуть опинитися студенти і майбутні інженери. Останній розділ **'Check Your Progress'** має на меті перевірку засвоєння студентами навчального матеріалу і включає вихідний тест.

Структура кожного розділу – логічна, послідовна, чітко визначена і водночас гнучка. Завдання та вправи, що рекомендуються для практичних занять, забезпечують організацію процесу навчання шляхом вибору видів діяльності, які відповідають потребам студентів.

Кожний розділ, який розроблено за моделлю, запропонованою авторами, починається з **навчальних цілей**, тобто що саме студенти робитимуть протягом заняття, та **очікуваних результатів навчання**, тобто що саме студенти вмітимуть після вивчення певного розділу.

Вступний блок розділу містить **підготовчі завдання**, що допомагають студентів сприймати нову інформацію та виконуються індивідуально або в парі/команді. Мета цього етапу – визначити знання студентів щодо даної теми, встановити, що треба доопрацювати, та організувати для цього практичне заняття відповідно до визначеної ситуації. Це дає можливість студентам продемонструвати свої знання, поділитися особистим досвідом та ідеями й показати розуміння теми заняття та власний інтерес до неї.

Перед уведенням нової інформації пропонується виконати **передтекстові завдання**, головна мета яких налаштувати студентів на текст, що буде використано як джерело нової інформації, залучити студентів до виконання завдання або вирішення проблеми й водночас визначити рівень готовності студентів до сприйняття нового матеріалу.

Саме завдання спрямоване на розвиток у студентів умінь і навичок писемного спілкування та медіації. Студенти повинні навчитися писати ділову кореспонденцію з високим ступенем граматичної коректності, розрізняти різні стилістичні реєстри в писемному спілкуванні з колегами та працедавцями, викладати зміст тексту та логічно структурувати ідеї. На цьому етапі доцільно застосовувати *парну, групову та командну* роботу.

Письмові завдання, які пропонуються/надаються студентам у даному модулі, наприклад, написання анотації, виконуються на базі запропонованих текстів, або студенти самостійно знаходять інформацію, яка відповідає їх майбутній професійній діяльності. Деякі тексти

супроводжуються словником термінів та словосполучень з поясненнями у формі перекладу або інтерпретації їх значення англійською мовою.

Мовна практика, яка фокусується на змісті тексту та/або мовному аспекті, являє собою низку завдань та видів діяльності, спрямованих на розвиток мови, специфічної для академічного або професійного середовища.

Вихідний блок – це **продуктивні завдання**, які охоплюють вивчений матеріал, а також містять і матеріали для самостійної роботи частини 2 **'Self-study Resources'**. Тут студенти повинні використовувати здобуті навички і вміння готувати та продукувати ділову кореспонденцію, передавати короткий зміст прочитаного через складання, наприклад, анотації та виконувати письмові переклади професійно-орієнтованих текстів. У цьому блоці є також завдання, які потребують багато часу на виконання, тому рекомендуються для самостійної роботи або використовуються для моделювання життєвих ситуацій на практичному занятті в аудиторії.

Іноді, завдяки модульності й циклічності запропонованої моделі вивчення мови, вступний і вихідний блоки розглядаються як зв'язувальні елементи між розділами.

Граматичні структури, які використовуються під час занять з метою розвитку робочих знань та їх застосування у певних ситуаціях, наведені біля позначки **Grammar Reference**. Вони опрацьовуються студентами індивідуально за допомогою розділу **'Grammar Reviewing and Practising'** частини 2 **'Self-study Resources'** або можуть використовуватися викладачем для *мовної практики* в аудиторії.

Розділ **'Self-assessment'** (Самооцінювання) частини 2 використовується для самооцінки досягнень та виявлення прогалин у вивченні матеріалу модуля, використовуючи наведені в цьому розділі правильні відповіді – ключі.

Part 1
In-class Activities

Unit 1 Effective Writing

Focus on



- reflecting on experience of writing in English
- genres of writing
- style and language of writing
- techniques of writing
- important features and elements of writing

By the end of the unit you will:

- be aware of what makes an effective writing in English
- be aware of the most common text types
- be aware of the components of writing
- be able to use an appropriate style in writing
- be able to organise your writing properly

Lead-in

1. Read the following proverbs. What does each one mean? How do they relate to the topic of the unit? Exchange your ideas with the other students.

Never write what you dare not sign

Never too much of a good thing

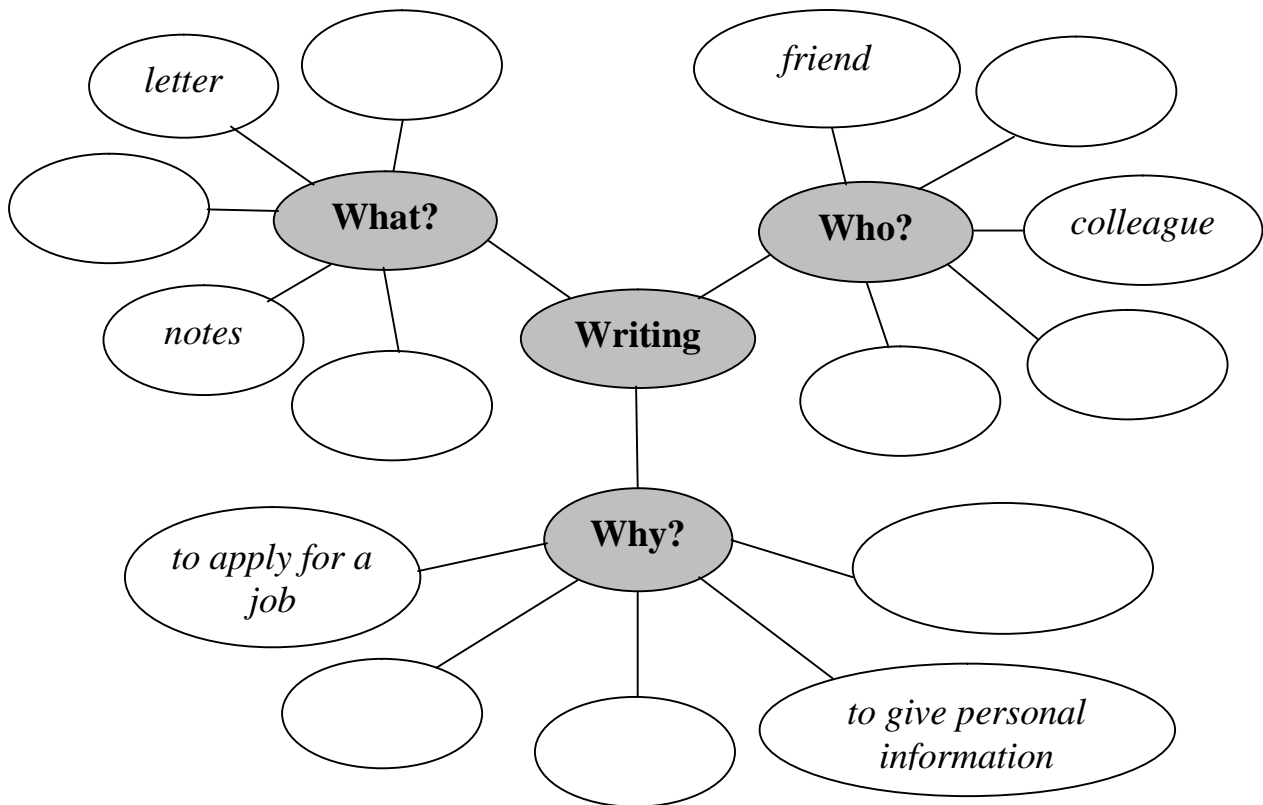
Brainstorming

2. Think about your experience of writing in English at the university.

Complete the mind-map on the opposite page answering the following questions:

- **What** do you write?
- **Who** do you write to?
- **Why** do you write? What is the *purpose* of your writing?

Some examples have been given for you.



Discussion

3. *Group-work.* Compare your mind-map in 2 with your partners'.

4. Brainstorm for a list of written text types you expect to encounter in your professional environment. Then share your ideas with the other students.

5. Match the text types (1-10) with their definitions (A-J). Exchange and discuss your arguments with a partner.

- | | | | |
|-------------|----------------|------------------------|--------------------|
| 1. Form | 4. Notes | 7. Conference abstract | 10 Business letter |
| 2. Abstract | 5. Summary | 8. Report | |
| 3. Message | 6. Instruction | 9. Curriculum vitae | |

- A** a document giving details of your qualifications and the jobs you have had in the past that you send to someone when you are applying for a job
- B** an official document on a particular subject, often made by a group of people after studying a problem or situation carefully
- C** a short account of a research paper placed before it
- D** an official document that has spaces where you can put in information
- E** a written or printed message that is usually put in an envelope and sent by mail
- F** a piece of written or spoken information that you send to someone, especially when you cannot speak to them directly
- G** a short account of something that gives only the most important information and not all the details
- H** details from something such as a lecture or a book that you write down so that you can remember them
- I** printed information explaining how to use or do something:
- J** a short account of a conference paper

6. Find the right answers to **5** in ***Self-assessment (Self-study Resources)***.



Reading texts and Analysing text types

7. You are going to read sample texts (**1-5**). Choose the type of the text from the list **A-E** for each of the samples. Highlight the key words identifying the text type.

A	Job advertisement
B	Instructions
C	Competition advertisement
D	Safety alert
E	Recommendations

Sign Up for Free Web File Storage at Dropbox

You'll need Web space for storing your audio and slideshow files. WordPress.com allows us to upload images for free, but there is a fee to upload audio and video files.

To avoid paying WordPress.com, you will sign up for a free account at a file sharing service. You can also sign up for an individual Dropbox account.

The service provider we will be using is Dropbox. Here's how to get started:

1. Go to <http://www.dropbox.com/>
2. Register for a new account.
3. Save your username and password in a safe place.
4. Download Dropbox to your computer.
5. Run the Dropbox installer to install the program on your computer.
6. If you need help, check here: <https://www.dropbox.com/help>

How to Use the Public Folder at Dropbox

The Public folder at Dropbox is very unusual. It does not act like the other folders in your Dropbox, which allow a normal type of file sharing (simple uploads and downloads).

DO NOT delete or rename the Public folder at Dropbox!

You can get a public link for any file in your Dropbox's Public folder. Here's how:

1. On your computer, open the Dropbox folder. (You have already downloaded and installed Dropbox, in STEP 1, above.)
2. Open the folder in Dropbox named "Public."
3. Copy and paste your file into that Public folder.
4. Log on to Dropbox on the Web: <http://www.dropbox.com/>
5. Open your Public folder there. You should see your file in the folder.
6. Right-click (Windows) or Control-click (Mac) on the filename. This opens the Dropbox submenu.

7. On the submenu, click “Copy public link.”
8. Click the button labeled “Copy to clipboard.”
9. Now PASTE the link into a text editor (such as Microsoft Word) so that you do not lose it and can use it later. It will look similar to this:

<http://dl.dropbox.com/u/1255555/audio.mp3>

2	
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Thousands of robot-loving students to descend on downtown St. Louis this week

For the fifth year in a row, a national robotics championship is coming to downtown St. Louis.

More than 17,000 children and teens, from kindergarten through high school, will compete in various categories in the FIRST Championship.

The younger teams will showcase their work with Lego pieces. Older teams will compete with 120-pound robots they created.

FIRST — For Inspiration and Recognition of Science and Technology — competitions will include more than 900 teams from 40 countries.

Admission is free, and organizers expect more than 30,000 spectators, including many proud parents.

And for the first time, the championship events end with a free concert featuring Boys Like Girls, a rock band from Boston, and opening act Christina Grimmie, a finalist on Season 6 of “The Voice” TV competition.

As in years past, organizers are stressing that the championship is more than a competition. In the spectator program guide is a welcome letter by FIRST founder Dean Kamen and Don Bossi, the nonprofit’s president.

For more information, go to <http://www.firstchampionship.org/>

Serious Accident at a Conveyor Idler

Safety Circular

A belt fitter sustained serious injuries while removing a belt trailer when his arm was drawn into the nip point between the belt and a top idler of a 1.37m wide (54") conveyor. He was unable to free himself and was fortunate that others nearby were able to stop the conveyor. Once the belt was stopped others had to use pull-lifts to free him.

Had there been no-one working nearby he could easily have been killed. This accident clearly shows the hazard that can exist at idlers on heavy-duty conveyors and the potential risks to people working on them.

Regulation 22 of The Provision and Use of Work Equipment Regulations 1998 requires owners to take appropriate measures to ensure that maintenance operations can be carried out while the equipment is shut down unless the work can be carried out without risk, or other measures can be taken for the protection of people maintaining work equipment.

In the health and safety documents required by regulation 4 of the Mines Miscellaneous Health and Safety Provisions Regulations 1995, owners must therefore identify the risks posed by this hazard and demonstrate that adequate measures have been taken to ensure safety including, where necessary, a requirement for conveyors to be shut down for maintenance operations.

Where there are foreseeable significant risks to people passing conveyors, for instance if it was likely that someone walking alongside a conveyor could stumble and fall and be drawn into a dangerous nip point, then that nip point should be guarded.

Managers need to ensure that:

- workers are aware that **many** unguarded conveyor idlers are hazardous and can present a severe risk;
- training emphasizes that working on a moving conveyor must not be permitted except in exceptional circumstances.

Inspectors will be reviewing the arrangements in place at mines to ensure that the lessons learned from this accident are properly implemented.

Yours sincerely

S P Wing
HM Principal District Inspector of Mines

Opportunities

Job Vacancy: Operational Risk Advisor

International Mining Company

Location: Salt Lake City, UT Serving Global Operations

Reports To: Senior Advisor Operational Risk & Change Management

Purpose

The position deals with operational, project, technical, safety, health, environmental, and security risk and change management. The individual will participate as a member of the Corporate Safety and Health team in the planning, development, and implementation of Corporate Risk and Change Management. As a corporate adviser, the position shall support the accumulation of knowledge and consistent application of risk and change management processes across all facilities including conceptual design, engineering, construction, operations and closure.

The position will provide facilitation and training for team based risk assessment sessions, evaluation of risk and opportunities, and include a process of identification of controls to ensure a safe, healthy, productive and environmentally sound workplace.

Organization

The Operational Risk Advisor reports to the Senior Advisor Operational Risk & Change Management. There are no direct reports to this position. Peers to the position include a Corporate Industrial Hygienist and three Corporate Safety and Health Managers. The position will collaborate with all levels in the organization including management, supervisory and worker levels.

Qualifications

- A B.S. degree in Mining Engineering, Science or closely related discipline is required.
- A minimum of 8 years of progressive operational roles is required.
- Experience with engineering, metallurgy or mining background is required.
- Experience with underground mining is desirable.
- Fundamental knowledge of Risk and Change Management processes is mandatory.
- Proven history of excellent facilitation and presentation skills is preferred.

- Extensive involvement in risk assessments of operational practices and workplaces.
- Willingness to travel extensively, 70% of the time, globally is required.
- Personal history must allow for issue of entry visas to a variety of countries.

Contact

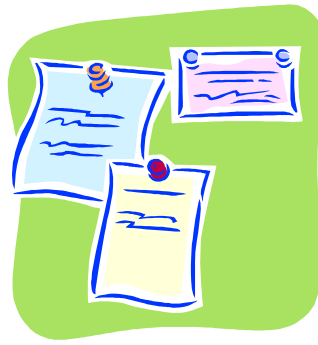
Joelene Whittaker
 Silvester & Company
 (208) 475-4636
jw@silvesco.com

5	
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<p>Mining Sector</p> <ol style="list-style-type: none"> 1. Increase the growth of the mining sector by removing redundant approvals and non-performing claims. Exploration and similar permits should be granted transparently at the regional level within 6 weeks and renewed in one day at one-stop shops. Reduce environmental compliance certificate (ECC) processing time. Allow pre-permitting access to potential project lands. MGB should cancel permits after two years of non-performance. MGB should adopt Philippine Mineral Ore Resources Reserve Reporting Code. Develop model best-practice regions. 2. Work closely with indigenous peoples; develop mining HR skills; monitor legal developments. Since most mines are in ancestral domains, involve IPs as partners from project commencement. Achieve a 50% increase in direct mining and milling costs allocated for community development. Implement release to LGUs of their share of mining taxes paid to the GRP. Improve salaries and practical skills of MGB staff. Develop mining engineering programs at universities. Implement the current Mining Act and avoid arbitrary application of the Writ of Kalikasan. Continue the Minerals Development Council. 3. Carry out a public information campaign and increase dialogue with concerned groups. Inform the public about responsible mining that minimizes the environmental impact. Find common-ground solutions with LGUs, NGOs, religious leaders, and local communities to issues raised against specific projects. LGUs should not have mining bans against national policy. Encourage downstream processing/manufacturing. Source supplies from local communities. Endorse Extractive Industries Transparency Initiative. 	
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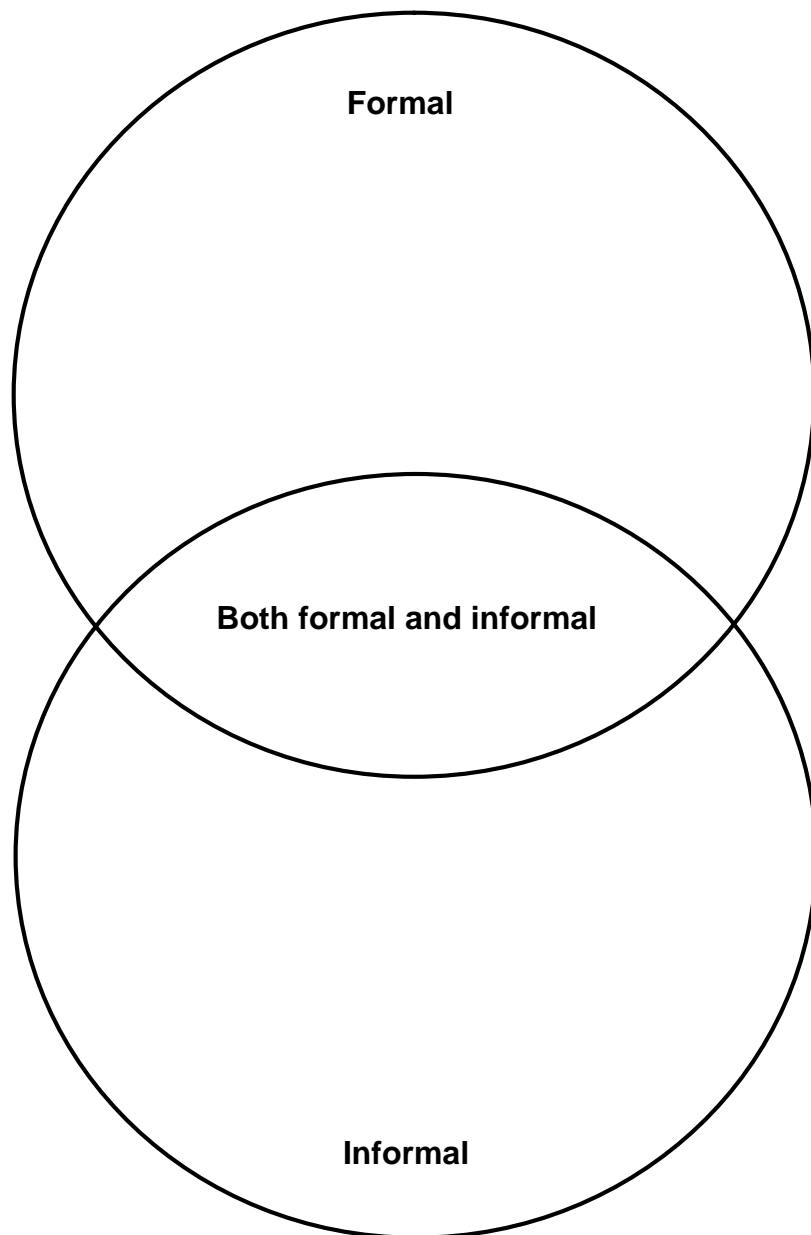
Accessed on the site <http://www.investphilippines.info/arangkada/>

8. Find the right answers to 7 in **Self-assessment (Self-study Resources)**.



Determining the style in writing

9. Think about the tone and degree of formality in writing. What are the main features of formal and informal style? Write them in the diagram below.



10. *Group-work.* Compare your diagram with your partners' and exchange your ideas with the other students.

11. Read the text below. Using the guidelines from the text make necessary changes into your diagram in **9**.



For You to Know

Formal and Informal Style

How formal your writing needs to be depends on the target reader and the reason for writing. It is very important to maintain the same level of formality throughout your writing.

You should not mix very formal expressions with very informal ones.

Study the guidelines.

Formal style includes:

- sophisticated vocabulary
- impersonal tone
- more frequent use of the passive voice
- complex grammatical constructions
- formal linking devices
- advanced vocabulary

Informal style includes:

- colloquial and idiomatic English
- personal tone/direct address
- less frequent use of the passive voice
- less complex grammatical constructions
- simple linking devices
- less advanced vocabulary
- contractions

12. Look at the formal expressions (1-10) on the left. Match them with their informal equivalents (a-j) on the right.

- | | | | |
|----|--|---|-------------------------------|
| 1 | I am writing | a | say how much I disagree |
| 2 | such a large number of | b | chance |
| 3 | I/we find it difficult to believe that | c | I thought I'd drop you a line |
| 4 | express my disagreement | d | everyone knows |
| 5 | is seriously under-funded | e | which was called |
| 6 | inaccurate | f | so many |
| 7 | a significant percentage | g | it can't be right that |
| 8 | it is a well-known fact | h | wrong |
| 9 | opportunity | i | doesn't have enough money |
| 10 | entitled | j | a lot of |

13. Find the right answers to 12 in **Self-assessment (Self-study Resources)**.

Follow-up

14. *Whole-group work.* Read the sentences below and say whether they are formal or informal. Then suggest who the target reader might be.

- 1 It is a well-known fact that schools are seriously under-funded.
- 2 In the article which was called "A National Disgrace", the information was wrong.
- 3 A lot of students would study abroad if they had the chance.
- 4 It can't be right that so many people believe this.
- 5 I am writing to express my disagreement with the opinions in last night's "Made in Ukraine" on ICTV.

15. Rewrite the sentences in a different style using phrases from 12 and making other necessary changes.

16. Discuss the effects that different styles would have on the readers.

Unit 2 Formal Correspondence



Focus on

- starting a business letter
- ending a business letter
- phrases used in business correspondence
- writing a business letter

By the end of the unit you will:

- be aware of functional phrases used in formal correspondence
- understand how to organise a business letter
- have practiced in writing a formal letter

Lead-in

1. Discuss the following questions.

1. How often do you write in your native language / in English?
2. What do you usually write?
3. Have you ever written any formal letter, e.g. a letter to a bank manager, a letter of complaint?
4. What differences can you find between formal correspondence, e.g. a formal letter, and informal messages, e.g. an email to a friend?

Organising a business letter

2. Choose two correct ways to start a business letter from Column A.

A

Dear Mr Peter,
Dear Mr Peter
Dear Mr Maggs,
Dear Mr or Mrs,
Dear Sir or Madame,
Dear Sir or Madam,

B

Lots of love,
Yours,
Best wishes,
Yours sincerely,
Your friend,
Yours faithfully,

3. Match the ways of starting a business letter with appropriate endings from Column B in 2.
4. *Pair-work*. Compare your answers with a partner.
5. *Whole-group work*. Do you know any other ways of starting or ending business letters?

Language Use

6. Below are some examples of phrases often used in business letters. Complete the sentences with the words in the box.

apply	unfortunately	hearing	response	complain
16 th May	confirm	enclose	grateful	pleased

- a) Thank you for your letter of the _____ which I received this morning.
- b) I would be _____ if you could send me some information about summer courses at your school.
- c) I _____ my curriculum vitae for your attention.
- d) _____ I am not available on the date you suggest in your letter.
- e) I would be _____ to attend an interview at any time convenient to you.
- f) I am writing to _____ about the damage caused by your company when they delivered a sofa to my home last week.
- g) We look forward to _____ from you as soon as possible.
- h) We would be grateful if you could _____ your reservation in writing.
- i) I am writing in _____ to your advertisement in *The Guardian*.
- j) I would like to _____ for the position of IT assistant in my school.

7. Match each of the phrases (a–j) from the previous page to one of the functions (1–9) below. There are two phrases for function 3.

1. Asking for information
2. Applying for a job
3. Beginning a letter
4. Closing a letter
5. Giving bad news
6. Giving good news
7. Complaining
8. Saying that you are sending something with the letter
9. Asking for confirmation



Writing a business letter

8. Write a letter to Machine Building Corporation, a manufacturing company producing spare parts for mining equipment and ask them to send you all the information about the spare parts you need.

Follow-up

9. Exchange your letter with another student, read and answer it. You may consult ***Self-study Resources*** where you can find how to structure a business letter and **Appendix B: Samples of Business Letters**.



Unit 3 Writing a Letter of Application

Focus on

- structuring a letter of application
- analysing a letter of application
- writing a letter of application

By the end of the unit you will be aware of:

- the structure of a letter of application
- what makes a good letter of application

and **have practised** in writing a letter of application

Lead-in

1. Read the following passage about applying for a job and complete it with missing words or word-combinations.

If a person is interested in the job or position advertised in the appointed page of a newspaper, s/he sends a _____ containing details of education and experience and **letter of application**.

The letter of application (also called the covering letter) can be as important as the CV in that it often provides the _____ direct contact between a candidate and an employer. If this letter is not well _____ and presented, it will make a poor impression.

2. *Whole-group work.* Discuss and come to some conclusion about the missing words.

3. Find the right answers to 1 in ***Self-assessment (Self-study Resources)***.



Structuring a letter of application

4. The letter of application normally contains three or more paragraphs. Put the main ideas of each paragraph into the right order.

A indicate your willingness to attend an interview (and possibly state when you would be free to attend);

B say why you are interested in the position and relate your interests to those of the company;

C show what you can contribute to the job by highlighting your most relevant skills and experience;

D confirm that you wish to apply and say where you learned about the job.

5. *Pair-work*. Check your answer with a partner, then with the right ones in ***Self-assessment (Self-study Resources)***.

6. Complete the letter of application on the next page written by Dmytro Romanenko and fill it in with the following verbs:

contact	discuss	employed	welcome	involved
apply	enjoy	notice	advertised	matches

7. *Whole-group work*. Check and discuss the answers with your groupmates.

Dmytro Romanenko
36 Gagarin Street
Sverdlovsk
22nd October, 2013

Dear Mr Scott,

I am writing to (1) for the position of a mining engineer which was (2) last week in the Kent Weekly.

Although I am presently (3) by a small coal-mining company, it has always been my intention to work in a big corporation. I would particularly (4) the chance to work for your company and as you will (5) on my enclosed curriculum vitae, the job you are offering (6) both my personal and professional interests.

My work experience has familiarized me with many of the challenges (7) in mining today. I am sure that this, together with my good knowledge of information and communication technologies, would be extremely relevant to the position. Moreover, I am fluent in English and would definitely (8) working in an English-speaking environment.

I would be pleased to (9) my curriculum vitae with you in more detail at an interview. In the meanwhile, please do not hesitate to (10) me if you require further information.



I look forward to hearing from you.

Yours sincerely,
Dmytro Romanenko



Reading and Analysing a letter of application

8. Read the job advertisement in an international magazine. Answer the questions given below.

	<p style="text-align: center;">International Adventure Course Do you speak English? Would you like to meet people from other countries?</p> <p style="text-align: center;">We are looking for people of all ages to work on an international adventure course in Canada helping to organize sports and social activities for an international group of young people aged from 9 – 12</p>	
<p>You need to be available for at least 4 weeks between July-September. Travel, food and accommodation costs will be covered.</p>	<p>If you are interested in applying, write telling us about yourself and saying why you think you would be a suitable person for the job.</p>	

1. What does the job involve?
2. The task includes two parts. What are they?
3. The following things might all make an applicant a suitable person for the job. Which of them do you think would be essential? Tick them.

What else would be essential?

- able to speak English
- interested in sport
- experience of being with young people
- interested in travel
- enjoys being with people
- comes from a big family
- can sing and play the guitar
- first aid qualification
- clean driving license

9. *Pair-work*. Compare your answers with a partner.

10. Read the following letter. Do you think it's a good letter of application for the job advertised in **8**? Why? / Why not?

Dear Sir or Madam

I write about your advertisement in the newspaper for the International Adventure Course.

I'm the oldest of a family of five children and I've got lots of young cousins. I'd really enjoy the chance to use my English in Canada and to work in the international environment.

I'm available between July 13 and September 20. I'm eighteen years old and live in Spain. I just finished my secondary education and in October I'll be starting a university course in Business Administration. I've already studied English for six years.

I hope you'll write soon.

Yours faithfully

Antonia

11. Read the letter again and answer these questions.

1. Does the letter begin and end appropriately?
2. Does it include all the necessary information?
3. Is the information organized into logical paragraphs?
4. Is the style appropriate?
5. Are there appropriate fixed phrases for a letter of application?
6. Is the spelling and punctuation accurate?
7. Is the grammar accurate?
8. Does it have the correct number of words?
9. Would the reader want to give Antonia an interview?

12. *Group-work.* Compare and explain your answers.

Example:

1. *The letter begins 'Dear Sir or Madam' and ends 'Yours faithfully'.*

That's correct because we don't know who we're writing to.



Grammar Reference:

Present Simple, Continuous and Perfect Tenses

Subjunctive Mood

Passive Voice



Drafting a letter of application

13. Plan your own letter of application by answering the following questions.

1. How many paragraphs will you write?
2. What information will go in each paragraph?



Writing

14. Write your letter in an appropriate style.

Follow-up

15. When you have finished, check your letter, using the points in 11.



Unit 4 Writing a CV

Focus on

- reflecting on experience of writing a CV
- structuring a CV
- vocabulary typical for a CV

By the end of the unit you will be aware of:

- what makes an effective CV
- structure of a CV
- skills necessary for your future job
- importance of a CV

Lead-in

1. Answer the following questions.

- Do you know what 'CV' stands for?
- Have you ever read any CV or written it yourself?
- Why does someone need to write a CV?

Speaking and Reading

2. Read a definition of a CV and check your answers to the questions in 1.

CV (curriculum vitae) BrE is a document that describes your education and the jobs you have done, used when you are trying to get a new job; resume *AmE*.

(From Longman Dictionary of Contemporary English)

3. Read the text given below and find the answers to the following questions.

1. What is important to remember when writing your CV?
2. How long should the ideal CV be?

For You to Know



How to write an effective CV

- Make sure your skills, interests and work experience match the job exactly.
- Put your education and career in reverse order (the most recent first).
- Don't leave unexplained gaps in your career.
- Don't tell lies, or you may be caught out in the interview. Go back through your jobs and assignments to identify tasks, responsibilities and particularly accomplishments.
- Use positive language to talk about your achievements and skills: expressions like 'successfully co-ordinated' and 'took responsibility for'.
- Give names, addresses, phone numbers and e-mail addresses of at least two people who can give a reference, i.e. say that you were a good employee or student.
- Print onto one side of a single sheet of good-quality A4 paper.

4. *Pair-work.* Compare your answers with a partner.

5. *Whole-group work.* Decide whether you agree with the advice in the text.

6. *Group-work.* Read the job advertisement and the CV and discuss these questions.

- Who placed the job advertisement in the newspaper?
- What job is being offered? In what branch of industry?
- What is required for the job?
- Where will the successful candidate work?
- Does the CV follow the advice in the text?
- How could it be improved?
- Would Dmytro Romanenko be a good candidate for this job?



***Joint Stock Company “Coal Company Krasnoarmeyskaya Zapadnaya
No 1 Mine”***

MINING ENGINEER

Due to setting into operation of a new mining horizon at the mine “Krasnoarmeyskaya Zapadnaya No. 1”, the best mine in Ukraine, opportunities have arisen for a number of mining engineers.

The mine is looking for young, ambitious and qualified engineers to develop new mining technologies.

If you are a creative and motivated mining engineer with a proven background in mining, contact personnel department for further details.

Time for contacts: Mon. – Fri. 8 a.m. – 5 p.m., tel. 8(06234)03505.

CURRICULUM VITAE

PERSONAL DETAILS

Name	Dmytro Romanenko
Date of Birth	30 March 1987
Nationality	Ukrainian
Address	36 Gagarin Street Sverdlovsk Lugansk region, Ukraine
Telephone	8 050 3568974

EDUCATION

2010 – 2011	Donetsk National Technical University, Master of Science in Mining Engineering
2006 – 2010	National Mining University, Dnipropetrovsk, Bachelor of Science in Mining Engineering
2004 – 2006	Krasnodon Mining College, junior engineer in mining
1994 - 2004	Secondary School No. 6, Sverdlovsk

PROFESSIONAL EXPERIENCE

2011 - 2015	Yubileinaya mine, Pavlogradugol joint stock company, mining job foremaster
Summer 2010	Three-month industrial training at Centrosouz mine, Sverdlovantracit
Summer 2009	Three-month industrial training at Centrosouz mine, Sverdlovantracit
Summer 2008	Three-month industrial training at Uibileynay mine, Pavlogradugol joint stock company

PROFESSIONAL QUALITIES

- Skillful at developing and *motivating* production and sinking crews to achieve their objectives.
- *A highly experienced* engineer with *proven managerial skills*.
- Able to work on own initiative and as part of a team
- *Excellent communication skills*
- *Professional. Good organisational skills and has a good eye for detail*

ADDITIONAL SKILLS and INTERESTS

- Driver's licence (motorcycle, car and lorry)
- IBM PC user
- Sports: swimming, soccer, ice hockey, chess

Vocabulary focus

7. Match the phrases in *italics* in the CV with the following definitions.

Example: pays attention to detail

has a good eye for detail

- 1 good at talking to people
- 2 has lots of experience
- 3 encouraging
- 4 has a mature, responsible attitude
- 5 can show that he has worked successfully in management
- 6 is organized

8. Put each of the phrases above into the following categories.

- Expressions to describe yourself
- Expressions to describe your work skills



Grammar Reference:

Articles with Proper Nouns.

Follow-up

9. *Group-work.* Discuss what requirements or skills are necessary for your future job. List them under the following headings: *Professional Qualities*, *Additional Skills* and *Interests*.

WORKSHEET 4.1

Professional Qualities	Additional Skills	Interests

10. *Whole-group work.* Share and discuss this information with your groupmates.

11. Tick in the worksheet the skills that you would like to have. Think about how you're going to develop them.

Unit 5 Writing a Summary



Focus on

- requirements for summaries
- summarizing and its main steps
- writing a summary

By the end of the unit you will:

- be aware of what a summary is
- be aware of the requirements for writing summaries
- understand the order for writing a summary
- have practiced in writing a summary

Lead-in

1. Answer the following questions.

- Have you ever written and/or read any summary (Ukr. *розширена анотація*, sometimes *реферат*)?
- What language was it written in?
- Can you describe its peculiarities?



Discussion

2. *Group-work.* Come up with a definition of a summary.

A summary is ...

3. Read the following definition of a summary and compare your definition with the given one.

A summary is a shortened version of a text aimed at giving the most important information of ideas of the text.

4. Comment on the differences between the two versions if any.

Discussing requirements for summaries

5. *Whole-group work.* Brainstorm what makes a good summary. Make a list of ideas.

6. Complete the statements with the requirements for writing a summary choosing the best alternative(s).

1. It condenses the source text and offers a balanced coverage of the original.

(a) *Concentrate upon* (b) *Avoid concentrating upon* information from the first paragraph of the original text or focus/focusing on interesting details.

2. It is written in (a) *your* (b) *writer's* own words.

3. It (a) *does not evaluate* (b) *evaluates* the source text and is written in a generally neutral manner.

4. The (a) *first* (b) *last* sentence of the summary contains the name of the author of a summarised text, its title, and the main idea.

5. The summary uses (a) *a lot of* (b) *enough* supporting details and transition devices that show the logical relationship of the ideas.

6. The summary is usually between (a) *two-thirds*, (b) *one-third* or (c) *one-fourth* of its length.

7. *Whole-group work.* Discuss your answers with your groupmates. Then check them with the right ones in **Self-assessment (Self-study Resources)**.

8. Put the following steps for writing a summary in the best order.

A. Write the first sentence of the summary with the name of the author of a summarized text, its title, and the main idea.

B. Read the text again highlighting with a marker important information in each section or taking notes. You may also write an outline of the test.

C. Go through the process again making appropriate changes if necessary.

D. Add appropriate linking words (logical connectors) to show the logical relationship of the ideas and to improve the flow of the summary.

E. Skim the original text and think about the author's purpose and main idea of the text.

F. Decide what key details may be added to support the main point of the text and write them down.

G. Write a one-sentence summary of each section/part of the outline in your own words; avoid any evaluation or comments. Use the words and expressions synonymous to those used by the author of a summarized text.

H. Divide the text into sections, or, if it has subheadings, think about the idea and important information that each section contains.

9. *Pair-work.* Compare your answers with a partner. Make changes if necessary. Check your answers in ***Self-assessment (Self-study Resources)***.



Writing a summary

10. You are going to write a summary of the text “Energy from GHG emissions” which is given below. Before writing, read the text paying attention to the important ideas discussed.

Energy from GHG emissions

Converting coal mine ventilation air methane into a primary energy source - the first large-scale application

BHP Billiton Illawarra Coal, with the support of the Australian Greenhouse Office, has *launched* a major *project* to substantially reduce greenhouse gas (ghg) emissions from its West Cliff coal mine in the Illawarra region of New South Wales. The A\$13 million West Cliff Ventilation Air Methane Project (WestVAMP) is the final step in proving a technology capable of *mitigating* the *bulk* of the company's remaining greenhouse gas emissions, while producing electricity as a product.

BHP Billiton believes "this project is an example of how technology can play a key part in reducing greenhouse gas emissions. This technology has the potential to be used in other coal mines".

WestVAMP will use 20% of West Cliff's available mine ventilation air to achieve a reduction in greenhouse gas emissions of 200,000 t/y of CO₂. This is equivalent to producing enough electricity for 20,000 homes, or removing emissions from 45,000 cars from the environment each year.

President of Illawarra Coal, Colin Bloomfield, explained that methane has a global warming potential of over 20 times that of carbon dioxide. "Methane concentrations in mine ventilation air are typically less than 1.25% by volume which is not freely *combustible* with *conventional* combustion technology. These and other factors have made reducing greenhouse emissions in mine ventilation a significant technical challenge," he said.

WestVAMP is based upon VOCSIDIZER technology developed by Swedish emission control specialist MEGTEC System AB. This converts low concentration methane to CO₂ and water *vapour* through an oxidation process. High efficiency heat exchangers *recover* the large levels of thermal energy *released* to produce high quality steam. This steam is used to *drive* a conventional steam turbine.

Based on the conditions and needs of a specific mine, MEGTEC can design plants that convert the energy of the ventilation air methane into heat energy, electricity or cooling energy. VOCSIDIZER installations are modular by design and can therefore be relocated to a different ventilation shafts as needs dictate.

(Adapted from the *Coal Magazine*)

Vocabulary notes

Mitigate bulk – зменшити кількість

Combustible – горючий

Conventional – традиційний

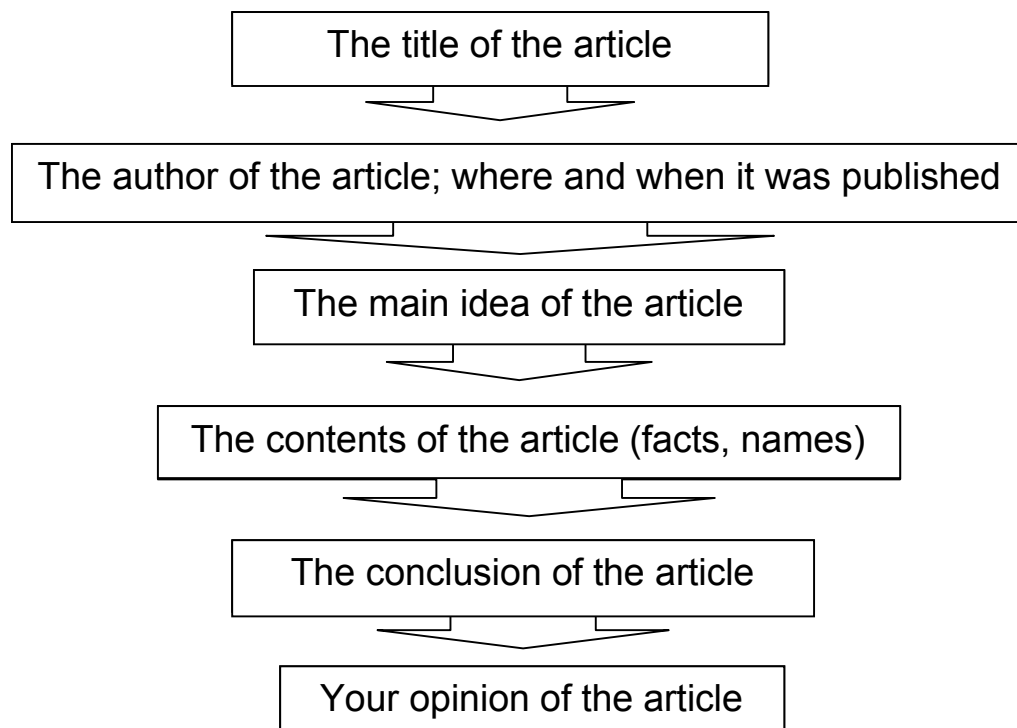
Vapour – пара

Recover – отримувати, регенерувати

Release – вивільняти

Drive – давати хід

11. Write the summary of the text you have read following the steps in the summarising process given in the diagram below and choosing appropriate functional phrases.



<p>The article under review is entitled as ...</p> <p>The article is headlined ...</p> <p>The headline of the article is ...</p> <p>The title of the article I have read is ...</p>
<p>The author of the article is ...</p> <p>The article is written by ...</p> <p>It is published in ...</p>
<p>The main idea of the article is ...</p> <p>The article is about/is devoted to/deals with/touches upon ...</p> <p>The aim of the article is to give the reader some information on/to provide the reader with some data on ...</p> <p>The article discusses/expresses the view that ...</p>
<p>The author starts by telling the readers about ...</p> <p>The author writes/states/stresses/thinks/points out that ...</p> <p>According to the text ...</p> <p>Further the author reports/says that ...</p>
<p>To sum up ...</p> <p>In conclusion the author says ...</p> <p>The author concludes that ...</p> <p>The author makes it possible to conclude that ...</p> <p>The author draws/comes to/reaches a conclusion</p>
<p>I find/found the article interesting/important/valuable/too hard to understand</p>



Grammar Reference:

Present Simple Active.

Peer evaluation

12. *Pair-work.* Compare your summary with your classroom partner's and ask him/her to evaluate it according to the requirements for summaries listed above.

Follow-up

13. *Whole-group work.* Come up with the class summary.



Unit 6 Writing an Abstract

Focus on

- abstract and its definition
 - functions and characteristics of an abstract
-
- phrases for writing an abstract
 - writing an abstract
 - evaluating abstracts

By the end of the unit you will be aware of:

- what an abstract is
 - functions an abstract performs
 - different characteristics of abstracts
- and ***be able to*** write abstracts in an appropriate style

Lead-in

1. Answer the following questions.

1. Have you ever written any abstract (Ukr. *анотація*)?
2. Have you ever read any abstract? If yes, where?
3. Can you describe its peculiarities?

2. *Pair-work*. Share your ideas with a partner.



Discussion

3. *Pair-work*. Read the definition of an abstract and discuss with your partner the functions an abstract performs.

An abstract is a short account of a paper placed before it.

4. Compare your ideas with the following list of important functions that an abstract performs.

An abstract:

- serves as a short version of the paper, which provides the most important information;
- helps the potential audience to decide whether to read the whole article or not;
- prepares the reader for reading a full text by giving an idea of what to expect;
- serves as a reference after the paper has been read.

5. You are going to write some abstracts. Before writing read the following:



For You to Know

The abstract has certain textual and linguistic characteristics. It:

- ∅ consists of a single paragraph;
- ∅ contains 4-10 full sentences;
- ∅ tends to avoid the first person and to use passive voice (e.g.,
"The data are given about ...");
- ∅ rarely uses negative sentences.

6. Match the phrases given in the columns of the worksheet below that are recommended to be used while writing an abstract.

WORKSHEET 4.2

The overview of ...		examined.
The problem of ...	is	analysed.
The approach to ...	are	given.
The innovative technologies in mining		described.
...	is are	shown. pointed out. highlighted.
It is	shown pointed out highlighted	that
Diagram of ...		given.
Chart of ...		shown.
Data about ...	is	analysed.
Trends of ...	are	explained.
Graphs of ...		given.
Tables of ...		
Attention		drawn about
Recommendations	is	given to
Conclusions	are	given about



Writing abstracts

7. Use the summary you wrote at the previous class and write the abstract making the necessary changes. Remember to use the Passive Voice.

8. *Pair-work*. Exchange your abstract with your partner's for evaluation.

9. Read a part of the article "An Exciting Era of Automation" and decide whether it:

- gives an overview
- analyses/examines a problem
- describes an approach
- examines/analyses/describes some innovative technology(ies)
- draws any conclusions
- gives any recommendations.

An Exciting Era of Automation



Automation and control systems are shaping the mine of the future as the technology moves into generation three. David Binning reports.

Automation and control is emerging as a major competitive factor for mining companies as they struggle to cope with *spiralling labour costs* and *dwindling resources*. The current generation of miners is facing the prospect of having to drill deeper in more remote areas while also processing ore bodies of lower concentrations. This often means having to operate in more dangerous situations while creating more waste. The new generation of automation and control (A&C) technologies is expected to play a key role in helping mining companies *tackle* these new *challenges*.

While automation is not a new concept in manufacturing, its arrival in the mining sector has been relatively recent. Automation applications for mining tend to

be far more complex due to detailed process chains. Several new technologies define the 'smart' mine of today, including machines able to navigate underground and collect and transmit complex sample analysis data. Technologies for automated *aerial mapping* as well as *explosives* are important developments for the industry, alongside *sophisticated* new processing technologies to access mineral sands resources and uranium deposits. Once mining costs are reduced you can look at lower-grade resources – transforming uneconomic reserves into economic reserves.

Important developments are occurring in the area of *hard rock mining* after ten years of research into new cutting and drilling tools. This would lead to more efficient operations and tackle the rising costs of supporting workers at remote sites while making the company a more appealing employer.

A key area of automation in mining is robotics. The evolution of robots in mining is evolving from a position of automating existing mining machines – such as drag lines and underground loaders – to the next stage of creating completely new machines which are designed to be a robot from the outset.

Science and research organisation the CSIRO is involved in a diverse range of automation projects: automated robot welding, sensing and navigation systems used in the automation of transport units in underground mines; laser beam automation to cut timber boards; automation systems for underground load haul dump units; and truck and shovel automation for open pit coal mines.

One of the key drivers for automation is protecting people from hazardous tasks and environments. The CSIRO is working to develop automated vehicles capable of operating in conditions such as those with extreme heat, dust, bad weather and high magnetic fields. Safety is a prime factor.

The mining industry has *benefited* greatly *from* improvements in computing and communications technology over the last few years, with mobile communications playing an increasingly important role in automation systems. The challenge now is how best to harness that technology.

(Adapted from the *International Mining*)

Vocabulary notes

Spiral labour costs – підвищення витрат на оплату праці

Dwindle – зменшуватися, скорочуватися

Tackle a challenge – вирішувати складне завдання

Aerial mapping – аерознімання

Explosives – вибухові речовини

Sophisticated – складний

Hard rock mining – гірничі роботи у твердих породах; розробка руди

Benefit from – отримувати, мати вигоду

10. Write the abstract of the article in 500-600 letters in an appropriate style. Use the main ideas of the paragraphs you have identified. Remember to use the necessary phrases for generalising given in Worksheet 4.2.



Grammar Reference:

The Passive Voice

Follow-up

11. *Pair-work*. Exchange your abstracts with a partner for evaluation.

12. Rewrite your abstracts, if necessary, making all the necessary changes in order to have proper abstracts.



Unit 7 Mediation

Focus on

- definition of mediation
 - reading strategies
 - predicting the content
- identifying the content and relevance of a text to close study
 - identifying the passages challenging for translation

By the end of the unit you will be able to:

- recognise the genre and type of discourse
- get a general understanding of a text
- locate relevant details by scanning through a text
- interpret the content of a text

Lead-in

1. Answer the following questions:

- Have you ever come across the word *mediation*?
- Do you remember the situation it was used in?



Discussion

2. *Group-work.* Come up with a definition of the word *mediation*. Think about the meaning which is related to the academic purposes. Discuss your ideas with the other students of the group.

3. Read the definition given below. Is it close to your own ideas? How do you understand the definition? Translate it into Ukrainian.

Mediation is an activity, which consists of interpreting an oral or written text (utterance) in one language into the text in a different language, depending on language variability resources, text types, and tasks.



Identifying the content of a text

4. Match the terms (1-6) associated with the predicting, locating, processing and interpreting the information with their definitions (A-F).

WORKSHEET 4.2

1	Before you read	A	This is a type of speed-reading technique which is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of the text or passage.
2	Skimming	B	This is the use of an expression which stands for an earlier word or group of words in the text.
3	Scanning	C	This is the relationships which link the meanings of the sentences in a text. A series of sentences develop a main idea (i.e. with a topic sentence and supporting sentences which relate to it).
4	Anaphoric reference	D	The person for whom the text is intended.
5	Coherence	E	This is the use of the title, introduction and any pictures to get an idea what a text is about. Think about the topic. This preparation will make it easier to understand the text.
6	Target reader	F	This is a type of rapid reading which is used when the reader wants to get the main idea or ideas from a passage

5. Find the right answers to 4 in **Self-assessment (Self-study Resources)**.

Getting involved with the text

6. *Pair-work*. Look through the text given below. Use the following questions as the guidelines for understanding the content of the text.

1. What type of text do you think this is: an advertisement, an article, a report, informational material etc.?
2. From the title and subtitle, do you predict what the text is going to be about?
3. Skim the text focusing on the main ideas. Were your predictions correct?

7. Scan the text to find information about:

- the growth in China's steel production and its consequences;
- the major use of carbon;
- current technologies for carbon manufacture.

Clean Technology in Coke Production

Professor Fathi Habashi explains briefly how nitrogen quenching in coke manufacture can significantly reduce the harmful emissions of conventional coke making

The growth in China's steel production – which last year saw it become the first country in history to produce more than 200 Mt in a single year - is leading to a structural shift in the metallurgical coal market, with China moving from being a big exporter to a net importer.

This change, together with supply disruptions in the rest of the world, has already led to significant market tightness, which is posing a particular problem to those steel mills that previously relied on importing Chinese coke.

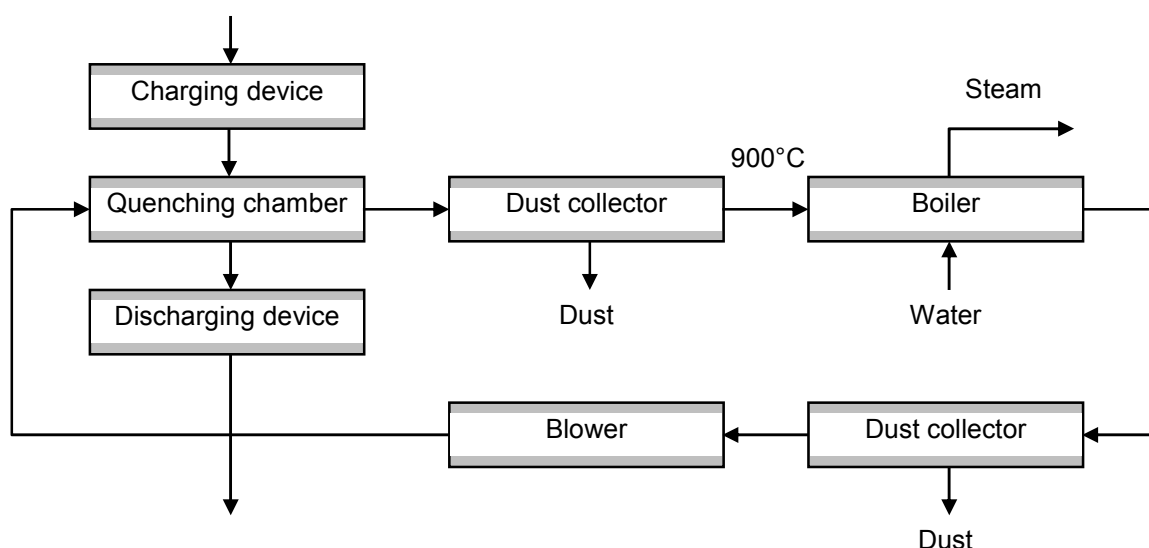
BHP Billiton believes that the shortage of coking coal is emerging as the main bottleneck for steel producers outside of China. Continued high domestic demand is likely to see coke exports from China fall by a further 5 Mt this year. More than ever then, advances are needed in coke production.

It is said that organic chemistry is the chemistry of carbon while metallurgy is the technology of carbon. Carbon is a form of coal used in metallurgy, of course, as a fuel, but the major use is to make coke that is an essential component of the feed to iron blast furnaces. It is estimated that 50 Mt are produced annually worldwide. The current technology for its manufacture is based on heating coal in retorts in the absence of air then quenching the product with a limited supply of shower water.

This last step is highly polluting due to dust and toxic organic emissions. A technology now used in Japan and at a few plants in Korea and China, known as dry quenching, uses nitrogen in a closed circuit to avoid environmental emissions. In addition, heat is recovered as steam, from the red-hot coke.

In this process (*see Figure 1 below*), coke leaving the retorts is charged at the top of a closed reactor that acts as a heat exchanger through which nitrogen at 130°C is introduced at the bottom. The coke is then discharged at 200°C while nitrogen after passing through a dust removal system leaves at 900°C to a boiler to generate steam, and then recycled to quench the coke. In addition to eliminating the pollution in the coke plant and recovering the heat from the hot coke, less coke fines are produced.

Fig. 1 Dry quenching of coke



8. Write an abstract of the text using the found information.

9. Find the description of the dry quenching technology in the text and translate it into Ukrainian. Start your work with the translation of the elements of the scheme (*Fig.1*).

10. *Pair-work*. Compare your translation with your partner's. Find any differences, discuss them with the partner, and choose the best variants.



Grammar Reference:

Passive Constructions.

Interpreting the content of a text

11. *Pair-work*. Look at the title of the article below. Answer the questions that follow:

- What do you know about the Siemens Company?
- What is the Siemens name associated with?
- How is the Company connected with the mining industry?

12. The subheadings given below are from the article. Translate them into Ukrainian. Compare your translation with your partner's, analyse differences.

A	A step into the future	<i>Крок в майбутнє</i>
B	End-to-end process optimisation	
C	Assuring high productivity throughout the entire life cycle	
D	Completely integrated solutions improve overall plant performance	
E	More transparency, improved decision making	

13. To get a general understanding of the article given below read through it quickly, focusing on the main ideas. Match the subheadings above to the paragraphs of the article.

Siemens – Completely Integrated Mining Solutions

In the globalised mining industry, future **challenges** can only be mastered by raising **productivity** and reducing operating and **extraction** costs. At the same time, all environmental regulations must be met, while providing safe working conditions.

As one of the global active players in the mining business, Siemens AG has developed a comprehensive answer to these challenges: Completely Integrated Solutions, encompassing the entire solution portfolio – from extracting to transportation and beneficiation of **raw materials**. Together, these solutions form the SIMINE^{CIS} product family, which also supports future technology migration and expansion of **mine** operations.

This integrated approach is backed by the expertise of the Siemens Industrial Solutions and Service division, where 35,000 employees continually work on advanced solutions for diverse industries including the mining and metals industry.

1	
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The SIMINE^{CIS} product family combines process technology, process automation, drive systems, energy supplies, IT / MES, water treatment, infrastructure and the corresponding life cycle services into intelligent and efficient complete **solutions**. Naturally, a mine's geological conditions determine the requirements for extraction planning, logistics and throughput of the beneficiation plant. By considering these system parameters, we design an individual, integrated solution around the industry-proven products of the SIMINE^{CIS} product family.

2	
---	--

All process steps are marked by innovative solutions aimed at higher productivity, higher quality and lower costs. One such example is the world's first gearless walking **dragline**, SIMINE^{CIS} DRAG. Increasing productivity by up to 20%, it sets a new standard for drives. And there are more examples. In transportation, the SIMINE^{CIS} product family assures maximum productivity by integrating all data

flows and by combining low **maintenance** AC drives with highly reliable basis automation systems. Pelletizing plant operators benefit from SIMINE^{CIS} Pellet, an innovative process technology that raises productivity, reduces environmental pollution and results in lower operating costs. All these solutions are simply highlights from the SIMINE^{CIS} product family, which provides many more trendsetting technological solutions.

3	
----------	--

The SIMINE^{CIS} product family not only supplies the entire process chain, it also increases data transparency throughout all plant levels. To name just an example, SIMINECIS Prolog is a new MES tool that ensures a continuous flow of information to close the gap between the management and production levels. Now, from a business administration point of view, all processes can be optimised based on company objectives. Use of the modular MES solution makes it possible to increase the productivity and economic **efficiency** of the mine.

4	
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Mines generally remain in operation over several decades, so that service plays a central role when targeting long-term competitive performance. Services for SIMINECIS include a wide scope of activities, ranging from consulting and planning to **installation**, maintenance and modernisation. When needed, this extends even to dismantling. Moreover, life cycle has been taken into account in the design of the SIMINE^{CIS} product family. Each product has been assigned a clear strategy, such as the smooth migration of software and hardware platforms when completely or partially modernising the plant.

5	
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Apart from complete plant modules for continuous and discontinuous mining, hoisting shaft systems, pellet plants and preparation plants, the SIMINE^{CIS} product

family also includes solutions for infrastructure, energy supply, water treatment and security systems.

All in all, Siemens offers an integrated approach that delivers remarkable advantages to both investors and operators. Benefits range from consistently high throughput of bulk material to dependable management of complex material flows. With the SIMINE^{CIS} product family, the next generation of mining has already arrived.

Accessed on the site <http://www.mining-technology.com/contractors/power/siemens-metals-mining/>

14. *Whole-group work.* Discuss your answers to Task 13 with your groupmates. Then check them with the right ones in **Self-assessment (Self-study Resources)**.

15. Scan the article to find information about the following:

- Future challenges of the mining industry
- The SIMINE^{CIS} product family
- Innovative solutions of the Siemens Company

16. Summarise the found information and present it to the partner.

Vocabulary practice

17. Look at the text above again paying attention to the words in **bold**. If you don't know the meaning, follow the strategy given below and try to work it out. Use clues like these to help you guess the meaning of the words you don't understand.

- *Is it like a word in your language?*
- *Is it formed from the word you know?*
- *Is it repeated later in the text?*
- *Is there the explanation, synonym, opposite, etc.?*

18. Check your guesses by matching the words in **bold** from the text above to their definitions given below. Put down the Ukrainian terms.

WORKSHEET 4. 3

<i>Raw materials – сировина</i>	substances such as coal or iron that are in their natural state before being processed or made into something
	a way to solve a problem or deal with a bad situation
	something that needs a lot of skill, energy, and determination to deal with or achieve, especially something you have never done before and will enjoy doing
	work that is done to keep a building, machine, or piece of equipment repaired and in good condition
	the rate at which goods are produced, especially in relation to the time, money, and workers needed to produce them
	to place, position, or fit into a position and then to connect, change, or modify in such a manner as to bring (the equipment) into service
	the ability to work well and produce good results by using the available time, money, supplies etc in the most effective way
	a large hole or tunnel in the ground from which people take coal, gold etc.
	the process or action of removing something
	heavy equipment used in strip-mining operations to remove overburden above coal

19. Read the article through, find word combinations with the word **mining**, and translate them into Ukrainian. The first has been done for you.

WORKSHEET 4.4

<i>mining industry</i>	<i>гірничя промисловість</i>

20. Find the information about the Siemens innovative mining solutions, their aims and benefits, and translate it into Ukrainian.

21. *Pair-work*. Compare the information chosen by you with your partner's. Analyse your translations paying attention to the appropriate way of translating terminology.

Follow-up

22. Study the information about professional training based on the Comos Walkinside software solution from Siemens Company. Do the written translation of the whole text into your native language.

Training for the pros

The oil and gas giant Total uses the Siemens Comos Walkinside software to train its staff for offshore installations using a virtual 3D environment. This approach increases safety and maximizes profitability in raw material production.

In a crisis, fast reactions are essential. For example, when a worker making rounds on an oil rig in the Atlantic discovers a visible gas leak as well as a seriously injured colleague lying on the ground, he has to know exactly what to do. He must immediately make the right decision in a matter of seconds. Should he rescue his co-worker or first ensure the safety of the other people on board the production platform?

Secure, alert and rescue: First he must secure what he is doing. Then he raises the alarm, calls the emergency response team and thirdly attempts a rescue himself. This is standard procedure. It is how the French oil and gas giant, Total, trains its installation staff in an Immersive Training Simulator (ITS), based on the Comos Walkinside software solution from Siemens.

ITS is a realistic immersive 3D virtual reality environment. It enables a worker to enter an exact virtual replica of his working environment, visualize his tasks, practice defined workflows and run through emergency situations in any number of scenarios. “We have to have training that reaches everybody,” says Nicolas Tarris, field operations training manager with Total E&P. ITS puts workers in a true-to-life 3D virtual environment that effectively teaches them what to do and when to do it. This is extremely important for specialists who work on a Floating, Production, Storage Offloading (FPSO) unit.



The simulator allows different scenarios to be simulated in real time. One thing becomes quickly clear: The Comos Walkinside ITS technology has enormous potential. “The dynamic model has a life of its own where it can extend to real time management, ongoing training, maintenance, supervision and execution,” says Marc de Buyl, Vice President for 3D Visualization with Siemens.

Accessed on the site <http://www.siemens.com/entry/ua/uk/>



Unit 8 Check Your Progress

By the end of the unit you will:

- understand assessment criteria
- read and understand rubrics necessary for taking end-of-module test
- have practised taking test and manage time effectively

Module Test

Task 1. Read through the following CV in which the paragraphs are jumbled up. Match the headings (A-F) with the paragraphs of the CV (1-6) and put them into the right order. The first one has been done for you.

1-4B	2-	3-	4-	5-	6-
------	----	----	----	----	----

(A) Education

(D) Professional Experience

(B) Personal Details

(E) References

(C) Interests

(F) Additional Skills

Curriculum Vitae

1 _____

Sports: Swimming and boxing.

2 _____

2005-2006: Birmingham Chamber of Commerce

Diploma in Public Relations

2002-2005: University of Leeds

BA in Journalism

1995-2002: Fettes College, Edinburgh

3 _____

Peter Brown	Paul Hopkins
Professor of Journalism	Sports Editor
University of London	The Times

4 _____

Name: David Harper
Date of Birth: 5 September 1983
Nationality: British
Address: 62 High Street
Edinburgh BF7 8MP
Scotland

Telephone: 053 749 9306
E-mail: harperdavid@yahoo.com

5 _____

2006 to present: Scottish Wildlife Trust
Department of Public Relations
Responsible for writing articles on all aspects of the Trust's activities and ensuring their distribution to the press. Editor of the Trust's monthly journal.

2004-2005: Shop assistant in the record department of Harris Stores Ltd., Edinburgh.

6 _____

Driver's licence
PC user
Fluent French and Italian

Task 2. Complete the following letter of application to the summer mining school by choosing the more suitable expression A or B from (7-16) given below.

7 _____

8 _____ your advertisement in the Mining of Today for a summer mining school. 9 _____ as I would like to make a career in mining. I am 19 years old and I am a second-year student of the mining faculty. I study mining at the National mining university and 10 _____. I have taken part at different students' scientific conferences held in our region. 11 _____ I have never participated in technological processes of coal winning and I hope this school will give me such an opportunity.

12 _____ the options, 13 _____ giving me some more information about what is included in the course as 14 _____ something new.

15 _____

16 _____

Dmytro Romanenko

(7) A Dear Mr Black

B Dear Course Director

(8) A A friend showed me

B I am writing in response to

(9) A It looks great

B I am interested in applying

(10) A it has always been my
favourite subject

B I think it's great

(11) A One of my regrets is that

B What a pity

(12) A About

B Regarding

(13) A how about

B would you mind

(14) A I would like to learn

B I'm really keen to learn

(15) A I look forward to hearing from
you.

B Please write soon.

(16) A Best wishes,

B Yours sincerely,

Task 3. Read the following passage in which all the sentences in the active voice. Rewrite the passage using the passive phrases.

(17) The aim of the article is to give the reader some information on different types of renewable energy. (18) The article discusses the most important properties of energy. (19) The author starts by telling the readers about different forms of energy, such as light, heat, and electricity, which surrounds us every day. (20) The author stresses that non-renewable energy has limited supply as it does not quickly replace itself. (21) The world's natural gas, crude oil and coal deposits took millions of years to form. (22) There is a high level of power consumption. (23) According to the text the world's energy demands are rising up. (24) Further the author says that by means of renewable energy we become less dependent on the grid. (25) The article gives the reasons why people are interested in using less energy from the grid. (26) Renewable energy, which comes from the natural flow of sunlight, wind, or water around the Earth, quickly replaces itself. (27) The author concludes with the reasons to choose renewable energy.

Indicative Reading

1. Кострицька С.І., Бердник Л.В. Методичні вказівки з написання англomовної кореспонденції. Дніпропетровськ: РВК НГУ, 1999.– 92 с.
2. Тарнопольський О.Б., Кожушко С.П., Рудакова М.В. Writing Academically. A Coursebook for Teaching Academic Writing in English to Students of Linguistic Tertiary Educational Institutions. / Посібник. - К.: Фірма «ІНКOC», 2006. – 228 с.
3. 'Coal Age'.
4. 'Coaltrans'.
5. 'Engineering and Mining Journal'.
6. 'International Mining'.
7. 'Mining Magazine'.
8. 'World Mining Equipment'.

Useful Links:

1. <http://learnenglish.britishcouncil.org/en/professionals-podcasts/advice-writing>)
2. <https://owl.english.purdue.edu>
3. <http://www.letterwritingguide.com/>

Part 2
Self-study Resources

By the end of this module you will be able to:

- communicate effectively in academic and professional writing
- summarise, paraphrase and translate written texts.



Section 1 Effective Writing

By the end of the section you will:

- be aware of what makes an effective writing in English
- be able to identify the target reader and use an appropriate style in writing
- be able to make an outline and order ideas logically
- be able to organise paragraphs and use logical connectors

Tasks to do.

Identifying the target reader and the register

1. How formal your writing needs to be depends on the target reader and the reason for writing. The ‘target reader’ means the intended audience. The basic division is into 2 categories: **formal and personal**. Use the words in the box to complete the table.

friends	the media	classmates	family	organizations
colleagues	companies	penfriends	institutions	firms

Formal	Personal
<i>the media</i>	<i>family</i>

2. Read the following letter and choose the more formal expression in each pair of words or phrases *in italics*.

Dear (1) *Ingrid / Ms Driessen*,

(2) *Thanks very much / Thank you very much* for your invitation. I can give the talk (3) *on the date you suggest / when you would like*. (4) *I would prefer to speak / Could I give it* in the morning as I have another appointment later in the day.

I think I'll be able to give (5) *a great talk / an excellent presentation* as I've spoken on the subject many times recently. You (6) *mentioned / talked about* a fee of \$250 for running the session. (7) *This seems rather low / This doesn't seem much* for a three-hour session. Could you reconsider this?

Could you (8) *let me have / provide me with* Powerpoint equipment for the talk? (9) *One more thing / Finally*, (10) *could you possibly send me / can I have* a few details about the participants?

(11) *I am looking forward to seeing / It will be great to see* you all on 6 July.

(12) *All the best / Yours sincerely*,

Don McGill

3. Find the answers to **2** in **Self-assessment (Self-study Resources)**.

4. Read the situations **(A–C)** given below. Consider the target reader and identify an appropriate register for each of them. Choose one of the situations and fulfil the written task.

A	You have just been given the name of a new penfriend, who lives abroad. Write to him/her, introducing yourself, telling him/her something about yourself, and invite him/her to write back.
----------	---

B	A group of international visitors has just arrived in your home town and the group leader has asked for information on interesting places to visit. Write a report for the group leader, describing the places and giving reasons for your recommendations.
C	Write a letter to your employer, asking for permission to take a day off work in the near future because of an important family occasion.

Reflecting upon the components of writing

5. Look at the following list of criteria by which your piece of writing might be assessed. Think of them as the main components of writing and choose the six most important.

- content: coverage of points required
- range and variety of vocabulary
- range and variety of structure
- accuracy and control of vocabulary
- accuracy and control of structures
- accurate spelling
- accurate punctuation
- organisation and cohesion: paragraphing and links
- appropriateness of register
- appropriate format

6. The National Mining University is going to organise a Forum for students and have a visit from a group of foreign students, none of whom speaks Ukrainian. The authorities have asked the Department of Foreign Languages to produce a series of information sheets. Read the notice below and choose one of the information sheets to write. Use the questions that follow as guidelines for your writing.

WANTED STUDENTS TO PREPARE INFORMATION SHEETS IN ENGLISH

As most of you know, the preparations for Forum for students are in their final stages. However, we still need to produce a number of information sheets. Would any students willing to help in this matter please contact the Organising Committee. The sheets we need are:

- Details about the university, the area, and the activities that are available to the foreign students during their stay
- Directions for how to get from halls of residence to key places on campus (such as the library, computer rooms, etc)
- Directions from the university to key places in the city (e.g. the post office, supermarkets, railway station, etc)

1. What do you have to write?
2. Who are the target readers?
3. What style is appropriate?
4. How will you organise your information?
5. How will you begin your piece of writing?
6. What information will you include in the main body? Suggest suitable topic sentences.



Section 2 Writing Business Letters

By the end of this section you will be able to:

- write a formal letter using appropriate functional phrases

2.1 The Structure of a Business Letter

Tasks to do.

1. Read the structure and details of a business letter and do the tasks given below.

1. The Heading or Letterhead.
2. The Date.
3. The Inside Address.
4. The Opening Salutation.
5. The Main Body.
6. The Complimentary Close or The Closing Salutation.
7. The Signature.
8. The Enclosure.

1.1 The heading provides all necessary information: the name and address of the institution, organisation, firm, etc. or the name, position, title and address of the sender, the telephone numbers and the telegraphic address or any other details that may be required such as reference numbers, codes, etc.

- | | |
|-----------------------|----------------------------------|
| a) Remington Co. Ltd. | b) Smith Construction Company |
| 68 VICTORIA STREET | 719 West 44 th street |
| London E.C.4 | New York, N.Y. 10018 |
| England | U.S.A. |

Telephone: (416) 532-4940

Telex: 061-8943

Fax: 632-0871

1.2 The date is placed under the heading of the sender's address, usually one or two spaces, either in step or block with relation to the sender's address.

12 September, 2007 (in Great Britain)

September 12, 2007 (in the USA)

Prepositions (on, of) and articles are omitted. Many letter-writers abbreviate the date in such manner: 12/9/07. This way of writing the date may lead to a confusion, especially in international correspondence, because the date is read in

the USA 9/12/07 - the month/the day/the year

Great Britain 12/9/97 - the day/the month/the year

1.3 Inside Address (recipient address) contains the name and the address of the institution or individual to whom the letter is directed. The inside address is typed in the left-hand margin, two spaces below the date (or - in social, and informal letters - in the lower left-hand part of the letter sheet two or three spaces below the signature).

a) Messrs. Green & Co., LTD,
57, Mounth Street, London, W. 1, England.

b) Dr. Russel E. Compton
252 West 34th Street,
Toronto, Ontario,
Canada.

1.4 The Opening Salutation

Dear Ms*

Dear Sir/Madam

Dear Miss**,

Dear Mrs***,

Dear Mr. Smith

Dear Mrs. Smith

Dear Miss Smith,

Dear Prof. Smith,

formal (to the governmental
officials)

less formal

* - when the letter writer doesn't know whether the lady is married or not

** - to unmarried woman

*** - to married woman

1.5 The body of the letter is the subject matter. It may consist of only one paragraph or as many as necessary to convey the message. Many paged should be numbered.

1.6 The closing salutation

Yours faithfully,

Yours truly,

Yours very truly,

Very truly yours

formal

Yours sincerely,

Yours very sincerely,

Sincerely yours,

Best wishes,

Regards,

less formal

1.7 The signature. The initials and the surname, the position of the authority, who signed the document, or the name of the sending organisation are placed on the right-hand side of the sheet, 2-4 interlinear intervals below the complimentary close. The name of an organisation shall comply with the name printed in the heading of the form.

Dennis J. Steinberg, Manager,
 L. R. Thompson Manager,
 Export Department.

1.8 The enclosure. If any documents are enclosed with the letter, an adequate information should be typed in the left-hand bottom corner of the form interlinear intervals below the last line of the signature. The notice for presence of an enclosure should contain the title(s) of documents enclosed, and should specify a number of sheets and copies for each document.

Enclosures: 1. Contracts (on 5 sheets in 3 copies)
 2. Cheque.

or

Encl: Bill of...

The Layout of a Business Letter

M A R G I N	1. The Heading 2. The Date 3. The Inside Address 4. The Opening Salutation 5. The Body of the Letter 6. The Closing Salutation 7. The Signature	M A R G I N
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2. Write the following dates at the heading of the letter:

- a) the twenty-third of the November, nineteen ninety-eight
- b) the fifth of July, nineteen fifty –seven
- c) the second of May, nineteen sixty-five
- d) the first of January, eighteen hundred;
- e) the fourth of April, nineteen fifteen;
- f) the thirteen of August, nineteen four (nineteen hundred and four);
- g) the thirteen of June, twenty eleven;
- h) the eleventh of September, twenty hundred;
- i) the twenty-sixth of May, nineteen eighty-seven;
- j) the twenty-second of March, twenty hundred and one.

3. Correct mistakes in the dates written in the headings:

- 1) the 10nd August, 1998;
- 2) on 24th March, 1991;
- 3) 2st April, 2001;
- 4) 15th, September, 1999;
- 5) the 30th July, 1998,
- 6) 31rd of May, 1999;
- 7) June, 1,1997;
- 8) October 17 2001;
- 9) On November 13th,1998;
- 10) 2000, January 16;
- 11) 2001, May the 1st.

4. Compare the given below layouts for formal and informal letters.

	Business Letters	Personal Letters
1.	Style: formal – Dear Sir, (Mr. X)	1. Style: informal – Dear Allan, (Hallo, Alan) Hi, Allan (My dear Alan, etc)
2.	Typed	Handwritten usually
3.	Reader's/receiver's name and address	-
4.	The exact date: January 2, 2008	You don't always write the year in the date
5.	References	-
6.	No contractions	You use contractions: I'm, it's, we've, you'd, etc.
7.	A formal ending: Yours faithfully, Yours sincerely	Informal ending: Love, Best wishes, as always, Keep in touch, Yours as ever, Yours affectionately, etc.
8.	Signature	Only your fist name
9.	Your name and job under signature	-
10.	Your address (more usually, it is now written in the upper left or right corner of the letter).	Not necessary if you write to your friend

2.2 Check Yourself on Writing a Formal Letter

5. Below, you will see eleven common situations that people encounter when they are writing a formal letter. Choose the sentence or phrase (A, B or C) that would be most appropriate in each situation.

1. You are writing a letter to the headteacher of a school or college, but you don't know their name. How do you begin your letter?

A. *Dear headteacher* B. *Dear Sir / Madam* C. *Dear Sir*

2. You have received a letter from the manager of a company which buys computer components from your company, and you are now replying. What do you say?

A. *Thank you for your letter.* B. *Thanks a lot for your letter.*

C. *It was great to hear from you.*

3. You recently stayed in a hotel and were very unhappy with the service you received. You are now writing to the manager. What do you say?

A. *I had a horrible time at your hotel recently.*

B. *I would like to say that I am unhappy about your hotel.*

C. *I would like to complain about the service I received at your hotel recently.*

4. You have sent a letter of application to a college, together with your curriculum vitae which the college requested. What do you say in the letter to explain that your curriculum vitae is attached?

A. *You asked for my curriculum vitae, so here it is.*

B. *As you can see, I've enclosed my curriculum vitae.*

C. *As you requested, I enclose my curriculum vitae.*

5. You have applied for a job, but you would like the company to send you more information. What do you say?

A. *I would be grateful if you would send me more information.*

B. *I want you to send me more information.*

C. *Send me some more information, if you don't mind.*

6. In a letter you have written to a company, you tell them that you expect them to reply. What do you say?

A. Write back to me soon, please.

B. Please drop me a line soon.

C. I look forward to hearing from you soon.

7. In a letter you have written, you want the recipient to do something and are thanking them in advance of their action. What do you say?

A. Thank you for your attention in this matter..

B. Thanks for doing something about it.

C. I am gratified that you will take appropriate action.

8. The company you work for has received an order from another company and you are writing to them to acknowledge the order and let them know when you can deliver. What do you say?

A. About the order you sent on 12 January for....

B. I would like to remind you of the order you sent on 12 January for...

C. I refer to your order of 12 January

9. In a letter, you explain that the recipient can contact you if they want more information. What do you say?

A. Give me a call if you want some more information.

B. If you would like any more information, please do not hesitate to contact me.

C. If you would like any more information, why not get in touch?

10. You began a letter with the recipient's name (e.g., Dear Mr. Perrin). How do you end the letter?

A. Yours faithfully B. Yours sincerely C. Best wishes

11. You did not begin the letter with the recipient's name (see number 1 above). How do you end the letter?

A. Yours faithfully B. Yours sincerely C. Best wishes

6. Look at these sentences and decide if they are true or false.

1. Formal letters are always longer than informal letters.
2. In a formal letter it is acceptable to use colloquial English, slang and idioms.
3. In a formal letter it is acceptable to use contractions (e.g., *I've* instead of *I have*).
4. In a formal letter you should include your name and address at the top of the page.
5. In a formal letter, you should always write the date in full (e.g., 1 April 2000 and not 1/4/00).
6. In a formal letter, you should always put your full name (e.g., James Harcourt and not J. Harcourt) after your signature at the bottom of the letter.
7. Formal letters do not need to be broken into paragraphs. It is acceptable to write them as one continuous paragraph.

7. Find the answers to tasks 5 and 6 in ***Self-assessment (Self-study Resources)***.



Section 3 Writing a Letter of Application

By the end of this section you will:

- have a working knowledge of language structures appropriate to letters of application
- be able to write a letter of application.

Tasks to do.

1. The mine “Krasnoarmeyskaya Zapadnaya No. 1” is advertising for graduates of mining specialisations. Read the advertisement from Unit 2 again.

2. Plan your letter carefully before you start to write.
3. Write the letter of application that you would send to the personnel department of the mine. Use the following *Recommendations* and *Useful Language* while writing your letter of application.

Recommendations

- **DO** say which job you are applying for and where and when you saw it advertised. You can invent a newspaper and date if you need it.
- **DO** organise your application so that you mention each of the areas in the advertisement.
- **DO** relate your skills and personal qualities to the job advertised.
- **DON'T** make mistakes with time expressions and tenses.
- **DON'T** forget to mention why you think you are suitable.
- **DO** say when and how you can be contacted.
- **DO** begin and end your letter as you would other formal letters.
- **DO** use a new paragraph for each main topic.

Useful Language

1. ***I have always been interested in*** (using computer technologies in my work).
2. ***One of the main reasons I am applying for this job is that*** (I want to work for a big company).
3. ***I have a lot of experience of*** (working in teams).
4. ***I am available to start work*** (at any time / from the end of the month).
5. ***Thank you for considering my application.***
6. ***I would be grateful if you would*** (send me further details of the job).
7. ***I can be contacted*** (on 8063 745 82 56) at any time.
8. ***I can be contacted*** (at the above address).
9. ***I look forward to hearing from you soon.***

4. When you have finished, edit your letter and ask a groupmate to check it. Refer back to the points in the **Recommendations**.



Section 4 Writing a CV

By the end of this section you will:

- be aware of the structure of a CV
- be able to plan and write a CV

Tasks to do.

1. You are going to become a mining engineer after graduating from the National Mining University. Think of the skills you need to apply for this job and decide:

- which of them you already have

1. _____
2. _____
3. _____
4. _____
5. _____

- which of them you need to have

2. _____
3. _____
4. _____
5. _____
6. _____

- what you should do to obtain these skills

1. _____
2. _____
3. _____
4. _____
5. _____

2. Search for the corresponding ad in the media. Read it carefully. Underline personal and professional qualities that are necessary for this job.



3. Listen to John Woodrow, a Human Resources professional giving some advice on writing better CVs and decide if the following statements are true or false (*CD track: M4_S2_T3*).

1. Part of John Woodrow's job is deciding which new people his company will employ.
2. Woodrow reads hundreds of CVs every month.
3. His company does not accept CVs.
4. Woodrow's company keeps lists of potential employees on a computer.
5. Woodrow will ignore a CV which is too long.
6. He thinks the first CV he looks at is too short.
7. One problem with the first CV is that it includes irrelevant information.
8. Woodrow suggests that placements are not important when describing your experience.
9. The second CV has too much space on it.
10. The second CV includes information about the languages the person can speak.
11. Woodrow is only interested in people who can speak Spanish.



4. Listen to the audio again and complete the text by writing the missing words into the gaps below (*CD track: M4_S2_T4*).

1. John, _____ about your work.
2. It's good to know what _____ people are out there.
3. What advice _____ give us on writing a CV?
4. Anything longer _____ pages will automatically go into the bin.
5. Make sure it's clearly written and _____ no spelling mistakes in it.
6. We don't need _____ what people look like.
7. We're _____ a couple of CVs now.

Note. You can find the transcript in **Appendix C** and the answers to tasks 3 and 4 in **Self-assessment (Self-study Resources)**.

5. Plan and write your CV using the following headings. You may invent as many details as you wish.

- A Personal Details
- B Professional Experience
- C Professional Qualities
- D Additional Skills and Interests

6. Be ready to exchange the job advertisement and your CV with your groupmate.

7. Talk to your groupmate about his/her:

- chances of getting the job
- strengths
- weaknesses.



Section 5 Writing a Summary

By the end of this section you will:

- be aware of the requirements for writing summaries
- be able to write a summary

Tasks to do.

1. Read a professionally-oriented article either from the Internet or a journal and write a summary of it. Recommended journals are given in Indicative Reading at the end of the Module.
2. Before writing, think of the purpose of a summary. Return to the definition in Unit 5 (***Part 1 In-class Activities***).
3. Read through the requirements for a summary again.
4. Mind the steps for writing a summary.

Linking words

5. Read about linking words (logical connectors) which show the logical relationship of the ideas and improve the flow of the summary.

Linking words are words (like *however, therefore, additionally, thus, and also*) or phrases (like *for example, on the other hand, and in conclusion*) that show a link between a paragraph and the one that precedes it.

You usually put a linking word at the beginning of the paragraph to connect it to the previous one. One very useful way to create a linking sentence is to identify a key word or phrase in the previous sentence and repeat it in your linking sentence. Overuse of linking words and phrases

can, however, make your writing dull instead of interesting, elucidating and creative.

6. Write the summary of the text you have found or use the article given below. Remember to use functional phrases for summarizing and corresponding linking words.

Clean Coal – Meeting the G8 Plan of Action

In July the G8 nations congregated in Gleneagles, Scotland to discuss some of the world's most pressing issues. The World Coal Institute was also there to champion the plan of action on climate change, clean energy and sustainable development

After weeks of anticipation and speculation, the leaders of the G8 nations finally met in Gleneagles at the beginning of July. On the agenda were the key issues of climate change and *alleviating poverty* in Africa. Following two days of talks, the G8 leaders issued the 'Gleneagles Communiqué' including a plan of action on 'Climate Change, Clean Energy & Sustainable Development'.

In this article, the World Coal Institute (WCI) - an international association of coal enterprises - provides an overview of the G8 summit, the main outcomes of relevance to coal, and how the WCI sees a vital role for the coal industry in *meeting* some of the major *challenges* we face in the world today.

ACCESS TO ENERGY - ESSENTIAL TO TACKLING POVERTY

The issue of securing reliable, affordable and widespread access to energy seems to fall off the agenda in discussions on *poverty eradication*. Without affordable and reliable supplies of electricity, it will be impossible for countries in sub-Saharan Africa to develop economically and socially.

Milton Catelin, Chief Executive of the WCI, stated: "Improving access to energy will be essential if we are to have a realistic chance of alleviating global poverty for the 1.6 billion people without electricity worldwide, with the further 2.4 billion relying on primitive biomass fuels." The World Health Organisation has

estimated that smoke from burning solid fuels indoors is responsible for 1.6 million deaths each year in the world's poorest countries.

The contrast between South Africa and the rest of sub-Saharan Africa clearly demonstrates the fundamental difference energy can make. Sub-Saharan Africa – with an average electrification rate of only around 20% – remains shackled with catastrophic poverty, declining birth rates and exponential growth in disease. In comparison, South Africa, with an electrification rate around 70%, has the power to build schools and hospitals, create businesses and employment for its people, trade in the international marketplace and respond aggressively to challenges confronting its people.

South Africa's significant *indigenous coal* supplies have been vital to this electrification programme, accounting for around 90% of the power produced in South Africa.

Coal has a vital role to play in improving access to electricity worldwide. Coal currently supplies 39% of the world's electricity and provides much higher levels in many countries (*see table*). The *availability* of low-cost supplies of coal in both developed and developing countries has been vital to achieving high rates of electrification.

COAL IN ELECTRICITY GENERATION

South Africa	92 %
China	78 %
India	70 %
Kazakhstan	70 %
Indonesia	40 %

Improving access to energy and the availability of large, affordable supplies of coal therefore has an important role to play in economic and social development in developing countries.

G8, TECHNOLOGY AND CLIMATE CHANGE

The second major issue discussed at the summit - and the main focus for discussions on energy - was climate change. The Gleneagles Communiqué stated that "climate change is a serious and long-term challenge that has the potential to affect every part of the globe". *In the run-up to the summit*, the World Coal institute called on the G8 leaders to recognise the vital role played by technology in meeting the challenge of climate change, while allowing the global economic development necessary for poverty eradication. The WCI highlighted that coal has the capacity to be a key part of the solution to the environmental challenges the world faces, while at the same time promoting sustainable development.

TECHNOLOGICAL SOLUTIONS

G8 leaders pledged to promote innovation, energy efficiency, conservation, and regulatory and financing frameworks to accelerate the *deployment* of cleaner technologies, particularly lower-emitting technologies. They also agreed to work with developing countries to increase private investment and accelerate the transfer of cleaner technologies.

The G8 committed itself to work with appropriate partnerships, institutions and initiatives, including the International Energy Agency and the World Bank.

TAKING ACTION

While the 'Climate Change, Clean Energy, and Sustainable Development' action plan set no specific targets and committed no new funding, it outlined actions in a number of key areas.

Transforming the way we use energy – a number of actions for industry were covered, including inviting the IEA to develop its work to *assess efficiency performance* and to identify areas where further analysis of energy efficiency measures by industry could add value. The plan *calls for* the development of partnerships with industry to reduce the GHG emissions intensity of the major industrial sectors and to continue to support the work of the UNFCCC clearing house on technology transfer.

Powering a cleaner future – fossil fuels will continue to be an important part of the global energy mix, and we will need to find ways to manage the associated air pollution and GHG emissions.

The G8 also voiced its support for the development and commercialisation of carbon capture and storage (CCS) technologies.

Financing the transition to cleaner energy – positive investment climates and effective market models are critical to the *uptake* of new technologies and increased access to energy for economic growth. The G8 states that it will provide confidence in the near- and long-term value of investments, so as to reduce emissions of greenhouse gases and pollutants.

Managing the impact of climate change – the G8 reaffirmed the importance of the Intergovernmental Panel on Climate Change (IPCC) and stated that all countries need further access to information and will need to develop their scientific capacity.

(Adapted from the *Mining Magazine*)

Vocabulary notes

alleviate poverty – зменшувати рівень бідності

sustainable development – сталий розвиток

meet challenges – вирішувати складних задач, проблем

poverty eradication – викорінення бідності

estimate – оцінювати

indigenous coal – місцеве вугілля

availability – наявність

in the run-up to the summit – напередодні саміту

deployment – розміщення

assess efficiency performance – оцінювати ефективність

calls for – закликати; вимагати

uptake – розуміння



Section 6 Writing an Abstract

By the end of this section you will be able to:

- write an abstract using appropriate phrases taking into account its functions and characteristics

Tasks to do.

1. Read the article from the *International Mining* and write a short abstract. Remember to use appropriate phrases for writing an abstract.

New technology creates safer and more efficient mines

Communications play the vital role in first response situations, diagnostics, personnel management and more. Having reliable communications technology becomes not a question of possibility but a matter of necessity. The recent developments and improvements in *broadband wireless networks* have allowed for more data to be *transmitted* and *captured* in real-time. Identifying potentially *hazardous conditions* before they occur reduces the amount of overall accidents.

Rajant's InstaMesh technology provides portable wireless *mesh networks* that utilise open standard 802.11 protocols to provide the necessary communication backbone for real-time decision making.

Miners, wireless phones, wireless cameras, *haul trucks*, shovels, loaders and other equipment move around in normal operation without *lag* in communications.

In the case of a mine disaster, first responders can communicate with each other using the existing network or can very quickly extend the existing network to cover additional resources or physical areas.

With a wireless network covering the entire mine, cameras can be placed at critical intersections to monitor movement thus avoiding potential collisions, overloads or malfunctions. Sensors can not only warn nearby personnel of hazardous

conditions but can also send information over the network to dispatch operators. \cameras placed in the front and rear of haul trucks can identify obstacles that might cause tire damage while sensors placed on-board can monitor diagnostics such as the pressure, oil and engine temperature, tachometer, fuel, payload and GPS co-ordinates.

The Rajant network allows the mine operator to maximise mine excavation uptime, efficiently monitor vehicle maintenance conditions and synchronise the movement of vehicle activities throughout the mine.

Additionally, the InstaMesh technology allows operators to easily manage the complexity of a densely populated mesh network. Rajant Corporation is the trusted source for this mine's 24 hour, seven days a week operational network.

(Adapted from the *International Mining*)

If you wish to learn more about the InstaMesh technology, visit www.rajant.com.

Vocabulary notes

broadband wireless networks – широкопосмугова бездротова мережа

transmit – передавати (дані)

capture – збирати (дані)

hazardous conditions – шкідливі умови (праці)

mesh networks – сітчаста мережа

haul truck – шахтовий самоскид

lag – відставати; запізнюватися

Self-evaluation

2. Having written the abstract, check whether it:

- performs the functions
- has necessary textual and linguistic characteristics.



Section 7 Mediation

By the end of this section you will be able to:

- get a general understanding of a text
- locate relevant details by scanning through a text
- identify the passages challenging for translation
- identify the topic sentences
- paraphrase the given information
- summarise the main message of the text
- deal with unfamiliar words
- interpret the content of a text

7.1 Getting Involved with the Text

Tasks to do.

- 1 a) Look at the title of the article and sub-headings given below. What are you going to read about?
- b) To get a general understanding of the article, read through it quickly, focusing on the main ideas. Choose a suitable sub-heading from the list **(A-C)** for each of the parts **(1-3)** of the article. Identify the key words in the headings and underline the phrases in the text that express the same ideas.

A	Steps for promoting mine safety
B	What happened at Crandall Canyon?
C	Mine safety and emergency response

MAKING MINES SAFE

Safety in the coal mining industry has recently moved up the political agenda in both the Western and Asian markets. An in-depth look at the Crandall Canyon disaster assesses what lessons have been learnt and how mine safety is to continue improving.

Crandall Canyon, of Emery County, Utah, will long be remembered as the site of one of the worst mining disasters of recent years to take place in the US.

"Crandall Canyon raised serious questions about the safety of coal mining in the US."

The collapse of the mine back in August 2007 sent shockwaves through the mining community. The events that unfolded over the following days – including the death of the six miners trapped underground and three rescue workers tasked with saving them – dominated US headlines for months.

More pertinent to the mining industry, Crandall Canyon raised serious questions about the safety of coal mining operations in the US and the rigour of its regulatory bodies.

1	
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On 6 August 2007, a 'mine bump' took place that registered 3.9 on the Richter scale. This bump – more accurately described as a catastrophic structural failure – collapsed the mine's Main West chamber, trapping six miners more than 1,500ft underground. So intense was the bump that it knocked out ventilation stoppers over a mile away from the accident site.

Disaster response teams were dispatched to Crandall Canyon mine immediately, but initial attempts to rescue the trapped miners were slow as rescue teams set about clearing a pathway. Having breached the Number 1 seal in Main West, they came up against a massive coal blockage – which estimates put at taking between two and six weeks to clear.

On 9 August it was decided to sink a number of bore holes, in order to more accurately establish the position of the men by analysing air samples and sending down microphones. Over the next few days further bore holes were drilled, as underground rescue teams continued to make their way through the rubble.

Tragically, on 16 August, the mine collapsed again, this time killing three rescue workers and injuring six others. As a result all further attempts at rescue were abandoned.

In the aftermath of the collapse, a number of reviews were implemented to get to the bottom of what actually happened.

"In 2006, US mine safety regulators failed to conduct inspections required by federal law at more than one in seven of the country's 731 underground coal mines."

The Mine Safety and Health Administration – MSHA, the state body that regulates the mining industry in the US – initiated its own investigation and committees in both houses of Congress continue to review events.

Additionally, the Utah Mine Safety Commission was set up with the remit to examine the role of the state in coal mine safety. Reporting in January 2008, it overwhelmingly concluded that there was much more that could be done. Increased state safety oversight, more effective use of technology and clear lines of command when it came to emergency response were just some of the bases touched by the report.

Commenting, Commission Chairman Scott Matheson said: "We have learned in this process that the state of Utah does about as little as any other state to promote mine safety." Damning, yes, but not entirely surprising.

In 2006, US mine safety regulators failed to conduct inspections required by federal law at more than one in seven of the country's 731 underground coal mines.

That same year the number of deaths in US coal mines was 47, double the number in 2005. Before Crandall there were the Sago, Aracoma and Darby disasters. With each case, the considerable media fallout pointed the finger at the HMSA. Accusations of mismanagement and lack of funding have been laid squarely at the feet of the HMSA and national government.

More recently, steps have been taken to increase mine safety. The MINER Act, introduced following the Sago disaster in 2006, largely focused on the development of enhanced communication technologies to improve post-accident communications. These included the use of wireless systems and electronic tracking.

"A principle worry remains for some that as the demand for coal rises, infrastructure and maintenance is being left behind."

It also focused on the modernisation of emergency response plans, requiring every mine to continuously develop their written contingency plans.

A principle worry remains for some that as the demand for coal rises, infrastructure and maintenance is being left behind. The events of Crandall Canyon brought into sharp relief once again the need for rigorous regulation and management to ensure that safety legislation is adhered to.

According to some commentators, the necessary rules and regulations – such as the MINER Act and recent amendments made to it – are in place, but the political will is still playing catch up. Unfortunately for the people that died, Crandall Canyon got caught in that crossfire.

Accessed on the site www.mining-technology.com/.../feature1640/

2. Read the introduction and the first part of the article carefully. Put the events at Crandall Canyon in appropriate order.

	It was decided to sink a number of bore holes
	All further attempts at rescue were abandoned
1	A 'mine bump' took place that registered 3.9 on the Richter scale
	Three rescue workers were killed and six others were injured
	Six miners were trapped more than 1,500ft underground
	Disaster response teams were dispatched to Crandall Canyon
	They came up against a massive coal blockage
	The mine collapsed again

3. The article mentions three stages in making mines safe: information of what happened, response to the events, and measures taken to increase mine safety. Read the text again and complete the worksheet below.

WORKSHEET 4.1

What happened		
1	<i>mine bump</i>	
Response to the events		
5	<i>reviews were implemented</i>	
Measures taken to increase mine safety		
9	<i>development of enhanced communication technologies</i>	

4. Study the information from the worksheet above. Write the descriptions of each of the stages on the right and render them into your native language.

7.2 Vocabulary Practice

Tasks to do.

1. Look at the headline of the article on the opposite page and predict which of the following words you will come across.

crystallization climate requirements treatment cost-effectiveness
 sea quality evaporation by-product control recover environment

2. Match six of the words in 1 with these definitions.

1. a product that is made as a result of making another product
2. a high standard
3. the natural world, including the land, water air, plants, and animals, especially considered as something that is affected by human activity
4. a process of changing into gas or steam
5. something that a rule, law, contract etc states you must do
6. the most profit or advantage in exchange for the amount of money that is spent

3. Read the introduction of the article and answer the questions.

- What does Veolia Water Solutions & Technologies specialize in?
- What process equipment do they provide for the mining industry?
- What do they focus on in designing their products?

Veolia Water Solutions - Water Processing for the Mining Industry

Veolia Water Solutions & Technologies specializes in potable water, process water and wastewater treatment solutions for all types of mining sites. We provide specialized water systems, thanks to our understanding of the unique requirements of mine operations and associated processes. Our products, designed specifically for the mining industry, include HPD evaporation and crystallization systems, HPD specialty metal crystallization systems and tailor-made water management systems for mines and mineral processors. We can propose you with tailor-made and cost-effective water management systems, focusing on technical performance, compliance with process and environment requirements and long-term cost effectiveness, in order to fulfill the most demanding reliability and quality requirements essential to the mining industry.

Water management systems for mines and mineral processors

Mines and mineral processors need to operate efficiently and maintain continuity in the manufacturing process. Operators look to ensure quantity and/or quality of water resources while at the same time controlling the environmental impact of their activities.

John Meunier designs tailor-made water management systems focused on technical performance, compliance with process and environmental requirements and long-term cost-effectiveness:

- Physico-chemical treatment of raw water, production of process water and treatment of tailings water and ARD using high-rate clarification systems such as Actiflo™ manufactured as a portable packaged plant design or as an engineered, concrete plant
- Biological applications to treat mine effluent
- Treatment of effluent containing TSS, colour, arsenic, nickel, copper, iron, manganese, ammonia, selenium, O&G and hydrocarbons
- Management of sludge ranging from the optimization of water treatment plants through to sludge thickening, dewatering and disposal
- Treatment of smoke and dust from smelting furnaces
- Pilot plants for clarification, thickening and biological applications

Evaporation, concentration and crystallization from metal applications

HPD evaporation and crystallization systems are a critical process component in solution mining production, by-product recovery and internal process water management within the metals processing industry

HPD crystallization systems are used to recover a majority of the domestic production of detergent grade sodium sulfate from such processes as battery recycling, chrome production and rayon manufacturing

With innovative technologies and mining expertise our business units in North America, South America and Australia deliver solutions to meet the unique needs of each customer.

Accessed on the site <http://www.veoliawaterst.com/>

4. Match the words in the box to form word combinations, find them in the text and then translate the sentences they are used in into Ukrainian.

1	innovative	A	requirements
2	wastewater	B	management
3	water	C	recovery
4	environmental	D	crystallization
5	by-product	E	treatment
6	metal	F	technologies

5. Look through the text that follows, ignoring the gaps, to get a general idea. Read through the text again, use the words in the box given below the text to form words that fit in the same numbered spaces in the text.

MINING METHODS

In the Ruhr coalfield, mine **1) *development*** has taken place northwards with new shafts for **2)**..... and handling men and materials being sunk progressively further north. The depth of working has also increased with time, giving a current average **3)**..... depth of 920m.

All of DSK's **4)**..... are based around longwall mining, using both shearers and ploughs for production. Most mines operate in several seams, with each unit operating several faces. A total of 43 faces was operated in 1999. An **5)**.....number of longwalls are controlled **6)**..... from surface, high levels of **7)**.....allowing saleable output of up to 20,000t/d per face.

Longwall faces of up to 400m are now in service, the longest in the world having been installed at the Freidrich-Rheinland mine in 1997. Seams worked range in **8)**.....from 1.0 to 4.8m, with ploughs being used in the thinner seams and shearers in thicker **9)**.....

1	develop	4	operate	7	automate
2	ventilation	5	increase	8	thick
3	produce	6	remote	9	apply

6. Do the Internet research. Find the information on one of the following topics:

- Ventilation in mines
- Automation in mines
- Innovations in mining
- Environmental issues in mining

7. Read through the texts you've found, choose the paragraphs or separate sentences which, in your opinion, convey the most significant information and translate them into your native language.

Section 8 Grammar Reviewing and Practising

Unit 4 Writing a CV



Articles with Proper Nouns

Refresh Your Memory: we do not normally use ‘the’ with names of places.

Guidelines for **the** with Place Names

Place names	the	0 (zero form)
Continents but when the word <i>continent</i> is included	 the African continent, the continent of North America	Africa, Antarctica, Asia, Australia, Europe
Seas	the Black Sea, the Mediterranean (Sea)	
Oceans	the Arctic Ocean, the Atlantic (Ocean), the Indian Ocean, the Pacific (Ocean)	
Rivers	the Dnieper (River), the Mississippi	
Canals	the Erie Canal, the English Channel, the Suez Canal	
Gulfs	the Gulf of Mexico, the Persian Gulf	 <i>Exceptions:</i> Davao Gulf, Lingayen Gulf, Moro Gulf

Bays	<i>Exceptions:</i> the Bay of Bengal, the Bay of Biscay	Baffin Bay, Hudson Bay
Lakes	the Baikal, the Great Salt Lake, the Great Lakes	Lake Ladoga, Lake Geneva, Lake Erie
Waterfalls		Niagara Falls, Victoria Falls
Islands Single Islands Groups of Islands	<i>Exceptions:</i> the Island of Crete, the Isle of Capri, the Isle of Man the British Isles, the Hawaiian Islands	Great Britain, Cuba
Mountains Individual Mountains and Mountain Peaks		Mt. Kilimanjaro, (Mt.) Elbrus, (Mt.) Everest
Mountain Ranges	the Alps, the Andes	
Deserts	the Sahara Desert	
Countries	<i>Exceptions:</i> the Netherlands, the Philippines, the United Kingdom, the United States	France, Canada, Denmark
States of the US		Colorado, Ohio, Vermont
Cities	<i>Exceptions:</i> the Hague, the Bronx <i>Note also:</i> the City of New York, the City of Tokyo, etc.	London, Washington, Paris

Streets and Squares		Fifth Avenue, Main Street, Trafalgar Square
	<i>Exceptions:</i> the High Street, the Strand, the Champs Elysees	
Public Buildings and Monuments	the Metropolitan Museum, the Statue of Liberty, the Capitol, the White House	<i>Exceptions:</i> Buckingham Palace, Carnegie Hall
Universities, Colleges, Institutes		When the identifying name precedes the word <i>university</i> or <i>college</i> : New York University, Michigan State College
	When the name includes <i>college of (university of,</i> <i>institute of)</i> : The Massachusetts Institute of Technology <i>Exceptions:</i> The Ohio State University	

Demonstration Sentences:

1. The Atlantic Ocean lies to the West of Europe.
2. The city of Plovdiv is in Bulgaria.
3. The Apennines are in Italy.
4. The Hague is in the Netherlands.
5. York is a beautiful old city on the Ouse River.



Mini - Test

Test yourself by a sample.

Part A: Sentence Completion

Choose the correct answer.

_____ Hague is in the Netherlands.

- (A) **the**
- (B) **a**
- (C) **0**
- (D) both **a** and **the** are possible

Explanatory answer: (A). We do not use any article with the names of cities, but *the Hague* is an exception.

Part B: Error Identification

Choose the incorrect word or phrase and correct it.

Although Ukraine is a vast country, the wishes of most visitors would be met by

- (A) (B) (C)

planning a trip around Dnieper River.

- (D)

Explanatory answer: (D). The Dnieper River. We use **the** with the names of rivers.

Practice Exercise

Exercise 1. Some sentences are correct, but some need **the** (*perhaps more than once*). Correct the sentences where necessary.

1. Africa is much larger than Europe.
2. Last year I visited Mexico and United States.
3. Chicago is on Lake Michigan.
4. The highest mountain in Africa is Kilimanjaro.
5. Next year we are going skiing in Swiss Alps.

6. United Kingdom consists of Great Britain and Northern Ireland.
7. Seychelles are a group of islands in Indian Ocean.

Unit 6 Writing an Abstract



The Passive Voice

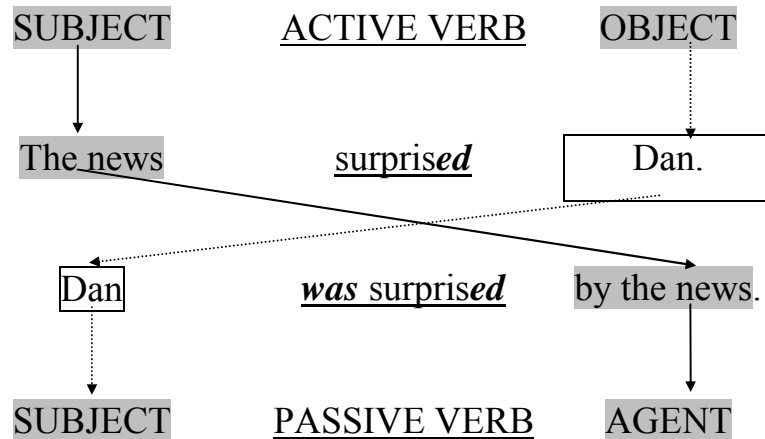
Refresh Your Memory: Remember the difference between the Active Voice and the Passive Voice.

The **Active Voice** shows that *the person* or *thing* denoted by the subject of the sentence *is the agent* (the doer) *of the action* expressed by the predicate verb. The **Passive Voice** serves to show that *the person* or thing denoted by the subject of the sentence *is not the agent* (the doer) of the action expressed by the predicate verb but is the object of this action.

The Passive Voice is formed by means of the auxiliary verb *to be* in the required form and Past Participle of the notional verb. For the irregular verbs consult the dictionary.

Compare:

Tense	Active	Passive (to be + Ved)
Simple Present	He helps me.	I am helped by him.
Simple Past	We helped him.	He was helped by us.
Future Indefinite	He will help her.	She will be helped by him.
Present Progressive	They are helping us.	We are being helped by them.
Past Progressive	She was helping them.	They were being helped by her.
Present Perfect	You have helped me.	I have been helped by you.
Past Perfect	I had helped him.	He had been helped by me.
Future Perfect	They will have helped you.	You will have been helped by them.



The prepositional passive construction is regularly found with a limited number of verbs. The most commonly used are:

- | | |
|--------------------------|---------------------|
| to account for | to listen (to) |
| to agree upon | to look at |
| to arrive at | to look after |
| to call for | to refer to |
| to depend on (upon) | to rely on |
| to insist on (upon) | to speak about (of) |
| to talk about (to, over) | to send for, etc. |

The paper is often referred to.

Demonstration Sentences:

1. Coal is usually used as fuel.
2. Roof supports are used to keep the working safe.
3. Measures are taken to avoid the error.
4. Difficult problems will be treated in more detail.
5. A new instrument has been put into laboratory practice.
6. Much attention is now being given to the development of better research techniques.
7. These conclusions were arrived at independently.



Mini - Test

Test yourself by a sample.

Part A: Sentence Completion

Choose the correct answer.

Usually outstanding scientists _____ to give review papers.

- (A) are being invited
- (B) are invited
- (C) invited
- (D) were being invited

Explanatory answer : (B). It should be *are invited*. The form of the Simple Present Passive Voice is used for usual activities. The rest of the forms are ungrammatical.

Part B: Error Identification

Choose the incorrect word or phrase and correct it.

The electrons were pictured as very small charged bodies, which generated
(A) (B) (C)
the field in free space and conversely was acted upon by forces due to the field.
(D)

Explanatory answer: (D). It should be *were acted upon*. The plural form of the verb *to be* is used for the plural subject *the electrons*.

Practice Exercises

Exercise 1. Change the following sentences into the Passive Voice. Leave out the doer of the action.

1. The scientists sent the article to the scientific journal.
2. They usually finish the work in time.
3. They will finish the experiment in three hours.
4. They will describe the experiment in their next paper.

5. The researchers spend much time on experimenting.
6. They will meet him at the laboratory.
7. They published this book abroad.
8. They publish many interesting articles in this journal.
9. People observe tiny objects with the help of microscopes.
10. My assistant and I analyse the samples in the laboratory.
11. We regularly keep a record of the experiments.

Exercise 2. Change the following sentences into the Passive Voice. Use the indirect object as the subject of the passive sentence. Don't mention the doer of the action.

1. They showed us some new devices.
2. They gave him a week to complete the experiment.
3. He told me the news yesterday.
4. He told me some new facts about his investigation.
5. The supervisor helps the graduate student in many ways.



Section 9 Self-assessment

By the end of this section you will be able to:

- understand assessment requirements
- understand marking criteria used for tests and assignments
- read and understand rubrics for tests, etc.
- self-assess appropriately

Answer Keys to Part 1 In-class Activities Unit Tasks

Unit 1

5: 1 – D; 2 – C; 3 – F; 4 – H; 5 – G; 6 – I; 7 – J; 8 – B; 9 – A; 10 – E

7: 1 – B; 2 – C; 3 – D; 4 – A; 5; – E

12: 1 – c; 2 – f; 3 – g; 4 – a; 5 – i; 6 – h; 7 – j; 8 – d; 9 – b; 10 – e

Unit 3

1: curriculum vitae; first; written.

4: 1 – D; 2 – B; 3 – C; 4 – A

Unit 5

6: 1 – b; 2 – b; 3 – a; 4 – a; 5 – b; 6 – b, c

8: 1 – E; 2 – H; 3 – B; 4 – G; 5 – F; 6 – A; 7 – D; 8 – C

Unit 7

4: 1 – E; 2 – F; 3 – A; 4 – B; 5 – C; 6 – D

13: 1 – D; 2 – B; 3 – E; 4 – C; 5 – A

Answer Keys to Part 2 Self-study Resources Tasks

Section 1 Effective Writing

Task 2

1 – *Ms Driessen*, 2 – *Thank you very much*, 3 – *on the date you suggest*,
4 – *I would prefer to speak*, 5 – *an excellent presentation*, 6 – *mentioned*,
7 – *This seems rather low*, 8 – *provide me with*, 9 – *Finally*, 10 – *could you possibly send me*, 11 – *I am looking forward to seeing*, 12 – *Yours sincerely*.

Section 2 Writing Business Letters

2.2 Check Yourself on Writing a Formal Letter

Task 5

1– B (the most acceptable beginning in British formal letters), 2 – A,
3 – C (*I would like to...* is a common way of beginning a letter in many situations, e.g., complaining, applying for a job, asking for information. It is also possible to say *I am writing to...*), 4 – C, 5 – A, 6 – C, 7– A (we can also say *Thank you for your attention to this matter*), 8 – C (we can also use *I refer to letters and phone calls you have received: I refer to your call of 12 March*), 9 – B, 10 – B (*Best wishes* is used with more informal letters), 11– A.

Task 6

1 – False (Formal letters should be as brief and to the point as possible),
2 – False, 3 – False, 4 – False (It is not necessary to include your name),
5 – True (In some countries, writing abbreviated dates could be confusing.
In Britain, 1/4/00 is the 1 April. In the USA it is the 4 January), 6 – True,
7 – False (A letter which is not broken into paragraphs can be difficult and
confusing to read. You should have at least three paragraphs: Paragraph 1:
explaining why you are writing. Paragraph 2+: details. Final paragraph: action
to be taken - e.g., 'I look forward to hearing from you soon').

Section 4 Writing a CV

Task 3

1 – True, 2 – False, 3 – False, 4 – True, 5 – True, 6 – False, 7 – True,
8 – False, 9 – False, 10 – True, 11 – False

Task 4

1 – tell us, 2 – kind of, 3 – can you, 4 – than three, 5 – that there are, 6 – to
know, 7 – going to look at

Section 7 Mediation

7.2 Vocabulary Practice

Task 4

1 – F; 2 – E; 3 – B; 4 – A; 5 – C; 6 – D

Task 5

2 – ventilation, 3 – production, 4 – operations, 5 – increasing, 6 – remotely,
7 – automation, 8 – thickness, 9 – applications

Answer Keys to the Module Test

Check yourself using the correct answers given below. Read the explanation,
when necessary.

Task 1

1 – 4B; 2 – 2A; 3 – 5D; 4 – 6F; 5 – 1C; 6 – 3E

Task 2

7 – A; 8 – B; 9 – B; 10 – A; 11 – A; 12 – B; 13 – B; 14 – A; 15 – A;

16 – B

Task 3

17. The overview of different types of renewable energy **is given**.

18. The most important properties of energy **are discussed**.

19. Different forms of energy **are analysed**.

20. **It is stressed** that non-renewable energy has limited supply as it does not quickly replace itself.

21. **It is shown** that the world's natural gas, crude oil and coal deposits took millions of years to form.

22. **Attention is given to** the fact that the world's energy demands are rising up.

23. **It is pointed out** that by means of renewable energy we become less dependent on the grid.

24. The reasons why people are interested in using less energy from the grid **are given**.

25. **Data is given about** the fact that renewable energy, which comes from the natural flow of sunlight, wind, or water around the Earth, quickly replaces itself.

26. **Conclusions are drawn about** the reasons to choose renewable energy.

Other phrases can also be used. The main thing is to use passive constructions.

Answer Keys to Grammar Reviewing and Practising

Unit 4 Writing a CV

Articles with Proper Nouns

Exercise 1.

1. Africa is much larger than Europe. 2. Last year I visited Mexico and **the** United States. 3. Chicago is on Lake Michigan. 4. The highest mountain in Africa is

Kilimanjaro. 5. Next year we are going skiing in **the** Swiss Alps. 6. **The** United Kingdom consists of Great Britain and Northern Ireland. 7. **The** Seychelles are a group of islands in **the** Indian Ocean.

Unit 6 Writing an Abstract

The Passive Voice

Exercise 1.

1. The article was sent to the scientific journal. 2. The work is usually finished in time. 3. The experiment will be finished in three hours. 4. The experiment will be described in their next paper. 5. Much time is spent on experimenting. 6. He will be met at the laboratory. 7. The book was published abroad. 8. Many interesting articles are published in this journal. 9. Tiny objects are observed with the help of microscopes. 10. The samples are analysed in the laboratory. 11. A record of the experiments is kept regularly.

Exercise 2.

1. We were shown some new devices. 2. He was given a week to complete the experiment. 3. I was told the news yesterday. 4. I was told some new facts about his investigation. 5. The graduate student is helped in many ways.

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Appendix A: Types of Business Letters

A letter of enquiry	– запит
A Memo (random) (pl. Memos)	– пам'ятна записка
A transmittal	– супроводжувальна записка
A letter of complaint	– рекламація
A sales letter	– реклама
An order	– замовлення
An invoice	– рахунок-фактура
A statement/collection letter	– інкасове доручення
A letter of introduction	– рекомендаційний лист
A letter of application	– заява
An invitation	– запрошення
A letter of congratulation	– поздоровлення
A testimonial	– характеристика (письмова), рекомендаційний лист
A claims letter	– скарга
A letter of condolence	– співчуття

Appendix B: Samples of Business Letters

Requests

Dear Sirs,

Thank you for Your offer of 9 January for a hardening furnace. We are favorably impressed by the quality of your furnaces, but feel that the price is rather high. The prices quoted by other suppliers are, on average, 10% lower. However, in view of the high quality of your furnaces, we are ready to make a

deal with you if you re-examine your prices. If you reduce your price by 5%, we shall place an order for some 10.000 hardening furnaces. We trust that in view of the size of the order you will see your way to making this concession.

Yours faithfully,

Paul T. Hinge

Dear Mr. Collins,

I shall be arriving in London on Wednesday 14th, and would be grateful if you could book accommodation at the Grand Hotel. Could you also reserve return tickets for me for Tuesday 20th?

I would appreciate if you could arrange for a visit to the Opera House.

Would it be also possible to include a visit to the Tate Gallery into our itinerary?

Your cooperation would be most appreciated.

Sincerely Yours,

Norman Gatsby

A Letter of Enquiry

Dear Sirs,

We have seen your advertisement in "The Metal Worker" and are interested in aluminum screws and fitting of all kinds.

Please quote us for the supply of the items listed on the enclosed enquiry form, giving your prices c.i.f. Odessa. Will you please also state your earliest delivery date, your terms of payment, and discounts for regular purchases and large orders? Perhaps you would also send us your catalogue and details of your specifications.

We look forward to receiving your quotation.

Yours faithfully,

Booking Tickets and Hotels

Dear Sir,

We should be obliged if you would kindly confirm the date and time of your arrival in London next week, and state whether you would like us look hotel accommodation.

We look forward to your reply.

Yours faithfully,

A Letter of Invitation

Dear Ms. Collins,

The Organizing Committee officially invites you to participate in the work of the seminar to be held from 10th to 12th November this year.

We would very much appreciate an early reply to this invitation and hope we shall have the pleasure of seeing you here.

We should be very grateful to you if you would let us know of the date of your arrival.

Yours truly,

S. Johns

A Letter of Congratulation

Dear Mr. Chapman,

I wish to congratulate you on the success of the V International Mining Congress and I hope that the next Congress will be as fruitful and interesting as this one.

With best regards,

Olexandr P. Rozov

Dear Mr. Robinson,

On behalf of the National Environmental Committee and myself I have the pleasure of extending to you our sincere congratulations on the occasion of your national holiday and wish you great success and fruitful work in developing all branches of sciences.

Yours sincerely,

Henry Reese

A Letter of Complaint

Dear Sir or Madam,

I really need your help with this.

Your engineer (name if appropriate) called for the third time in the past ten days to repair our machine at the above address, and I am still without a working machine.

He was unable to carry out the repair once more because the spare part was again not compatible. (I attach copies of the service visit reports.)

Your engineers have been excellent as always, but without the correct parts they can't do the job required.

Can I ask that you look into this to ensure that the next service visit, arranged for (date), resolves the matter.

Please telephone me to let me know how you'd like to deal with this.

When the matter is resolved I'd be grateful for a suitable refund of some of my service contract costs.

I greatly appreciate your help.

Yours sincerely,

signature

J Smith (Mrs)

Enc.

A Memo Letter

To: Katherine Chu, Regional Manager
From: Stephen Yu, Sales
Date: 8 January 2014
Subject: Notification of My Resignation

I am writing to inform you of my intention to resign from G & S Holdings.

I have appreciated very much my four years working for the company. The training has been excellent and I have gained valuable experience working within an efficient and professional team environment. In particular, I have appreciated your personal guidance during these first years of my career.

I feel now that it is time to further develop my knowledge and skills base in a different environment.

I would like to leave, if possible, in a month's time on Saturday, 8 February. This will allow me to complete my current workload. I hope that this suggested arrangement is acceptable to the company.

Once again, thank you for your support.

Appendix C: Transcript: Writing a CV

Interviewer: Learn English Professionals is talking to John Woodrow, who works in the Human Resources department of a large UK-based company. John, tell us about your work...

John: I work on recruitment, especially – so I'm the person who reads the hundreds of CVs we get sent each year!

Interviewer: Do you accept CVs as part of your recruitment process?

John: When we advertise for a particular post, we send out our own application form, which is tailored to our company, and we can use it to make sure we find exactly what we're looking for...

Interviewer: So a CV is useless?

John: No! Not at all – we're happy to accept CVs from people even when we're not recruiting. That way we can build up a database of possible candidates, and as our company is always changing – we're very flexible in our needs right now (laughs) – it's good to know what kind of people are out there. We do keep everything on file, and will get back to people who look promising.

Interviewer: So we should be sending you our CVs?

John: Yes, absolutely, yes!

Interviewer: What advice can you give us on writing a CV?

John: Keep it short, keep it simple, keep it relevant. Anything longer than three pages will automatically go into the bin. Just tell us what we need to know. Make sure it's clearly written – and that there are no spelling mistakes on it! And no fancy fonts...or photographs. We don't need to know what people look like, just what they've done, and what they're capable of...

Interviewer: So we're going to look at a couple of CVs now...

John: Yes – these are a couple that arrived just this morning, so let's take a look...(sound of paper unfolding)...ok, I can see straight away that we have a good one and a bad one here...

Interviewer: (laughs) How can you tell so soon?

John: Well, as I just said, this one here is...how many...one, two, three, four pages long, it's written in tiny type, I can hardly read it...and, wait, yes, there's a photograph attached to the front!

Interviewer: Too much information?

John: Yes...just leafing through it, I can see he's written about where he went to primary school – that's just not relevant...

Interviewer: What kind of educational background should be included?

John: Perhaps your high school, but it's mostly further education we're interested in,

university or college, then any professional qualifications you may have, as well as work experience of course...

Interviewer: That's important?

John: Oh yes – placements or internships all count!

Interviewer: What about personal information?

John: A bit is necessary...but look, this guy has written he was a member of the stamp collecting society in secondary school...! Not interested...

Interviewer: What about the other CV?

John: Ok, again, I can see right away this looks more promising...only two and a half pages,

lots of space on the page, easy to read, well-organised. Hmm, a couple of impressive looking references, that's good. And, yes, they've included language skills – very important...

Interviewer: What languages are you looking for?

John: Well, English, obviously – as we're a UK-based company and English is still the language of global business, and then, well, anything really – Spanish is useful, Russian, Mandarin Chinese too...

Interviewer: Ok, we'll get studying! Thanks John!

(From <http://learnenglish.britishcouncil.org/en/professionals-podcasts/advice-writing-cvs>)

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Навчальне видання

Кострицька Світлана Іванівна

Зуєнок Ірина Іванівна

Швець Олена Дмитрівна

Поперечна Неллі Василівна

**Англійська мова
для навчання і роботи**

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