

*МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ*  
Національний авіаційний університет

О. М. Акмалдінова, О. О. Письменна, Л. В. Кучерява,  
І. С. Козелецька,

# PROFESSIONAL ENGLISH FOR MASTERS OF SCIENCE

Практикум

Kyiv  
National Aviation University  
2015

Рецензент: *Сидоренко С.І.* – канд. філол. наук, доц. (Національний авіаційний університет);

*Затверджено методично-редакційною радою Національного авіаційного університету (протокол № від 2015 р.).*

**Акмалдінова О. М.**

А Professional English for Masters of Science: практикум. / О. М. Акмалдінова, О. О. Письменна, Л. В. Кучерява, І.С. Козелецька. – К. : «НАУ», 2015. – 96 с.

Практикум містить теоретичний матеріал, навчальні тексти, діалоги, вокабуляр базової термінології з перекладом українською мовою, комплекс передтекстових та післятекстових лексико-граматичних вправ, комунікативні завдання.

Для студентів економічних та транспортних спеціальностей, аспірантів, наукових працівників, викладачів фахової англійської мови.

## CONTENTS

### ПЕРЕДМОВА

#### UNIT I. PECULIARITIES OF ENGLISH SCIENTIFIC AND TECHNICAL TEXTS

Text 1. Scientific text lexis

Text 2. Scientific and technical text logical structure

#### UNIT II. WORK WITH SCIENTIFIC ARTICLE

Text 1. Précis and annotation as secondary scientific texts

Text 2. Text abstracting

Text 3. Annotation

#### UNIT III. LANGUAGE OF SCIENTIFIC REPORTS, SUMMARIES, REVIEWS

#### UNIT IV. PARTICIPATION IN CONFERENCES, MEETINGS, SESSIONS

#### UNIT V. DEVELOPING COMMUNICATIVE SKILLS ON GENERAL SCIENTIFIC PROBLEMS

#### SUPPLEMENTARY READING

#### LITERATURE

## ПЕРЕДМОВА

Мова науки і техніки – це мова наукових і технічних книг, статей, оглядів, рефератів, технічних ділових документів, спеціальних класифікаторів, рубрикаторів тощо. В усній формі вона використовується в диспутах, нарадах, бесідах з наукової тематики.

Людині з технічною освітою сьогодні, як ніколи, необхідно вміти читати та аналізувати наукові роботи іноземною мовою, підготувати анотацію статті з науково-технічної тематики, написати реферат, повідомлення, доповідь на науково-технічну конференцію, вести науково-ділове листування.

Для роботи з іншомовною фаховою літературою, оброблення текстів та одержання інформації необхідна наявність розвинутих і доведених до автоматизму умінь та навичок, таких як: а) уміння знаходити значення іноземного слова у словнику, що передбачає уміння орієнтуватися в різноманітних загальних та спеціальних словниках, а також уміння відновити початкову форму слова, знайти її у словнику та вибрати основне значення з опорою на контекст; б) уміння розпізнавати граматичні явища в тексті, визначати їх функцію, трансформувати одну граматичну конструкцію в іншу; в) уміння зрозуміти загальну ідею тексту, спираючись на назву, ключові слова; г) уміння скласти план тексту, передати його зміст за планом; д) уміння письмово фіксувати навчальний матеріал з різних джерел (робити виписки, складати конспект, тези, анотацію, реферат). Крім того, необхідно вміти орієнтуватися в методичному апараті підручників іноземною мовою, їх структурі; правильно виконувати інструкції до навчальних завдань, орієнтуватися в таблицях, схемах іноземною мовою.

Матеріал практикуму містить необхідну інформацію про основні особливості наукових та науково-технічних текстів англійською мовою, структуру і мову наукових текстів (рефератів, анотацій, доповідей, резюме, оглядів, рецензій), мову наукових конференцій.

## UNIT 1. PECULIARITIES OF ENGLISH SCIENTIFIC AND TECHNICAL TEXTS

*Exercise 1.* Read, translate and give the gist of text 1.

### **Text 1.** Scientific text lexis

Scientific style expression was formed as a result of society's needs for the language of scientific description, special form of utterance used for transmitting (transferring) of scientific ideas, information, hypotheses, proofs, etc.

The vocabulary of scientific texts may be divided into three layers:

1. general language vocabulary or general vocabulary
2. terminological vocabulary (terminology)
3. general scientific vocabulary

1. General vocabulary layer includes, first of all, the so called structural words: articles, prepositions, conjunctions, pronouns, numerals needed for creation of any complex text: *the, a, which, of, by, for, with, from, as, this, another, one, each.*

2. Texts from different specialties differ by their terminology.

Terms are words and word combinations the meaning of which is defined by the specialty. The most important condition for terms is their monosemanticity (transfer of single meaning).

3. In any scientific text, especially in scientific and technical texts, general scientific vocabulary plays an important role as overall adequate understanding of scientific and technical information depends mainly on correct comprehension of "language surroundings" of terms.

The general scientific layer includes frequently used in scientific texts:

verbs: *effect, require, classify, consider, involve, discuss, differ;*

nouns: *concept, details, examples;*

adjectives: *basic, identical, general, various, specific.*

It is characteristic of these parts of speech to form the chains of cognate words. For example, the verb *base* is used mainly as past participle in passive construction or in the function of right attribute:

*this approach is based on the analysis of ...;*

*conclusions based on the comparison of ... .*

The noun *base* is used as "база, основа":

*the basis of the present method;*

*the basis for experimental determination of ... ;  
on the basis of other criteria;  
be used as a basis for ... .*

The adjective *basic* functions in word combinations: *basic relations, basic concepts*, etc. The adverb *basically* is related to the adjective *basic*:

*be basically the same for all systems.*

Another example can be the word *vary*:

*vary: to vary within wide limits; the temperature can be varied;*

*variation: to calculate variations in these functions; the variation in general properties;*

*variety: a variety of elements;*

*various: discussion of various aspects;*

*variously: variously named.*

General scientific vocabulary in its most general presentation may be grouped by the thematic feature:

1) Vocabulary used in introduction parts of scientific and technical texts and serving for presentation of theme, aim, tasks, methodology of research. It includes such key words: *research (in), aim (at), assumption, concept, hypothesis, problem, purpose, method, theory, trend, introduce, intend, etc.*

These words can be found in different word combinations: *further aim of research is, the purpose of the chapter is to consider, to serve the same purpose, a great number of interesting problems, to conduct the research of, to present a fundamental problem.*

2) Vocabulary directly reflecting the process of knowledge acquisition, for ex.: *compare, comparison, conduct, create, discover, elaborate, examination, investigation, study, observe*. These key words are used in the following word combinations: *to observe the effects, to be easily observed in this investigation, to conduct carefully controlled experiments, to make experiments more effective, etc.*

3) Vocabulary used for systematization and organization of material. It includes the following key words: *classify, combine, consist, contain, correlate, differ, distinguish, divide, include, select, classification, combination, correlation, relation, interrelation, etc.* They create word combinations: *classification of models, to classify procedures, the complexity of the system, a purely statistical correlation, to differ in function, to consist of/contain elements, etc.*

4) Vocabulary used for description of information is presented with the help of different visual aids – drawings, schemes, diagrams, formulas, tables. In this case not separate words but set phrases (clusters) are used:

*this fact (these data) is (are) illustrated in Fig.7; the data can be plotted on a ternary diagram; the methods should be mentioned in the following list; the results can be presented in the form of...; a schematic representation; to be used as illustration; the diagram shows (reflects) ..., etc.*

5) Vocabulary used for description of conclusions (results) of research:

*Conclusion* – to draw appropriate conclusions, to lead to a conclusion, the conclusion of great importance, the conclusions that can be drawn from the experiment... are: ... .

*Consequence* – as a consequence, to result in important consequence.

*Generalization* – the generalization of the computation methods.

*Outline* – to outline some of the problems, the work outlined above ..., phenomena outlined in the paper.

*Estimate* – to estimate the proper data; to estimate the parameters.

*Exercise 2.* Read, translate and give the gist of text 2.

### **Text 2.** Scientific and technical text logical structure

Any text has the peculiarities of its structure, selection of linguistic means and connection between them depending on its purpose. For example, when the purpose is the information, transmission of scientific knowledge the texts feature clearness, neutrality of expression of facts, absence of emotionality.

What is a text? One of the structural elements of a text is the sentence. But logical structure of the text is formed depending on the logic of development of thought and is reflected into division in paragraphs. That is why it is important to consider both a sentence and more important unit of the text – a paragraph. As a rule, paragraphs are meaningful segments that facilitate transmission and perception of information contained in the text.

The structure of a special text consists usually of the introduction (representing the topic under discussion), the main text (information

proper) and final part (conclusion) (one or more paragraphs giving conclusions or recommendations, that is presentation of conclusions).

#### Condensing text semantic information

Transferring semantic information is a special object of studying and needs permanent educational work for getting certain practical skills in expressing textual information by different means – in the form of translation, précis, annotation, abstract (конспект) , etc. in an oral and written form.

The basis of all these means of information transmission is condensing the text semantic information, that is selection from the content of the primary text (document, scientific article, etc.) the most essential information and its representation in a concise form. Before starting the work with a text it is necessary to consider its heading that usually includes short generalized information about the text content. Then look through the text to find its general content. And after this read it again attentively, choose key words, word combinations, sentences, paragraphs.

As it was mentioned above, a paragraph consists of several sentences joined by one common idea. One or two of them contain the main idea of the text. There are also sentences only explaining the main idea, supplementing it, connecting it logically to the content of previous paragraphs.

Usually the main idea of a paragraph is presented in its first sentence. If the meaning of the first sentence is extended in the following sentences it means that the main idea of the paragraph is in the first sentence. If the following sentences develop the idea different from the idea of the first sentence it means that the key-note of the paragraph is not in the first sentence. The main idea can be defined by the dominant noun of the paragraph taking into consideration its frequency and its equivalents (pronouns and synonyms).

#### Text cohesion

Text cohesion that is logical and semantic connection between its parts is provided by different linguistic means. Here are included the so called “sign words” or “guide words” that mean:

1) the beginning of a new idea (to begin with, next, then, at first, first of all, secondly, thirdly);

2) transferring to another subject or adding arguments during formulation of thought (and, and then, besides, in addition to, furthermore, moreover/more than that, also, likewise, again);



3) enhancement of argumentation with additional reflection (in any case, at any rate, by all means);

4) generalization of above mentioned and completion of the thought formulation (in a word, in brief/in short, on the whole, hence, therefore, so, consequently, finally, to sum up);

5) explaining the above mentioned (namely, that is to say, in fact/as a matter of fact/in particular, for example/to illustrate/for instance);

6) paraphrasing of the above mentioned with the aim of explaining the content (in other words/to put it in another way);

7) presentation of an opposite thought (but, yet, nevertheless, otherwise, although/though, in spite of, on the contrary/in contrast to.

Text formation role is also played by modal words that show the attitude of the speaker to what is said:

1) certainty – certainly, of course, undoubtedly, no doubt, surely, decidedly, definitely, really, indeed, naturally;

2) probability – maybe, perhaps, possibly, presumably, probably, evidently, obviously, apparently;

3) (un)willingness – (un)luckily, (un)fortunately, (un)happily.

*Exercise 3.* Study the analysis of the paragraph below to do the following it exercises.

The Baggage Loader has been developed to reduce manual lifting of in-gauge bags (габаритні сумки) in the make-up area in the airport. The Baggage Loader significantly increases workplace safety for baggage handling staff and provides safe and efficient loading and unloading of bags into ULDs (ULD – пристрій комплектування вантажів), containers, etc. The baggage is typically lifted from the conveyor and thrown into the ULD with conventional manual handling techniques. The Baggage Loader, however, virtually eliminates heavy lifting to minimize manual handling risks. The gentle sliding action of the Baggage Loader also minimizes the risk of damage to baggage.

Dominant terms of this paragraph are:

1. baggage loader – навантажувач багажу
2. lifting – підйом
3. handling – обробка

We can find these terms almost in all sentences of the paragraph. In the first paragraph we can see two of them. The content of the first sentence is further extended and specified. So we can tell that the first sentence is the principal one.

It must be noted that the first sentence gives rather a degree of generalization but not a depth of the content. The main idea of the text highlights the essence of the problem and gives its general features. Such structure of meaningful content of the text is typical for scientific and technical literature but some exceptions can also exist. For example, the first paragraph can contain secondary, background (увідну) information. To understand the structure of the text means correct understanding of its meaning.

*Exercise 4.* Read the following paragraph and do the tasks after the text.

Thanks to the modular design, the automated baggage loading system can be configured to suit any specific situation & need: A scanner system analyzes bag parameters, such as geometry and type of bag, as well as position and orientation. Optionally, also weight or baggage identification can be included. A second scanner measures the current height profile inside the loading unit. A load manager uses these data to automatically calculate the optimum load position within the ULD/ramp cart. When loading several containers at the same time, sorting criteria such as flight destination and flight class are considered as well. The actual loading is performed by a standard industry robot equipped with a special tool for handling bags.

Tasks:

- a) define which nouns (groups of nouns) are dominant, consider their frequency;
- b) find key sentence, define the main idea of the paragraph or formulate it using dominant terms;
- c) define what sentences can be omitted without changing main content of the paragraph.

*Exercise 5.* Read the following paragraph and do the tasks after the text.

The Automated Container Handling System transports loaded ULDs between destinations in the airport. Additionally, it diverts empty ULDs for parking or maintenance with no manual lifting and minimal operator intervention. The system is configured as a single isolated loop or as a number of interconnected loops over multiple building levels. Furthermore, the system is controlled by management software which communicates wirelessly, and in real time, with each ULD carrier. The destination, position and progress of each carrier are constantly tracked to provide 100 % traceability of each ULD.

Tasks:

- a) find sentences expressing the main and secondary idea of the paragraph;
- b) define what sentences (if any) can be omitted without any harmful effect on the general content of the paragraph;
- c) Is the content of the first sentence extended (deepened) in the following sentences?
- d) express the main idea of the paragraph by 2-3 sentences.

## UNIT II. WORK WITH SCIENTIFIC ARTICLE

*Exercise 1.* Read, translate and give the gist of text 1.

### **Text 1.** Précis and annotation as secondary scientific texts

Précis is a summary or abstract of a text (book, article) with author's conclusions and statement of facts. Indeed, a précis is a small composition containing separate parts (for example, a précis of candidate's or doctor's thesis).

The process of abstracting includes semantic analysis of the content, highlighting primary and excluding secondary information, certain transformation to more simple and laconic. It is recommended to use such methods of text condensing as text segmentation into semantic parts, heading of these parts, plan making, abridgement.

A précis consists of three main structural parts: the heading part, the abstract proper, and references.

1. The heading part includes the name of the abstracted document, the author's name, name of publication (journal, etc.), its output data (place

and year of publication, number, volume, series of edition, the number of pages). The heading part of the abstract is written in the foreign language despite of the language in which the précis of a foreign source is written. While abstracting a foreign source in the native language, after its title the translation is given in brackets.

2. The abstracted part proper is a concentrated transmission of a text/article content on the basis of key fragments. This part is not divided into paragraphs as a rule.

3. References are not obligatory and are not always included into a précis. If necessary, it can contain some information about the source: a number of illustrations and tables, bibliographic data, references and notes, etc.

*Exercise 2.* Read, translate and give the gist of text 2.

### **Text 2.** Text abstracting

There are four main principles of abstracting.

1. Précis is a concise rendering of important statements of the original answering the question “What is the main information presented in the material subject to abstracting?”

2. Précis is an objective rendering of the original work. It doesn't include critical assessment of the material (the reference's point of view as to the ideas of the author of the original may be exposed in notes to the précis but not in the text proper).

3. The text of the précis doesn't have paragraphs, headings, etc. because it is logical concise rendering of the content of the primary material. The form of rendering features strict sequence, extreme laconism. Secondary facts, detailed description, examples, etc. are excluded (if they are not important for the transmission of principal content). The facts of the same kind are grouped, generalized, listed. Numerical data are also thematized and generalized.

4. The volume of a précis depends on the original volume and its scientific value.

Main lexical clichés helping to express your thought properly:

1) Expressions necessary for the heading part of the précis:

заголовок статьи – the title of the article is

стаття має назву – the article is entitled  
автор статті – the author of the article is  
стаття написана – the article is written by  
у статті розглядається – the article deals with  
стаття розповідає про – the article is about  
тема (основне питання) – the topic (the theme, the subject matter)  
стаття надрукована в – the article is/was published in  
(назва журналу, номер, рік) – (the title of the journal, N, year)

2) To provide the cohesion of the text the following expressions are used:

відзначається – it is noted  
було визначено – it was defined  
розглядаються – are considered  
аналізується – is analyzed  
вказується, що – it is pointed out that  
показує – shows, is shown  
одержало схвалення – received/got approval  
викликало інтерес – caused interest, was of interest

3) Special clichés giving the assessment of the source, its theme, content are used:

стаття присвячена – the article is devoted to  
метою статті є – the aim of the article is  
стаття є – the article represents  
стаття висуває ідею – the article/paper puts forward the idea  
стаття обговорює – the article/paper discusses  
стаття розглядає – the article/paper deals with/reviews  
стаття подає – the article presents  
стаття забезпечує – the article provides

4) Special clichés featuring tasks set by the author are used:

спочатку автор вказує, що – first the author points that  
у першому розділі – in the first chapter  
у статті автор описує/відзначає/аналізує – in the article the author  
– describes/states/analyzes

на початку статті автор робить своє визначення – the author starts the article by giving the definition

далі автор переходить до проблеми – then the author goes on/proceeds to the problem of

автор інформує/згадує – the author informs/mentions

далі іде обговорення – then follows a discussion on

ключова інформація статті – the key information of the article

розглядаються наступні теми – the following topics are considered

5) Special clichés helping to present the results and make conclusions:

слід підкреслити, що – it must be emphasized that

слід відзначити, що – it should be noted that

очевидно, що – it is evident that

ясно, що – it is clear that

цікаво відзначити, що – it is interesting to note that

одержані результати підтверджують/доводять –the results obtained reaffirm/prove

заключний абзац стверджує/описує – the final paragraph states/describes

автор робить висновок, що – the author concludes that

у кінці автор показує – the author ends the article by showing

автор підкреслює важливість – the author stresses the importance of

*Exercise 3.* Compose sentences of your own using the above vocabulary.

*Exercise 4.* Read, translate and give the gist of text 3

### **Text 3.** Annotation

An annotation is a summary made of information in a book, document, online record, video, software code or other information. Sometimes annotation is called “extended heading” in which the content of the work is presented in the form of the most important questions and its assessment is given. It helps substantially when choosing and studying literature on this or that topic, saves time necessary to familiarize with the work content. Training annotation is considered as a kind of informational

activity that can be the means for the development of skills of making an unprepared speech during a scientific discussion, dispute, etc.

Teaching annotation and abstracting is based on almost the same principles. It is processing the original information (making a plan, retelling and paragraph headings, defining the main content of paragraphs, generalization and abridgment of information, etc.). It is important to develop the ability to formulate the main idea to express it with your own words using the appropriate language patterns.

Annotation consists of the heading part containing the same elements as the heading part of a précis and the annotation proper. The latter includes:

- 1) Generalized rendering of the topic of the whole text;
- 2) Listing of main subtopics (problems, questions);
- 3) Conclusions as to how the main idea of the text is presented;
- 4) References to appendices, illustrations, tables, etc. this element is optional for the annotation, being composed for the reference's own convenience and use.

The volume of the annotation doesn't depend on the volume of the text being annotated. The maximum volume of annotation is 600 printed characters that is approximately 200 words.

Main differences between an annotation and a précis are as follows:

<i>Annotation</i> doesn't render the content of the source, facts presented in the text, but only generalizes questions that are considered; doesn't contain passages from source text, the author generalizes the material of the source with his own words; includes the assessment of the source content, emphasizes the importance or insignificance of considered information.	<i>Précis</i> contains rendering of the source content, is based mainly on the source language, sometimes includes some passages from it; doesn't give the assessment of the source.
---	--

To make a short characteristic of the source text information as well as to express your own point of view, stress the importance or novelty of information or express negative attitude to it special clichés are used in writing précis. Here are language patterns used in annotations:

1) Стаття торкається –	The article is concerned with/deals with
Тема статті є –	The subject of the article is
2) На початку статті автор:	At the beginning of the article the author:
описує–	describes
зупиняється на	dwells on
торкається	touches upon
пояснює	explains
знайомить	introduces
згадує	mentions
характеризує	characterizes
аналізує	analyses
вказує	points at
коментує	comments on
перелічує	enumerates
виділяє	emphasizes
підкреслює	stresses
піддає критиці	criticizes
робить декілька критичних зауважень	makes a few critical remarks on



розкриває	reveals
подає сумарний виклад	gives a summary of
Стаття починається/автор починає з ...	The article/the author begins with ...
Стаття починається з опису/згадуванням/аналізом ...	The article opens with the description of/by mentioning/with the analysis of ...
коротким викладом	with a summary of ...
оглядом ...	with a review of ...
характеристикою ...	with the characterization of ...
узагальненням ...	with the generalization of ...
3) Потім (після того, далі) автор:	Then (after that, furthermore) the author:
переходить до ...	passes on to ...
говорить, що ...	goes to say that ...
дає детальний / докладний / короткий аналіз / опис.	gives a detailed / thorough / brief analysis / description.
4) На закінчення автор ...	In conclusion the author (The author concludes with ...)
На закінчення автор описує (підкреслює) ...	To finish with, the author describes (underlines) ...
Стаття закінчується ...	The article ends with ...
В кінці статті автор приходить до висновку, що ...	At the end of the article the author draws the conclusion that ...
Книга закінчується описом (аналізом) ...	The book ends with the depiction (analysis) of ...
В кінці книги автор підводить	At the end of the book the author

підсумок того, що сказано в ній ... (говорячи/цитуючи)	sums it all up (by saying/by quoting)
5) Висловлення загальної оцінки:	
Відомий той факт, що ...	It is known as a fact that ...
Не може бути сумніву ...	There can be no doubt ...
Можна вважати ...	It may be assumed ...
Загально відомо ...	It is generally believed ...
Загалом ...	In general ...
Зрозуміло/звичайно/само собою зрозуміло, що ...	It goes without saying that ...

It is necessary to keep within limits while using these expressions. If not, the text loses clearness, laconism and will abound with general phrases.

*Exercise 5.* Read, translate and entitle text 4. Analyze the examples of abstracting and annotation following the text.

#### Text 4

Throughout the ages man has been on the move for a great variety of reasons but at the present time, it is perhaps fair to say that the main incentives to travel from one place to another are for business purposes, pleasure and the resettlement of one's domicile. Not necessary in that order, since economic atmosphere is constantly changing and can alter the conditions which prompt people to move around.

Until the latter part of the twentieth century, the methods by which air travel could be effected were relatively static and it was not until the introduction of high performance aircraft after World War II that journey speed was considered of great importance. Indeed, prevailing means of global transportation did not lend themselves to quick transit such as we

enjoy today. It was considered newsworthy and of public interest when an hour or two was clipped off the crossing time of a transatlantic liner.

Although after World War II the technical ability of aircraft made such trips possible, such matters as cost and route organization still remained to be resolved and until this could be done by the air carriers and various governments whose interest it was to expand and promote global travel, the scope of transportation for the ordinary man in the street remained very much the same as it had been during the first half of the century. In other words, the air travel market was still a limited one.

Changes came with startling suddenness and can for all practical purposes be dated from the production, the introduction of new high performance aircraft, especially typified by the Boeing 747. It is perhaps true to say that aircraft of this caliber arrived on the airline scene before the carriers were commercially ready for them. If they were to be operated profitably it was clear the entirely new concepts of marketing would be necessary and it is to the credit of airlines how well they faced up to the challenge and brought about the conditions which exist today. We see the establishment of a mass travel market, a proliferation of new resort areas for the holiday traveler and standards of speed and safety of very high order.

A mass air travel market has been created. Now we should examine the type of passenger who makes this up and the reasons for his participation in it. Broadly speaking, the elements in the market are holiday or pleasure travel, travel for the purpose of visiting friends and relatives (known in the trade as VFR) and business travel.

We will take the latter category of passenger first. Not so long ago, the business traveler provided the airlines with 80 % of their business. This percentage has diminished to about 20 percent but in terms of existing payloads it is still of tremendous importance to the carriers since it is high revenue repeat business and largely responsible for the occupancy of the first class cabins. International trade is becoming more and more competitive and it is of paramount importance to commercial firms that they are able to move their representatives to customers at short notice, and in good condition. It is of no benefit to his company or to the customer if the representative arrives at his destination after a long air journey, too tired physically and mentally to conduct business in an effective manner.

For this reason, the first class seat and its accompanying creature comforts, is still an important facility. Although it is gradually being abolished on short haul routes, it looks like existing for some time to come on the longer ones. In fact, the company representative himself often feels it is inimical to his personal prestige to travel in any other way and he would resent any effort to suggest that he should do so. It is not accidental that the business traveler makes up most of Concorde passenger list, whilst recent attempts to promote special facilities in economy class, such as the introduction of Club Class by British Airways, designed to attract the business traveler have set with very limited success.

The passenger who travels for pleasure has had his horizons widened to an extent undreamed of few years ago. His disposable income is sought after by many commercial outlets. Household needs and appliances, furniture, clothing, jewelry and luxury goods all clamour for recognition and it is against this competition that airline marketing has to compete. Present indications are that they are meeting with considerable success and it is now commonplace for people in comparatively low income brackets to spend their holidays in places which, a few years ago, were the preserves of the leisured and the wealthy. An example is the way in which, by making use of promotional fares and hotel rates, Miami has become a summer Mecca for the British holiday maker who, previously would have set his most distant sights on resort areas in Spain's Costa Brava. Furthermore, there are no sights that this interest in far away or less accessible places is abating and destinations such as East and West Africa, the Far East, Siberia and China figure prominently in the airline holiday brochures.

We now turn to discussion about the two chief forms of long distance travel in the early part of twentieth century – the railway systems and the shipping lines. In Europe and North America these were highly developed and efficient, both in organization and performance. Competition from other forms of transport was virtually non-existent although between themselves it was extremely fierce, especially so on the ocean routes. No matter what their destination, the emigrant flow made a big contribution to the prosperity of the shipping companies despite the low fares charged, which to some extent were offset by the very minimal facilities enjoyed by the passengers. Nor were the shipping lines the only

ones to benefit from the emigrant flow. Large numbers were carried from Central and Eastern Europe by the railways to ports in Germany, Italy and Britain for the Atlantic crossing.

Within the United States and Canada, the development of the middle and western states and provinces created great prosperity for the railways operating from the eastern seaboard. Keeping pace with the passenger traffic was the development of worldwide movement of cargo, again entirely depending on shipping and railway systems, who surely must have looked on the last quarter of the nineteenth century and the first part of the twentieth as a golden age.

The advent of the internal combustion engine and the subsequent appearance of the automobile made no impact on the existing public transport system until the early 1930's and even then it was minimal. In this connection, it should be remembered that even in the United States, the superb system of highways enjoyed by that country today was not started until the beginning of the Roosevelt administration in 1932. Before then, the American road network was patchy, to say the least, both in quality and extent.

As roads improved, so did the demand for the automobile. The process continues. America's travelling public has virtually deserted the railway systems which at the present time operate mainly for carriage of computer traffic in and out of the big cities, and for the movement of freight. Even in the latter field the position of the railways is precarious because of the inroads made by the road haulage companies which, by offering lower prices and greater mobility, can frequently provide more attractive service to the shipper. Long distance passenger coach traffic is today much in evidence, operating at low cost over a very extensive route network in Europe and especially in the United States. It has become a formidable competitor to the short-haul domestic airlines. Recent fuel restraints and the increased cost of gasoline have directed a lot of private automobile traffic to local and long distance coach services. Also to the domestic airlines, since most people would prefer to use the airplane in preference to a coach service when undertaking a journey in excess say of 300 miles. To spend six hours or so on a trip which can be accomplished in an hour or less is something which has appeal to only a most dedicated coach passenger. /.../

## Précis

Until the latter part of the 20<sup>th</sup> century, the methods by which travel could be effected were relatively static, and it was not until the introduction of high performance aircraft after World War II that journey speed was considered of great importance. But even then the technical ability of aircraft made the air travel market a limited one. With the production and introduction of high performance aircraft (especially typified by the Boeing 747) came the establishment of a mass travel market.

Then the author states a number of marketing conditions causing some financial difficulties of carriers, and among them: low fares and their declining value, ever-increasing competition, high fuel and customer service costs, etc., and examines the reasons for making up a mass air travel market: holiday or pleasure travel, travel for the purpose of visiting friends and relatives (VFR) and business travel. First the latter category of passengers is discussed: usually occupying the first class seats, business travelers make up most of the Concorde passenger list, whilst recent attempts to promote special facilities in economy class (e.g. the introduction of Club Class by British Airways) have met with very limited success. It has become commonplace for people in comparatively low income brackets to spend their holidays in far away or less accessible places due to promotional fares and hotel rates. VFR traffic is of special interest to those airlines operating in states which have provided large scale overseas migration.

The railway system and the shipping lines had benefits from emigrant flow in the early part of the century. Then, with the improvement of the American road network, America's travelling public used to prefer the automobile, but recent fuel restraints and the increased cost of gasoline have directed a lot of private automobile traffic to local and long distance coach services, which have become a formidable competitor to the short-haul domestic airlines. But most people would prefer to use the airplane in preference to a coach service when undertaking a journey in excess of 300 miles.

## Annotation

The text begins with a review of historical background of the establishment of a mass travel market and a brief description of reasons for

that. A detailed analysis of groups of passengers influencing the air transport market is given. Special attention is paid to business travel and VFR (visiting friends and relatives) traffic. In conclusion competition to American domestic airlines from other forms of transport (including railway system, shipping, automobile traffic, coach services) and some competitive advantage of air transport are mentioned.

*Exercise 6.* Give your own examples of writing a précis and annotation of an article.

### UNIT III. LANGUAGE OF SCIENTIFIC REPORTS, SUMMARIES, REVIEWS

*Exercise 1.* Read, translate and entitle text 1.

#### Text 1.

Preparation of reports or lectures begins with formulation of the title which should exactly reflect the content and the range of problems of the research. The structure of the report includes introduction, main part, and conclusion. Introductory part must be small but meaningful and describe main topics and problems which will be developed in the main part. To write a report you need firstly to make up a general plan or theses and subsequently write the full text of the report. After conclusion you may add tables, schemes, list of abbreviations, designations, and literature used.

The following key words of scientific description can be used in the texts of the reports.

написаний під керівництвом –	written under the supervision
експериментальне дослідження –	experimental studies (in)
проводити дослідження –	conduct a research (in)
робоча гіпотеза –	working assumption
основні уявлення –	basic concepts
постулат, попередня умова –	postulate
перевіряти гіпотезу –	test a hypothesis
практичне застосування результатів досліджень –	practical application of finding results

суміжна галузь дослідження –	related area of research
відносно невивчена галузь –	relatively neglected area
фундаментальна проблема –	fundamental issue
сучасні дослідження в цій галузі –	recent research in this field
об'єкт дослідження –	object of investigation
основна/е задача/положення –	main task/point
теоретичні передумови –	theoretical backgrounds
передмова –	preface
вступ –	introduction
(під)заголовок –	(sub)title
додаток –	supplement
розділи –	chapters
докладно –	in details
за винятком, крім –	Except (for), apart from
обґрунтувати –	justify
резюмувати –	summarize
робити огляд –	survey
доповнювати –	complement, supplement, add
звернутися до проблеми –	take up a problem
викладати/подавати –	present
посилатися на –	refer to
пояснювати –	account for, explain
звернутися до –	proceed to
зауважити одночасно/разом з тим –	note in passing
простежити –	trace
суперечити (чому) –	be contradictory (with)
бути у відповідності з/відповідати (чому) –	be in line with
приводити аргументи на користь –	give arguments in favour
погоджуватися в принципі з –	agree in principle with
давати пояснення –	provide an explanation for
інакше кажучи –	phrased differently
обґрунтовувати вибір –	justify the choice
слід відзначити, що –	it is worth pointing out that
слід розглянути –	it is worth considering
це узгоджується з –	this accords with



Summary or abstract is concise information about scientific work, mainly an article or a report. The size of the summary is usually one paragraph consisting, as a rule, of 3-4 sentences in which the aim and the object of investigation, results and principal conclusion are stated. The information from the original source must be presented (изложена) accurately and concisely. There are used composite sentences, simple expanded sentences, passive predicates (*a proposal is made; it is concluded; is noted; are distinguished; was investigated; are discussed; it was found that*); the inversion of the second part of the predicate (*presented is ... , sought is ...*).

The following expressions are often used:

The author suggests (recommends, proposes) ... ;

Results of the study show ... ;

On the basis of a detailed study ... ;

These data allow to ... ;

This should be considered in ... .

Reviews and notices of scientific books, articles, reports are aimed at acquainting the reader with a range of problems dealt with and give a critical assessment of them. A review consists of: 1. description of the aim and tasks of work (1-2 paragraphs); 2. conclusion about the topicality and theoretical significance of work (1-3 paragraphs); 3. assessment of the research novelty (1-2 paragraphs); 4. evaluation of materials and methods of investigation (1-3 paragraphs); 5. description of work organization, bibliography (1-3 paragraphs); 6. description of merits and shortcomings (2-10 paragraphs); 7. general assessment of the work, its contribution to the problem solving; 8. assessment of theoretical value and practical applicability of results (1-3 paragraphs); 9. guidelines for the usage and kind of readership the study is designed for (1 paragraph).

Scientific reviews usually contain the following expressions:

The present book deals with –	У цій книзі розглядається
The author concentrates on the methods –	Автор концентрує увагу на методах
The author shares the view of those who believe that –	Автор поділяє точку зору тих спеціалістів, хто вважає, що
The monograph contains methods for determining the efficiency of –	Монографія містить методи означення ефективності
The author considers the question of	Автор розглядає питання

the efficiency/efficacy of –	ефективності / дієвості
The author is guided by the methodology formulated by –	Автор керується методологією, сформульованою (КИМ)
Using vast factual material, the author examines –	Використовуючи багатий фактичний матеріал, автор вивчає
The book under review is a fruitful attempt at a generalization of –	Книга, яку розглядаємо, є плідною спробою узагальнити
The reader is attracted by the clear-cut orientation of the study upon the practical requirements –	Читача приваблює чітка орієнтація дослідження на практичні вимоги
Practical importance attaches to the conclusion that –	Практичне значення приводить до висновку, що
There are, in our view, some debatable points –	Існують, на наш погляд, деякі суперечливі питання
The author's approach to the matter appears to be fully justified –	Виявляється, що ставлення автора до цього питання є цілком виправданим
The book has been written by a group of scholars, staff members of the institute –	Книга написана групою вчених, членами колективу інституту

*Exercise 2.* Learn the basic vocabulary of the reviews of articles, scientific reports, and presentations at scientific conferences.

A. Words and word combinations.

науковий рівень	standard of scholarship
розгорнута/стисла рецензія	full-scale / brief review
використана література	sources used
література з проблеми	literature on the issue
на початку/в кінці розділу	at the beginning / end of chapter
початковий (перший) / заключний розділ	initial/final chapter/section
виноска	footnote
посилання	reference
цінний внесок	valuable contribution
добре оброблені дані	well-researched bodies of data

продуманий аналіз	thoughtful analysis
недолік (помилка)	demerit (drawback, shortcoming)
непорядкованість	lack of organization
нечіткість формулювання	lack of precision in the statement
помилка у формулюванні	defect in formulation
неповний доказ	limited evidence
недостатня обізнаність (з)	incomplete acquaintance (with)
велика кількість помилок	abundance of errors
помилки у бібліографії	bibliographical errors
рік видання	date of publication
основний довідковий посібник (з)	major reference work (on)
ретельно розробляти	elaborate
не спромогтися (зробити щось)	fail (to do something)
обмежуватися	restrict oneself (to)
ігнорувати	disregard
основна доповідь	background/key/lead/main/major paper
коротка доповідь	brief/ short/ summary paper
усна доповідь	oral/platform/ podium paper
пленарна доповідь	plenary paper
стендова доповідь	poster paper
оглядова доповідь	review, overview paper
секційна доповідь	section paper
тематична доповідь	topical paper
доповідь, що супроводжується показом слайдів	slide paper

## B. Set-phrases and expressions

бути своєчасним	be timely
згадуватися у виносці	mention in footnote
відводити більше місця	allocate more space
розглядатися у стислій формі	receive brief treatment
визнавати дані невірогідними	find fault with the data
задовольняти вимоги	meet the requirement

представляти ретельно підготовану доповідь	present a thorough and extremely well-thought out report
згадати декілька слабких моментів	mention a few weak points
підтвердити чийсь результати	validate smb's findings
запропонувати рішення	propose a solution
викладати в цілому ясно та стисло	present in a generally clear and concise fashion
доповіді були зроблені	papers were read by
ці доповіді викликали похвалу дискусію	these reports evoked extensive discussion
обговорені були три теми	the discussion centered on three themes
доповіді з другої теми включили	the reports made on the second theme included
на конференції було заслухано доповіді багатьох спеціалістів	the conference heard reports delivered by many specialists
великий інтерес викликали доповіді	great interest was evoked by the reports
наша делегація представила 20 доповідей, включаючи	our team (delegation) presented 20 reports including
доповідь складається з	the report is composed by
автор безпосередньо звертається до важливого питання	the author directly addresses the important question
Основною темою, яку розробляє автор, є	the central theme advanced by the author is
Помилково	it is a mistake to
Немає доказів того, що	there is no evidence that
Це припущення не підтверджується	this assumption does not hold
Наведемо декілька прикладів для ілюстрації цього твердження	let me illustrate this contention with a few examples
Як видно (з цього випливає)	as matters stands
Доповідь досягла своєї мети	the report is successful in its aim
Кращим у доповіді є розділ третій	the third chapter is the best one in the report
В цілому, доповідь заслуговує похвалу за	in conclusion, the report is to be praised for

Безперечна заслуга доповіді полягає в тому, що	the report's undeniable merit stems from
Доповідь насичена великою кількістю ретельно відібраних даних	the report packs an enormous amount of filtered information
Бібліографія роботи значна і виконана ретельно	bibliographical coverage is extensive and thorough
Дослідження свідчить про високу/відмінну підготовку автора з ...	the study testifies to the author's excellent training in ...
Тут було б бажано	it would have been useful here
В деяких аспектах доповідь невдала	the report fails in some respects
Нажаль, мало уваги було приділено	it is unfortunate that little attention was devoted
Висновки не представляють будь-якої наукової цінності	the conclusions have no scientific merit
Численні помилки в посиланнях	errors in reference are numerous
Можна висловити деякі критичні зауваження щодо	some criticism can be made regarding
Заголовок доповіді не зовсім точний	the title of the work is slightly misleading
Основний текст доповіді поділяється на	the body of the report is divided into
Доповідь написана і побудована добре	the report is well-written and organized
Зрештою одержані результати можна вважати задовільними	the results obtained might be satisfactory in the end

*Exercise 3.* Write a review of one of the texts from the Supplementary Reading Section (pp. 74-95).

#### UNIT IV. PARTICIPATION IN CONFERENCES, MEETINGS, SESSIONS

*Exercise 1.* Memorize the active vocabulary to text 1.

to showcase	показувати, демонструвати
research findings	наукові здобутки
to communicate	повідомляти, інформувати

to prompt	спонукати
feedback	зворотний зв'язок
synergy	спільна діяльність
to triple	1. потроювати; 2.служити трьом цілям
workshop	1. робоча група; 2. семінар

*Exercise 2.* Read, translate and give the gist of text 1.

### **Text 1.** Scientific Conference

A scientific conference is an event that graduate students who are future high-level researchers and professionals are to attend during and after their studies. Therefore, they need to develop competences in critical thinking, formulating constructive comments, and participating in scientific debates.

An oral research presentation is meant to showcase research findings. In the academic community a well done oral research presentation should communicate the importance of the research, clearly state the finding and its analysis, prompt others in the academic community to ask questions and give a valuable feedback that could promote and strengthen the research.

To give a successful presentation the following techniques are applied here:

**I. Using rhetorical questions:** ideas are presented as questions rather than direct statements:

e.g. To give a general idea of our company, I've divided my presentation into four major questions.

– our company's history. What do we do?

– our product range and the services we provide. Who is responsible?

– our organizational structure,

- and finally, how can we cooperate with our partners and clients in the near future? That means some possible synergy between us.

**II. Using dramatic contrasts.**

e.g. *Ten years ago* we had a reputation for excellence.

*Today* we're in danger of losing that reputation

**III. Tripling:**

e.g. What's needed now is time, effort, and money.

Most presentations have three basic stages: tell them what you're going to tell them; tell them; tell them what you told them.

Coming together is a beginning; keeping together is progress; working together is success.

Presentations can be divided into:

- a press conference: chief executives tell journalists about company's performance and its future policies;
- a briefing: a senior officer gives information about an event or an action to be taken;
- a demonstration: the head of research and development tells non-technical colleagues about a new machine;
- a product launch: a car company announces a new model;
- lecture: a university professor communicates information about economics to 300 students;
- a talk: a member of a stamp collecting club tells other members about 19<sup>th</sup> century British stamps;
- seminar: a financial adviser gives advice about investments to eight people;
- a workshop: professionals present their reports on the issue under discussion.

*Exercise 3. Give Ukrainian equivalents.*

Showcase, critical thinking, promote, graduate student, constructive comment, research findings, academic community, feedback, apply, triple, communicate, prompt, product launch, chief executive, company performance, workshop.

*Exercise 4. Give English equivalents.*

Зворотний зв'язок, заохочувати, повідомляти, наукові здобутки, демонструвати, потроювати, спонукати, студент магістратури, критичне мислення, колектив викладачів і студентів, запуск продукції.

*Exercise 5. Answer the questions on text 1.*

1. What is the purpose of scientific conferences? 2. What skills do they develop? 3. What is an oral research presentation meant for? 4. What should an oral research presentation communicate in academic community? 5. What techniques are applied to give a successful

presentation? Can you give an example? 6. Can you give any other advice on giving a successful presentation? 7. What are presentations divided into? Can you give your own examples for each type of presentation?

*Exercise 6.* Give each set of phrases (a – i) a label from the box below.

1. Relevance of topic
2. Topic of presentation
3. Parts
4. Personalizing of topic
5. Questions after the presentation
6. Questions during the presentation
7. Sequencing
8. Media
9. Timing

- a) My presentation won't last more than 20 minutes.  
It'll take me less than half an hour to cover these points.  
This will take about 15 minutes of your time.
  
- b) You might be interested in why I chose this particular topic.  
I should tell you how I became interested in this topic.  
There is a personal story connected to the topic of today's presentation.
  
- c) I've divided my presentation into three parts.....  
I'll focus on three major issues...  
I'll look at three points in particular...
  
- d) Today's topic is (the new sales campaign for the spring).  
As you all know, my presentation today will focus on....  
What I'd like to present to you today is...  
As you can see from your handout, I'll be concentrating on.....
  
- e) Firstly, ..... secondly, .... and thirdly ....  
First, we'll look at.....; then we'll ....; and finally, we'll take a look at ...  
I'll start out with...;



next I'll move on to ....;  
and I'll end with...

f) To illustrate my points, I'll rely mostly on the latest product samples.

I've prepared a number of graphs and a short promotional video.

My presentation will be accompanied by a live demonstration of our new computer database.

g) Because of the tight time schedule, I'd like you to hold your questions till the end.

There will be time for questions after my presentation.

We will have at least fifteen minutes for questions during the discussion period.

Since the subject matter is rather complex, I'd appreciate it if you'd save your questions until after the presentation.

h) My topic is of particular interest to those of you who.....

Since you'll have to deal with this particular issue soon, my presentation will help you in....

Today's topic will be very important for you because.....

i) If you have any questions, feel free to interrupt me at any time.

Don't hesitate to ask questions during my presentation.

Please share your questions with us as they come up; I'll be happy to answer them right away.

*Exercise 7.* Put the stages of the presentation introduction in the chronological order and match them with their headings. Then try to invent the most suitable name for the presentation.

Stages:

Questions

Parts

Name and function of the presenter

Relevance of topic

Time

Transition to main part

Leading to topic  
 Welcome and rapport  
 Media

*Exercise 8.* Write out the following sentence fragments in the correct order to make a complete presentation extract.

1. see, it's a fairly typical growth
2. Have a look at this graph. As you can
3. stages of its development. The vertical axis
4. and the horizontal
5. shows turnover in millions of dollars
6. curve for a young company in the early
7. axis represents the years 2010 to 2014

*Exercise 9.* Complete the presentation extracts using the following words: *result, problem, objective*. In each extract the same word fills both spaces. Pay attention to rhetorical questions.

1. We've made fifteen different improvements to the basic product and the customers are still complaining.  
 So, what's the \_\_\_\_? The \_\_\_\_\_ is the product itself is out-of-date.
2. We've spent twice as much money marketing the product in Kyiv region as we have in the capital. And what's the \_\_\_\_\_? The \_\_\_\_\_ is we've badly neglected home market.
3. Let's turn to the question of sales targets. What's our main \_\_\_\_\_?  
 Our main \_\_\_\_\_ is to reach the three million units within the next six months.

*Exercise 10.* Match the two halves of the contrasts.

1. If we don't take care of the customer,	a. it's a question of money.
2. While our competitors are still doing the feasibility studies	b. than correcting stupid mistakes later.
3. Instead of just sitting here saying nothing can be done,	c. and an extraordinary one is that little extra.
4. Asking difficult questions now is	d. we've actually gone ahead and

a lot easier	developed the product.
5. In the 90s the shelf-life of a new PC was three years	e. or we'll be downsizing by 50% in eighteen months time.
6. Remember, it can take years to win new business,	f. but we went ahead and did it anyway.
7. The only difference between an ordinary manager	g. why don't we get out there and actually do something.
8. Everyone said we'd never do it,	h. but it only takes seconds to lose it
9. Either we downsize by 25% now	i. these days it might be obsolete in three months.
10. It's not a question of time;	j. someone else will.

*Exercise 11.* Fill in the blanks with the names of the types presentation.

\_\_\_\_\_ : a banker tells about companies performance over the recent quarter and plans for the next two years;

\_\_\_\_\_ : a supervisor instructs the employees what they are going to undertake;

\_\_\_\_\_ : a designer explains the principles of his/her invention;

\_\_\_\_\_ : a company announces a new brand;

\_\_\_\_\_ : a university professor tells students the principles of material handling;

\_\_\_\_\_ : a financial adviser gives advice about investments to eight people;

\_\_\_\_\_ : a yoga expert tells people how to improve their breathing techniques and get them to practice.

\_\_\_\_\_ : academic communities gather in a defined venue to hold discussions on the problem they are studying.

*Exercise 12.* Look at some suggestions for making good presentations, read them and discuss in pairs why these instructions are important.

1. It is important to maintain eye contact with the people you are talking to.
2. Clearly signal the structure of your talk during the introduction.
- 3 Select and order material carefully during the preparation.
4. Use the right body language to get your message across.
5. Dress appropriately.

6. Difficult questions should always be handled politely and diplomatically.
7. Establish a positive relationship with your audience as quickly as possible.
8. Move your talk along at a lively pace.
9. Use your voice effectively to keep people involved.
10. Make sure your visual aids are clear and easy to follow.
12. Design and position your notes so that you can refer to them easily at all times.

*Exercise 13.* Complete the sentences stating the purpose of presentation with words given below in numbers 1, 2, 3. Combining the sentences with number 1 will give you a complete introduction. Then do the same with the sentences numbered 2 and 3.

1. OK, let's get started. Good morning, everyone. Thanks for coming. This morning I'm going to be:

*showing, talking, taking, reporting, telling*

- a) \_\_\_\_\_ to you about the videophone project.
- b) \_\_\_\_\_ you about the collapse of the housing market in the early 90s.
- c) \_\_\_\_\_ you how to deal with late payers.
- d) \_\_\_\_\_ a look at the recent boom in virtual reality software companies.
- e) \_\_\_\_\_ on the results of the market study we carried out in Austria.

2. So, I'll begin by:

*making, outlining, bringing, giving, filling*

- a) \_\_\_\_\_ you in on the background to the project.
- b) \_\_\_\_\_ a few observations about the events leading up to that collapse.
- c) \_\_\_\_\_ company policy on bad debt.
- d) \_\_\_\_\_ you an overview of the history of VR.
- e) \_\_\_\_\_ you up-to-date on the latest findings of the study.

3....and then I'll go on to:

*put, discuss, make, highlight, talk*

- a) \_\_\_\_\_ what I see as the main advantage of the new system.
- b) \_\_\_\_\_ the situation into some kind of perspective.
- c) \_\_\_\_\_ you through our basic debt management procedure.
- d) \_\_\_\_\_ detailed recommendations regarding our own R&D.

e) \_\_\_\_\_ in more depth the implications of the data in the files in front of you.

*Exercise 14.* Complete the sentences using the following expressions for opening a meeting/conference.

- Good afternoon, ladies and gentlemen.

On behalf of..., may I welcome you to...

My name's ...

I'm responsible for/I'm from ...

This afternoon I'd like to:

discuss...

report...

and present...

If you have any questions you'd like to ask, I'll be happy to answer them.

*or*

Perhaps we can leave any questions you may have until the end of the presentation.

- Hi. Thanks for coming . . .

I am a PhD student/researcher/technician at . . .

I am doing a PhD/a Masters/some research at . . .

I am part of a team of 20 researchers and most of our funding comes from .

..

The work that I am going to present to you today was carried out with the collaboration of the University of . . .

*Exercise 15.* Read the alternative openings for a presentation on renting office space. Their contents are basically the same. Discuss:

1. What are the advantages and disadvantages of opening 1?

2. What are the advantages and disadvantages of opening 2?

3. Can you think of situations where each would be appropriate?

Opening 1

- Good morning, ladies and gentlemen. First of all, I'd like to thank you for inviting me here to speak to you today, and I hope that after that excellent coffee no one will fall asleep during my presentation! Well, let me introduce myself - my name is John Patterson and I am the sales director at the Space Properties Centre.

My objective here today is to help you to find the right office for your business. During my talk I'll be looking at four areas. (*looks briefly at notes*) I'll begin by introducing our company, then I'll show you some slides of office space that we have available in this city. After that I'll move on to describe our optional service package, which includes security and secretarial services. Finally, I'll deal with the question of price. My presentation will take around 20 minutes, and if you have any questions I'll be pleased to answer them at the end.

OK. Let's start by looking at who we are and how the company has developed over the last 10 years

### Opening 2

I bet you're sick of looking for office space, right? Are you feeling like this? (*shows transparency of a confused businessman in a small room with a big question mark over his head*). Who feels like that? (*looks around room, everyone laughs*) Wouldn't you prefer to feel like this? (*shows transparency of a relaxed executive in a large office with plants and a line of clients in the background*). You all know the importance of location for business success. Well, we can help you (*shows transparency with a few words in large print*). My company is called Space Properties Centre. Our success over 10 years has been built on a simple philosophy. We offer our clients: (*pointing to words*) choice; an optional service package for your complete business needs; and the right price.

Right, I'd like to begin with a question: do you know which area in this city has the highest rent costs per square meter? (*looks round waiting for answer*).

*Exercise 16.* Complete the following extracts from a presentation using the appropriate forms of *go*, *take*, and *get*.

1. We knew we were \_\_\_ a risk when we went over there and now it looks as though we'll just have to \_\_\_\_\_ the consequences.
2. It has \_\_\_ a great deal of hard work but it looks as though things are finally starting to \_\_\_ shape.
3. To be honest, we knew there was an undersupplied market in Brazil and we were quick to \_\_\_ advantage of the situation.
4. These things \_\_\_\_\_ time.
5. And you can \_\_\_ it from me, the medium-term prospects look very good indeed.
6. You can expect things to really start \_\_\_\_\_ off within two years...

*Exercise 17.* Match the pairs of statements below and add *in, on, at, , as, up* to complete the sentences.

1. In theory, there's always a market for quality.	a. ___ least we know there's market for it there.
2. Forget about the number of unsold units.	b. ___ average, everything takes three times longer than it does here.
3. Why don't we sell the system?	c. ___ to now we've been lucky the product has virtually sold itself.
4. It's not easy doing business in Kuwait.	d. ___ a last resort, we can always sell them at cost.
5. It's time to start thinking about advertising.	e. ___ practice, people want low prices.
6. We need to rethink the whole project.	f. ___ things stand, our system is only as safe as the person operating in
7. The recession hasn't harmed us at all.	g. ___ to a point, it's been a success, but there's still room for improvement.
8. Direct selling has proved ineffective.	h. ___ the contrary, we've actually benefited from it.
9. Let's look at the problem of data security.	i. ___ present, staffing levels are unacceptably high.
10. We propose to downsize all departments.	e. ___ general, mailshots just don't work.

*Exercise 18.* Study a typical end of the presentation that includes:

- the final part of the presentation;
- indication of the end;
- summary of main points;
- outlook;
- thanking the audience
- transition to discussion

The end of the main part may be indicated as follows:

- This brings me to the end of my presentation.
- This is all I wanted to say about....
- Having covered this final point, I'm now approaching the end of my presentation.

Exercise 19. Put the sentences (A – D) forming the final summary in the correct order.

A. Consequently, we took a closer look at the processes involved in our new system and estimated that efficient outsourcing of prescreening procedures should save us at least 50% of the time traditionally spent on these matters.

B. Before I stop, let me go through the major issues once more.

C. Finally, we weighed the pros and cons of immediately implementing this system and found very strong arguments in favor of switching to the new format right away, particularly given the massive volume of hiring ahead of us when we open our new plant by the end of the year.

D. We started out analyzing our old system of candidate evaluation and came to the simple but overwhelming conclusion that we waste probably up to 5% of our top executives' time by using an outdated mode of screening and selecting staff.

*Exercise 20.* Put the stages of the sample conclusion (A – D) in the correct order:

INDICATING END OF PRESENTATION;

FINAL SUMMARY;

OUTLOOK;

THANKING AND INITIATING QUESTION PERIOD.

A. I'm convinced that these three strengths of ours – uninterrupted family tradition, unique product, and organizational efficiency – are also a solid basis for future expansion. This way we can continue to maintain our constant growth rate in the years to come. With the prospect of having your company as a new partner in the Far East and being able to join our strengths in production and development with your distribution network and intimate familiarity with the market, I'm certain that our cooperation will prove mutually beneficial.

B. This brings me to the very end of my presentation.



C. I'd like to thank you all for your attention and your patience. I'm aware that I've done all the talking so far, but now we should have at least 20 minutes for discussion before the coffee break. I'll be happy to answer any questions you may have at this time.

D. In conclusion, I'd like to point out to you once more how our company history, our product line, and our organizational structure form an interdependent intricately interwoven network. It is these three main assets that make us what we are – one of the market leaders in highly specialized electrical machinery. Our long-standing experience and uninterrupted high standard of quality for more than half a century make us one of the most reliable, if not the most reliable, supplier on the market. Also, our specialized but highly adaptable product line, catering to more than two dozen different industries, is unmatched, which proves our overall flexibility. This flexibility stems from a modern organizational structure that evolved over half a century in which we continuously enhanced internal processes through careful modifications and structural improvements.

*Exercise 1.* Write at least ten tips how to become a good presenter (in your list try to include: preparation, structure of the presentation, body language, audience, questions from the audience, time, visuals).

1. Leave nothing to chance.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_

*Exercise 22.* Memorize the active vocabulary to text 2.

to pool	об'єднувати
employees' turnover	плинність кадрів
drop-off	спад

to downsize	зменшувати (розмір)
strategic-minded	той, хто дотримується стратегії
mingled	змішаний

*Exercise 23.* Read, translate and give the gist of text 2.

### **Text 2.** Functions of the Meeting

A meeting is supposed to pool all the participants' ideas and suggestions for a common purpose, which may function in the following ways:

- solving problems;
- making decisions;
- sharing information
- multi-functioning.

#### *Solving Problems*

Problems vary greatly in different organizations, from a late delivery, employees' turnover, a shortage of current capital to a lack of qualified sales representatives, a conflict between different departments, environmental production, and so on. When a meeting is held to solve problems, it is trying to find some way out of the existing situation, i.e. to make a change.

Problem-solving meeting often starts with an introduction to the problem, which should be prepared beforehand with an explanation as detailed as possible, so as to let the participants be clear about the situation. For example, if the meeting is to discuss an increase in employees' turnover, the introduction should include the turnover figure, the percentage of yearly dropping off, the inter-departmental comparison, and so on.

#### *Making Decisions*

A decision-making meeting differs from a problem-solving meeting in that its focus is not on analyzing different reasons leading to a problem, but on taking action(s). For example, when the company's yearly revenue drops by a big margin, a decision-making meeting has to be held immediately. The purpose of such a meeting is to take some actions like cutting down the costs, withdrawing or suspending some expensive plans, or even downsizing the total number of the company, including management staff.

Naturally, organizations have all kinds of decisions to make every day. But when a meeting is held for a decision, the participants should take more factors into consideration to make a right decision. Here are some suggestions to be followed:

- sense of responsibility;
- do not rush at a conclusion;
- be strategic-minded

*Sharing Information:*

The purpose of an information-sharing meeting is to inform people of what is going on in a particular field or on a certain subject, which is quite different from the two kinds above. SI often follows a top-down pattern, i.e. the organizer ( or another speaker) talks about something while others listen. In most cases, the organizer takes no question afterwards. To make such a meeting really fruitful for those participants, there are some rules to follow:

- good preparation beforehand;
- be specific about the subject;
- use visual aids whenever & wherever possible;
- select participants for the meeting.

*Multi-Functioning*

We have had a good discussion over the three major functions a meeting may have when people hold it. However, there's one more kind of meeting that is worth our attention, i.e. the multi-functional meeting. A multi-functional meeting often involves two or three functions. Therefore, a meeting like this can also be called a "mingled" meeting.

A multi-functional meeting asks especially for a good control. For example, when a meeting changes from one function to another, say from information-sharing to problem-solving, the meeting organizer should make sure that there is a natural transformation for such a change. It might be better for the organizer to inform everyone about such a change at the very beginning, so as to make them mentally prepared for the change later on.

*Exercise 24.* Give Ukrainian equivalents.

Suggestion, to solve problems, to share information, multi-functional, to downsize, employees' turnover, mingled, conclusion, environmental production, to prepare beforehand, interdepartmental, drop-off, revenue,

margin, to pool, to withdraw, to suspend, management staff, to rush at a conclusion, strategic-minded, top-down pattern,

*Exercise 25.* Give English equivalents.

Зменшувати, дотримуватися стратегії, плінність кадрів, об'єднувати, спад, змішаний, дохід, багатофункціональний, вирішення проблеми, обмінюватися інформацією, готувати заздалегідь, різниця між собівартістю і ціною продажу, скасовувати, призупиняти, модель "зверху-донизу", висновок, управлінський персонал, поспішати, робити необмірковані висновки.

*Exercise 26.* Give synonyms and antonyms (if possible) to the following words.

Revenue, downsize, suspend, withdraw, drop-off, rush, pool, mingled, strategic-minded, suggestion, turnover, conclusion, share.

*Exercise 27.* Answer the questions on text 2.

1. What is a meeting supposed to do? 2. What functions does a meeting serve? 3. What is a solving-problem meeting? 4. Will you compare a solving-problem meeting and a decision-making meeting? 5. What factor should be taken into consideration in a decision-making meeting? 6. What is the purpose of an information-sharing meeting? 7. What makes the information-sharing meeting fruitful? 8. Is it advisable to hold a multi-functional meeting? Why? 9. Is it a good idea to tell the audience at the beginning what you will talk about and for how long? 10. Is it necessary to summarize the main points again at the end?

*Exercise 28.* Read, translate and reproduce the dialogue.

### *Introduction*

**Meeting Chairman:** If we are all here, let's get started. First of all, I'd like you to join me in welcoming Allen Laurens, our Southwest Area Sales Vice President.

**Allen Laurens:** Thank you for inviting me, I'm looking forward to today's meeting.

**Meeting Chairman:** I'd also like to introduce Margaret Simmons who recently joined our team.

**Margaret Simmons:** May I also introduce my assistant, Bob Derby.

**Meeting Chairman:** Welcome, Bob. I'm afraid our national sales director, Christine Morgan, can't be with us today. She is in developing our Far East sales force in Kyoto.

### *Reviewing past business*

**Meeting Chairman:** Let's get started. We're here today to discuss ways of improving sales in rural market areas. First, let's go over the report from the last meeting which was held on June, 24. Right, Michael, over to you.

**Michael Robbins:** Thank you, Mark. Let me just summarize the main points of the last meeting. We began the meeting by approving the changes in our sales reporting system discussed on May, 30. After briefly revising the changes that will take place, we moved on to a brainstorming session concerning after sales customer support improvements. You'll find a copy of the main ideas developed and discussed in these sessions in the photocopies in front of you.

**Meeting Chairman:** Thank you Michael. So, if there is nothing else we need to discuss, let's move on to today's agenda. Have you all received a copy of today's agenda? If you don't mind, I'd like to skip (skip – пропускати; перескакувати) item 1 and move on to item 2: Sales improvement in rural market areas. Allen has kindly agreed to give us a report on this matter. Allen?

### *Discussing Items*

**Allen Laurens:** Before I begin the report, I'd like to get some ideas from you all. How do you feel about rural sales in your sales districts? I suggest we go round the table first to get all of your input.

**Martin Harrison:** In my opinion, we have been focusing too much on urban customers and their needs. The way I see things, we need to return to our rural base by developing an advertising campaign to focus on their particular needs.

**Alice Linnes:** I'm afraid I can't agree with you. I think rural customers want to feel as important as our customers living in cities. I suggest we give our rural sales teams more help with advanced customer information reporting.

**Donald Peters:** Excuse me, I didn't catch (I didn't catch – Я не зрозумів) that. Could you repeat that, please?

**Alice Linnes:** I just stated that we need to give our rural sales teams better customer information reporting.

**Martin Harrison:** I don't quite follow you. What exactly do you mean?

**Alice Linnes:** Well, we provide our city sales staff with database information on all of our larger clients. We should be providing the same sort of knowledge on our rural customers to our sales staff there.

**Allen Laurens:** Would you like to add anything, Jennifer?

**Jennifer Miles:** I must admit I never thought about rural sales that way before. I have to agree with Alice.

**Allen Laurens:** Well, let me begin with this Power Point presentation (presents his report). As you can see, we are developing new methods to reach out to our rural customers.

**Martin Harrison:** I suggest we break up into groups and discuss the ideas we've seen presented.

### *Finishing the Meeting*

**Meeting Chairman:** Unfortunately, we're running short of time. We'll have to leave that to another time.

**Allen Laurens:** Before we close, let me just summarize the main points:

- rural customers need special help to feel more valued;
- our sales teams need more accurate information on our customers;
- a survey will be completed to collect data on spending habits in these areas;
- the results of this survey will be delivered to our sales teams. We are considering specific data mining procedures to help deepen our understanding.

**Meeting Chairman:** Thank you very much Jack. Right, it looks as though we've covered the main items. Is there any other business?

**Donald Peters:** Can we fix the next meeting, please?

*Exercise 29. Read, translate and entitle text 3.*

### **Text 3**

In many international companies, groups exist because people working together can accomplish more, and they can make better decisions

than the same number of people who work individually. It is known to all that “the total is greater than the sum of parts”.

But, in an international organization, what is the effective way to improve the coordination of all members in one group? Although there are many ways to select, I think an effective way to go is to have staff meetings. In our company, nearly all working groups have weekly staff meetings. It was designed by our top management to help all staff to learn some aspects of understanding each other. A well-managed weekly staff meeting is the key to effective performance management.

In our company, a weekly staff meeting is a meeting between a supervisor and his subordinates, which is the principal way to maintain their relationship. Its main purpose is mutual teaching and exchange of information. By talking about specific problems and situations, the supervisor teaches his subordinates his skills and know-how, and suggests other ways to deal with the same problem. Meanwhile, the subordinates tell their supervisor what is going on and what they are concerned mostly about in a detailed way.

Take my group as an example. We always hold a staff meeting once a week. After some regular meetings, I have found that good communication in small groups leads to better group decisions, which are superior to individual decisions. When having group meetings, the meeting process can motivate all members' initiatives, encourage them to think and assist attitude development and change. What is emphasized at the group meeting comes out of a good consideration of several factors by all members, not out of someone's personal ideas.

A key point about a staff meeting is that it should be taken as all members' meeting, with its agenda and tone set forth by them, and there is a good reason for it. As the project leader, I need to prepare for each meeting, which is very important because I am forced to think in advance about all the issues and points I plan to bring up at the meeting. In this way, I feel better for the meeting. Moreover, with an outline, I know at the very beginning how many items are to be discussed, and this helps me to set the pace for the meeting according to the agenda.

When employees' meeting is to be held here, someone should send the agenda to the manager one day in advance, so that the manager can be better-prepared for it. The agenda can be on any topic which employees want to talk about. We always go through the agenda at the start of the

meeting, and add the manager's point(s) at the end. We always complete the agenda before we start the manager's point(s).

Now we take the staff meeting as our communication system. We want to work more to improve such a system, so as to make it more effective for our business.

*Exercise 30.* Write a summary of text 3.

*Exercise 31.* Give extended answers and hold a discussion.

1. What do you think of the group meeting practice in the case above? 2. Do you think such practice is workable in your company? 3. What's your opinion on an effective communication within an international company?

*Exercise 31.* Read, translate and give the gist of text 4.

**Text 4.** How to deal with unpredictable situations

There are four basic types of questions:

1. Good questions: Thank the people for asking them. They help you to get your message across to the audience better.
2. Difficult questions: These are the ones you can't or prefer not to answer. Say you don't know, offer to find out or ask the questioners what they think.
3. Unnecessary questions: You have already given this information. Point this out, answer briefly again and move on.
4. Irrelevant questions: Try not to sound rude, but move on.

What strategies will you use before answering a difficult question?

Repeating or paraphrasing questions:

- If I understand you correctly, your question is...
- Put in a different way, your question is....
- Just to check if I got everything right – you want to know...
- In other words, you're asking....
- This is a rather complex question.
- Let me see if I understand what you said.

If despite your request your audience do ask questions during your presentation, what will you do?

Postponing questions:

- I'll touch upon this particular issue later in my presentation.



- If you bear with me for a few minutes, you'll see that...
- I'll answer this question as we go along.
- In case the next point of my presentation doesn't answer your question, feel free to ask me again during the question period.

What will you do when during the Q&A session you are asked a question to which you have no answer? Will you promise to find out the right answer for the questioner and contact him later?

Admitting that you do not know:

- I'm afraid I don't know the answer to your question.
- Unfortunately, I'm not in a position to answer this question.
- I'm not sure if I can answer this, since I'm not directly involved in this area.
- However, I'll be very happy to find out and get back to you later.
- The person who would know is not here today, but I'll try to find out for you.

It is always desirable to credit the person for asking the question.

You may say something like:

- That was a great question.
- Glad you asked that question.
- I get asked that question by many people.

You can bridge to the next question by asking them a question:

- Does that answer your question?
- Is that the kind of information you were looking.

*Exercise 33.* Answer the questions on text 4.

1. What basic types of questions are there? 2. Will you detail each type of question? 3. How can a speaker/presenter answer difficult questions? 4. What will the speaker/presenter do if the audience ask questions during the presentation despite the request not to do? 5. How can the speaker/presenter credit the audience to ask questions? 6. What is a way of bridging the next question? 7. Some people prefer answering questions during their presentation, others at the end. What are the advantages and disadvantages of both methods?

*Exercise 34.* Put the sentences in the right order. Highlight useful expressions. Reproduce the dialogues.

## *AVOIDING AN ANSWER*

1. Do you agree that, with low interest rates and fierce competition from building societies, British banks are going to have a fight on their hands?
  2. Of course, but I think you'd better ask one of the people sitting next to you.
  3. Maybe not. But I'm sure you have an opinion on that matter.
  4. Well, to be honest, I'm not really the right person to ask about that.
  5. OK. Point taken. Perhaps we can talk about it later.
- Correct order: 1 \_ \_ \_ \_

**CONCEDING** (concede – визнавати; припускати (правильність, слухність чогось) *A POINT*

1. Wouldn't you agree that in BTB spending is coming under increasing pressure?
  2. Right, I see what you're getting at. And, of course only one percent of those that do make it to market ever recover their costs.
  3. But surely you realize that only a tiny fraction of patented products ever make it to market. About one in three thousand, in fact.
  4. Yes, but to some extent strategic alliances between companies compensate for that.
  5. Exactly.
- Correct order: 1 \_ \_ \_

*Exercise 35.* Put the following responses into four groups: responses to good questions, difficult questions, unnecessary questions and irrelevant questions:

1. I'm afraid I don't see the connection.
2. Sorry, I don't follow you.
3. I don't know that's off the top of my head.
4. Can I get back to you on that?
5. I think I answered that earlier.
6. Good point.
7. Interesting. What do you think?
8. Well, as I said...
9. I'm afraid I'm not in a position to comment on that.
10. I wish I knew.
11. I'm glad you asked that.
12. Well, as I mentioned earlier, ... .
13. To be honest, I think that raises a different issue.

14. That's a very good question.
15. I'm afraid I don't have that information with me.

*Exercise 36.* Write a review of a scientific report. The following questions may be useful in assessing a presentation.

### **1. Introduction:**

- Does the speech begin in an interesting way?
- Did the introduction make you want to keep listening?
- Are the expectations by the introduction fulfilled in the body of the presentation, i.e., does the introduction function effectively as a "contract" between speaker and audience?

### **2. Content + time limit:**

- Was the topic focused? Was it too broad? Too narrow?
- Was the topic relevant to and suitable for the audience? Was it too technical? Too trivial?
- Was the research appropriate for the topic? Were primary sources used where possible?
- Did the speaker stay within the assigned time limits?

### **3. Organization:** (parts, transitions, summaries)

- Was the thesis easy to identify? Were the main points clear?
- Was the overall organization easy to follow?
- Were the relationships between ideas clear?
- Were there smooth transitions between main points?
- Were the main points well developed, well balanced and well summarized?

### **4. Slides:**

- Did the slides contain the right amount of information?
- Was the design (including font type and size, and colours) suitable for the presentation topic?
- Was the design chosen used consistently throughout the presentation?
- Was there smooth transition between slides?
- Was the number of slides appropriate?

### **5. Conclusion:**

- Did the conclusion summarize the thesis and main points?
- Did it provide a sense of closure?

Does the presentation have a definite concluding sentence, rather than trailing off or ending abruptly?

Did it contain outlook?

Was the message convincing?

**6. Delivery** (body language, rate of delivery):

Did the speaker's nonverbals add to or detract from the speech? Consider posture, gestures, bodily movement, dress and facial expression?

Did the speaker have good eye contact with the entire audience?

Did the speaker use notes appropriately?

Did the speaker use visual aids? If so, were they smoothly integrated into the speech?

*Exercise 37.* Role play a meeting discussion on “How to increase the students’ interest in learning English” making use of the sentence patterns below. You could arrange people to act the following roles: Chairman of the meeting (Bilingual), students representatives (Ukrainian/Russian), teacher representative (English), specialist representation (English), secretary, translator/interpreter.

### **Typical Sentence Patterns.**

**Telling the audience what point the research has reached and in what context it is.**

What I am going to present is actually still only in its early stages, but I really think that our findings so far are worth telling you.

We are already at a quite advanced stage of the research, but I was hoping to get some feedback from you on certain aspects relating to . . .

Our research, which we have just finished, is actually a part of a wider project involving . . .

**Giving a general outline (formal)**

In this presentation I am going to/I would like to/I will discuss some findings of an international project.

examine/analyze/bring to your attention/introduce the notion of a new model of review

discuss/describe/argue that address a particular issue, which in my opinion, . . .

give an analysis of/explore the meaning of ...

**Giving the agenda (traditional)**

I will begin with an introduction to . . .

I will begin by giving you an overview of . . .

Then I will move on to . . .

After that I will deal with . . .

And I will conclude with . . .

**Giving the agenda (less formal)**

First, I'd like to do/I'm going to do/First, I'll be looking at X.

Then we'll be looking at Y/Then, we'll focus on Y.

And finally we'll have a look at Z/Finally, I'm going to take you through Z.

So, let's begin by looking at X.

**Giving the agenda (informal)**

So this is what I am going to talk about . . .

. . . and what I think, well what I hope, you will find interesting is . . .

I'm not going to cover P and Q, I'm just going to . . .

**Referring to handout**

I've prepared a handout on this, which I will give you at the end - so there's no need to take notes.

Details can also be found on our website.

**Moving on to the main body of the presentation**

Okay, so let me start by looking at . . .

So first I'd like to give you a bit of background.

So why did we undertake this research? Well, . . .

So what were our main objectives? Well, . . .

**Introducing a new element or topic**

With regard to X . . .

As far as X is concerned . . .

Regarding X . . .

**Communicating value and benefits**

So, the key benefit is . . .  
One of the main advantages is . . .  
What this means is that . . .  
We are sure that this will lead to increased . . .  
What I would like you to notice here is . . .  
What I like about this is . . .  
The great thing about this is . . .

### **Expressing surprise in order to gain interest**

To our surprise, we found that . . .  
We were surprised to find that . . .  
An unexpected result was . . .  
Interestingly, we discovered that . . .

### **Qualifying what you are saying**

Broadly speaking, we can say that . . .  
In most cases/In general this is true.  
In very general terms . . .  
With certain exceptions, this can be seen as . . .  
For the most part, people are inclined to think that . . .  
Here is a broad outline of . . .

### **Qualifying what you have just said**

Having said that . . .  
Nevertheless, despite this . . .  
But in reality . . .  
Actually . . .  
In fact . . .

### **Giving explanations**

As a result of . . . Due to the fact that . . . Thanks to . . .  
This problem goes back to . . .  
The thing is that . . .  
On the grounds that . . .

### **Giving examples**

Let's say I have . . . and I just want to . . .  
Imagine that you . . .

You'll see that this is very similar to . . .  
I've got an example of this here . . . *show slide*  
I've brought an example of this with me . . . *show object*  
There are many ways to do this, for example/for instance you can . . .  
There are several examples of this, such as . . .

### **Making initial reference to the diagram**

Here you can see . . .  
I have included this chart because . . .  
This is a detail from the previous figure . . .  
This should give you a clearer picture of . . .  
This diagram illustrates . . .

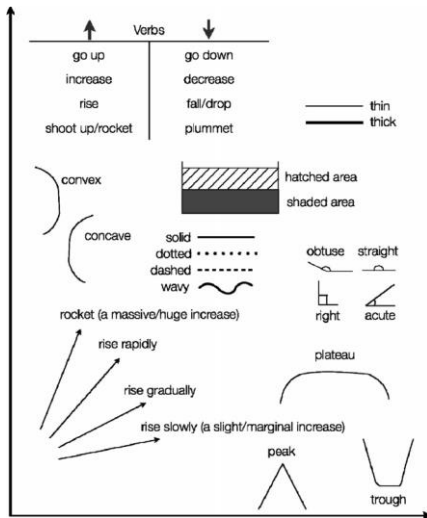
### **Explaining what you have done to simplify a diagram**

For ease of presentation, I have only included essential information.  
For the sake of simplicity, I have reduced all the numbers to whole numbers.  
This is an extremely simplified view of the situation, but it is enough to illustrate that . . .  
In reality this table should also include other factors, but for the sake of simplicity I have just chosen these two key points.  
This is obviously not an exact/accurate picture of the real situation, but it should give you an idea of . . .  
I have left a lot of detail out, but in any case this should help you to . . . if you are interested you can find more information on this in my paper.

### **Indicating what part of the diagram you want them to focus on**

Basically what I want to highlight is . . .  
I really just want you to focus on . . .  
You can ignore/Don't worry about this part here.  
This diagram is rather complex, but the only thing I want you to notice is...

### **Explaining the lines, curves, arrows**



On the X axis is . . . On the Y axis we have . . .

I chose these values for the axes because . . .

In this diagram, double circles mean that . . . whereas black circles mean . . .

dashed lines mean . . . continuous lines mean . . .

Time is represented by a dotted line.

Dashed lines correspond to . . . whereas zig-zag lines mean ...

**The thin dashed gray line indicates that . . .**

These dotted curves are supposed to represent . . .

The solid curve is . . .

These horizontal arrows indicate . . .

There is a slight/gradual/sharp decrease in . . .

The curve rises rapidly, then reaches a peak, and then forms a plateau.

As you can see, this wavy curve has a series of peaks and troughs.

**Referring to previous topic to introduce next topic**

Before moving on to Z, I'd just like to reiterate what I said about Y.

Okay, so that's all I wanted to say about X and Y. Now let's look at Z.

Having considered X, let's go on and look at Y.

Not only have we experienced success with X, but also with Y.

We've focused on X, equally important is Y.



You remember that I said X was used for Y [*go back to relevant slide*], well now we're going to see how it can be used for Z.

### **Getting the audience interested in the next topic**

Did you know that you can do X with Y? You didn't, well in the next section of this presentation I'll be telling you how.

### **Emphasizing, qualifying, giving examples**

I must emphasize that ..

What I want to highlight is . . .

At this point I would like to stress that . . .

What I would really like you to focus on here is . . .

These are the main points to remember:

The main argument in favor of/against this is ..

The fact is that . . .

This is a particularly important point.

This is worth remembering because . . .

You may not be aware of this but . . .

### **Referring forward**

I'm going to do X, Y, and Z.

I'm not going to cover this aspect now, I'm just going to . . .

I'll go into a bit of detail for each concept.

I'll explain this in a moment/I'll talk about that later.

As we will see later . . .

### **Referring backward**

As I said before . . .

Remember I said that . . .

The concept I mentioned earlier . . .

As I mentioned a moment ago . . .

To return to my earlier point . . .

If we go back to this slide . . . (*shows an earlier slide*)

### **Referring to current slide**

Here you can see . . .

Notice that it has . . .

As you can see . . .

### **Closing a conference:**

I will now give a brief resume of the main problems dealt with at this session.

In summary it may be said that ...

In conclusion of this discussion it may be said that ...

I think we can end the discussion on this point if you agree.

If no one else wishes to say anything, I think I can close this general discussion. Thank you, ladies and gentlemen.

Thank you very much for all contributions, your attention and discussion.

The conference continues with an evening programme at 8p.m. in the Hall.

I hope to meet you all soon.

### **Warning audience that presentation is near the end**

Okay, we're very close to the end now, but there are just a couple of important things that I still want to tell you.

### **Final summary**

Well that brings me to the end of the presentation. So, just to recap . . .

### **Telling the audience where they can find further information**

I am afraid that I don't have time to go into this in any further detail. But you can find more information about it on this website (which is on the back page of your handout).

If you would like more information on this, then please feel free to email me.

My address is on the back page of the handout./My address is in the congress notes.

### **Thanking the audience**

Thanks very much for coming.

Thank you for your attention.

### **Handling the session**

Okay, could we start with the question from the gentleman/lady at the back.

Yes, you.

[*Interrupting someone*] Sorry, first could we just hear from this woman/man at the front.

Do you mind just repeating the question because I don't think the people at the back heard you.

I think we have time for just one more question.

Okay, I am afraid our time is up, but if anyone is interested in asking more questions I'll be in the bar and at the social dinner tonight.

### **What to say when you don't understand a question from the audience**

Sorry, could you repeat the question more slowly please?

Sorry, could you speak up please?

Sorry, I didn't hear the first/last part of your question.

Sorry, I still don't understand—would you mind asking me the question again in the break?

Sorry, but to answer that question would take rather too long, however you can find the explanation on my web pages or in my paper.

I'm not exactly clear what your question is.

### **Interpreting the questions**

If I'm not wrong, I think what you are asking is . . .

Can I just be sure that I understand? You are asking me if . . .

So what you are saying is . . .

So your question is . . .

### **Avoiding difficult questions**

I'm not familiar with the details regarding that question.

I can't give you an exact answer on that, I am afraid.

That's a very interesting question and my answer is simply I really don't know!

That's a good question and I wish I had a ready answer , but I am afraid I don't.

You know, I've never been asked that question before and to be honest I really wouldn't know how to answer it.

I would not like to comment on that.

I am sorry but I am not in a position to comment on that.

I am not sure there really is a right or wrong answer to that. What I personally believe is . . .

### **Asking for time or deferring**

I think it would be best if my colleague answered that question for you.

You've raised a really important point, so important that I think I would rather have a bit of time to think about the best answer. So if you give me your email address at the end, I'll get back to you.

At the moment I don't have all the facts I need to answer that question, but if you email me I can get back to you.

Offhand, I can't answer that question but if you . . .

### **Commenting on audience questions**

I know exactly what you mean but the thing is . . .

I take your point but in my experience I have found that . . .

You're quite right and it is something that I am actually working on now.

I'm glad you raised that point, in fact one of my colleagues will be able to answer that for you.

### **If the speaker is about to go over your allocated time**

It looks as if we are running out of time. Would it be okay if I continued for another 10 minutes?

If any of you have to leave straight away, I quite understand.

I am really sorry about this. But in any case, you can find the conclusions in the handout.

### **Giving Opinions:**

In my opinion,

As far as I know,

As far as I am concerned . . . probable/improbable.

As far as I can say . . . right.

Actually, wrong.

In fact, very true.

I should say that . . . quite correct/ incorrect.

As far as I can see, its hardly fair/ unfair.

If you ask me . . . far from suitable/unsuitable.

To tell the truth . . . entirely feasible.

I rather think that . . . perfectly possible/impossible.

I must say that . . . certain/uncertain.

I don't think that . . . necessary/unnecessary.

I suppose that,

As a matter of fact.

### **Interrupting**

May I have a word?

If I may, I think...

Excuse me for interrupting.

May I come in here?

I (really) feel that...

In my opinion...

The way I see things...

If you ask me,... I tend to think that...

### **Asking for Opinions**

Do you (really) think that...

(name of participant) can we get your input?

How do you feel about...?

### **Commenting on Other Opinions**

I never thought about it that way before.

Good point!

I get your point.

I see what you mean.

### **Agreeing with Other Opinions**

Exactly!

That's (exactly) the way I feel.

I have to agree with (name of participant).

### **Disagreeing with Other Opinions**

Up to a point I agree with you, but...

(I'm afraid) I can't agree

### **Advising and Suggesting**

We should...

Why don't you....

How/What about...

I suggest/recommend that...

### **Clarifying**

Have I made that clear?

Do you see what I'm getting at?  
Let me put this another way...  
I'd just like to repeat that...

### **Requesting Information**

I'd like you to...  
Would you mind... I wonder if you could...

### **Asking for Repetition**

I didn't catch that. Could you repeat that, please?  
I missed that. Could you say it again, please?  
Could you run that by me one more time?

### **Asking for Clarification**

I'm afraid I don't quite understand what you are getting at.  
Could you explain to me how that is going to work?  
I don't see what you mean. Could we have some more details, please?

### **Asking for Verification**

Do you mean that...?  
Is it true that...?

### **Asking for Spelling**

Would you mind spelling that for me, please?

### **Asking for Contributions for Other Participants**

What do you think about this proposal?  
Would you like to add anything, (name of participant)?  
Has anyone else got anything to contribute?  
Are there any more comments?

### **Correcting Information**

Sorry, that's not quite right.  
I'm afraid you don't understand what I'm saying.  
That's not quite what I had in mind.  
That's not what I meant.

### **Keeping the Meeting on Time**

Well, that seems to be all the time we have today.  
Please be brief.  
I'm afraid we've run out of time.  
I'm afraid that's outside the scope of this meeting.  
Let's get back on track, why don't we?  
That's not really why we're here today.  
Why don't we return to the main focus of today's meeting.  
We'll have to leave that to another time.  
We're beginning to lose sight of the main point.  
Keep to the point, please.  
I think we'd better leave that for another meeting.

## UNIT V. DEVELOPING COMMUNICATIVE SKILLS ON GENERAL SCIENTIFIC PROBLEMS

*Exercise 1.* Translate into English using the verbs *make* or *do*.

a) 1. Він проводить дослідження (investigation). 2. Складіть список учасників конференції. 3. Я зробив ряд експериментів. 4. Дозвольте мені підвести підсумок. 5. Вона зробила дві помилки. 6. Він зробив важливе відкриття. 7. Коли ви будете робити вимірювання?

b) 1. Я вчуся в аспірантурі (do postgraduate course/studies). 2. Мені треба зробити багато роботи. 3. Їм треба зробити багато вправ. 4. Де ви вивчали математику? 5. Які дослідження (research) ви проводите?

*Exercise 2.* Translate into English using words *joint*, *to attend*, *to develop*.

a) 1. Вони написали спільну статтю. 2. В результаті сумісних зусиль вчені вирішили цю важливу спільну задачу.

b) 1. Ви відвідали минулу лекцію? 2. На нашому семінарі були присутні 44 учасника. 3. Він не відвідує занять з англійської мови.

c) 1. Він розробив новий метод дослідження. 2. Вони висунули сміливу гіпотезу. 3. Ви проявили свої фотографії (films)? 4. Цей студент виявляє великий інтерес до термодинаміки.

*Exercise 3.* Study the examples of using the words *to consult* and *to advise*. Answer the questions.

1. Do you often consult reference books? 2. Did your supervisor advise you to read your paper at the conference? 3. When do you consult the dictionary? 4. Are you going to consult your scientific adviser on how to do calculations? 5. Who has advised you to use this method? 6. Cannot you consult me on this problem?

*Exercise 4.* Translate into English.

1. Я маю порадитись з моїм науковим керівником. 2. Ви маєте порадитись з завідуючим (head) лабораторії. 3. Мій керівник порадив мені використати інший метод. 4. Раджу вам перевірити ваші дані ще раз.

*Exercise 5.* Translate the following sentences. Make up your own with the italicized words.

1. You say you *are acquainted* with theory of ... When did you *get acquainted* with it? 2. You seem *to be greatly interested* in it? When did you *get interested* in it? 3. When did you *get familiar with* N's views on ...? 4. In what field do you *carry out* experimental research? 5. Do you *take interest in* art? 6. Does your friend take any interest in science? 7. *How long* did it *take you to* translate the paper? 8. Do your experiments *take much time*? 9. How long will it take you *to get through with* your experiments? 10. Do you *take an active part in* the seminars which are held in your laboratory? 11. When did your friend *take postgraduate studies*?

*Exercise 6.* Translate the sentences paying attention to the new words and word combinations.

1. The staff of the laboratory consists of researchers (research workers: senior research worker, junior research worker) and laboratory assistants. 2. A scientist (researcher) may be characterized as prominent (well-known, famous, outstanding, hard-working, clever, diligent, industrious). 3. The Scientific Council of the institute consists of the chairman of the Scientific Council, the learned secretary and several members.

*Exercise 7.* Translate into English.

1. Вона дуже цікавиться дослідною роботою. 2. Мій експеримент зайняв 3 години. 3. Скільки часу потрібно, щоб закінчити (to complete) експеримент? 4. Ми багато дослідів. 5. Я проводжу дослідження в лабораторії. 6. Чи вчиться він в аспірантурі?



7. Вчений займається науковою роботою. 8. Що зараз робить лаборант? 9. Чи багато ви читаете? 10. Він прочитає доповідь. 11. Він читає лекції в університеті. 12. Він зробив грубу помилку. 13. Він не виконав вправу. 13. На мою думку він знайомий з цією теорією. 14. Хто вчений секретар у вашому інституті? 15. Це науковий гурток? 16. Він дуже досвідчена людина. 17. Коли ви порадитесь зі своїм керівником? 18. Ви дивились у словник? 19. Його не цікавить проблема, про яку йдеться.

*Exercise 8.* Choose the correct word (*interest, interesting, interested*) to complete the sentences.

1. I got ... in the subject of your work. 2. I'm glad you found it ...  
. 3. My teacher encouraged my ... in physics when I was at school. 4. It's good that you got ... in physics while still at school. 5. Did you find this book ... ? 6. I read it with great ... from the first page. 7. Are you ... the results of your experiments? 8. Not quite, I hope to obtain more ... data.

*Exercise 9.* Make up a dialogue about scientific work using the following questions?

1. What theory is your experiment based on? 2. What methods do you apply in your research? 3. Does your research cover a wide range of subjects? 4. What is the subject of your thesis? 5. What problems are you going to touch in your thesis/research? 6. When did you get interested in the problem? 7. Who advised you to take up this problem? 8. What is the aim of your study? 9. What kind of work is it: experimental or theoretical one? 10. How long have you been working at the problem? 11. Should fundamental research precede the applied one? 12. Is the publication of scientific papers necessary in carrying on research? Where do you publish the results of your investigations?

*Exercise 10.* Practice the phrases in pairs. Pay attention to italicized word combinations.

1. – Do you *apply* the latest *methods* in your experiment?  
- Yes, I do. *In fact*, I apply them rather often.
2. – Do you *follow the procedure* proposed by your supervisor?  
- Yes, I do. I *strictly follow* it. It has proved to be very useful.
3. – Have you *undertaken* any *steps* (efforts) to find the book you need?

- Yes, I have. And I have found it at last.
- 4. – Had your research program been fulfilled by *the end of the last month*?
- Yes, it had. I *actually* had fulfilled it by *the beginning of the month*.

*Exercise 11.* Make up dialogues using the following list of questions.

A. 1. What examination are you going to take this spring? 2. What subjects did you like best while at school? 3. When did you finish school? 4. How long have you been working at this laboratory? 5. Do you attend all seminars? 6. Are you familiar with the current problems discussed at the seminar? 7. What problems are you especially interested in? 8. Can you apply your knowledge of English in your work? 9. What kind of research is encouraged at your Institute? 10. Who encouraged your interest in this field of research? 11. What work were you engaged in last year? 12. Is an applied research encouraged at your Institute? 13. Are there any scientists of international reputation working at your Institute?

B. 1. Where were you educated? What institute did you graduate from? 2. Will you do further studies after graduation? 3. Have you ever given any lectures? 4. What part do you take in research carried on at your laboratory? 5. What subjects were you interested in when an undergraduate? 6. What course of lectures did you attend while a student? 7. Do you take part in the work of the students' learned society while at the Institute? 8. In what field are you doing research? 9. Have you written any joint papers with any of your colleagues?

*Exercise 12.* Translate into Ukrainian.

1. This book is written mainly for professional scientists. 2. The book aims to acquaint the reader with the latest discoveries in the fields of science and technology. 3. This article originally appeared in the magazine "International Science and Technology". 4. Reference is made to works in other countries. 5. Which of the prominent researchers in this field of knowledge are referred to? 6. Does the title of the book describe the subject? 7. What is the object of your investigation? 8. The book presents (gives, provides) a detailed account of the method of the investigation. 9. To my mind, the article provides a short review of advances made in this field.

*Exercise 13.* Translate the following terminological expressions and make up sentences with them.

A. 1. A list of references. 2. Key references. 3. A complete set of references. 4. To make reference to somebody or something. 5. A reference book (work). 6. A work of reference.

B. 1. To give (to provide) a critical review of the subject. 2. To review the subject. 3. An inclusive review of the problem. 4. A review journal. 5. The reviewed article. 6. The book under review. 7. A review chapter. 8. A reviewer.

*Exercise 14.* Answer the questions using the clues in the brackets.

1. What does the article begin with? (an introductory part, a few general remarks, a short introduction) 2. What is each subsection preceded by? (a brief theoretical introduction, some introductory notes, an introductory discussion) 3. What does the book introduce us to? (the work done in ..., the new data in the field of ..., the up-to-date techniques in ...) 4. What does the book acquaint us with? (recent discoveries in..., applications of new methods, experimental technique, the work done in the field of...) 5. What does the article conclude with? (the theoretical grounding of the results obtained from...)

*Exercise 15.* Translate into English.

1. Я хотів би поставити вам декілька запитань. По-перше, яка тема вашої статті? По-друге, яка її мета? Далі: – Що є предметом дослідження? Нарешті, про що в ній йдеться? 2. Стаття, про яку йдеться, була надрукована у 2014 році. 3. Напишіть англійською мовою коротке резюме вашої статті. 4. Книга торкається дуже цікавих проблем. 5. Книга складається з 10 розділів. 6. Де та коли була надрукована ця стаття? 7. Хто її автор? 8. Яких проблем торкається стаття? 9. На чії роботи посилається автор? 10. Про що йдеться в останній статті, яку ви прочитали? 11. Чому присвячений останній номер журналу цього року?

*Exercise 16.* Work in pairs. Read, translate and reproduce the dialogue.

A. – The book you have spoke about consists of articles. My question is: Who are the authors? I mean, what countries do they come from?

B. – Most of the authors work in Ukraine, but reference is made to workers in other countries.

A. – What is your opinion of the book? How do you estimate its value?

B. – I think this is an excellent book. The authors can be congratulated on producing it.

A. – As far as I can understand, the authors provide the reader with the up-to-date information on the problem of . . . . Is that so?

B. – Unfortunately the latest information is not given.

A. – Do you think the book may be valuable to those familiar with the subject?

B. – Yes. Professional researchers working in this field may find the book useful. However it may also be interesting to those approaching the subject for the first time.

A. – The book suffers from some defects, doesn't it?

B. – Yes. Like in many books, there are some deplorable defects in this book as well. But in spite of these shortcomings the book under review is an interesting and valuable source of ready information.

A. – That's what I just wanted to say.

*Exercise 17.* Work in pairs. Ask questions and answer them.

1. What book (article) have you recently read? 2. Who is the author of the book? 3. Is this its first edition? What edition is it? 4. How many chapters (articles) does the book consist of? 5. What does the subject of investigation include? 6. What is of particular interest in this book? 7. What does the book begin (end) with? 8. What does the author treat in its introductory part? 9. What does he say in conclusion? 10. What is given much (little) attention to? 11. Are there any drawbacks in the book? What are they if any? 12. How is the material illustrated? 13. Who is the book addressed to? 14. What is the purpose of the book? 15. Whom do you think this book will be useful to?

*Exercise 18.* Translate into Ukrainian.

1. If I'm not mistaken, the opening ceremony was followed by a banquet addressed by the French delegate. 2. As far as I could gather from

the text, there were not any simultaneous sessions held during this congress. 3. To my mind, the atmosphere of the conference hall gives very good opportunities for relaxed discussions between groups of experts. 4. In the final session attention was directed to the problems involved in translating research into practice and in introducing the results into practice. 5. In my opinion, the sessions were concerned with important present-day problems. 6. I believe that every session started with an introductory paper by an authority on the subject which was being discussed. 7. The main speakers in these sessions were allowed up to 40 minutes to develop their subject and the subsequent speakers 15 minutes, a half to three-quarters of an hour being set aside at the end of the sessions for discussion. 8. The arrangements for simultaneous translations in these meetings were excellent. 9. Preprints of the main congress lectures were available in the form of a separate book to participants before the meeting. 10. Each session has its own interpreter and the language difficulties were thereby reduced to a minimum. 11. Abstracts of the short communications were available in the form of a separate book where the text was submitted in Ukrainian, an English translation was also provided.

*Exercise 19.* Answer the questions.

1. Is the students' scientific conference "Polit" a yearly meeting? 2. When will you submit your paper? 3. When was the last conference held? 4. How long did that conference (congress, symposium) last? 5. How many simultaneous sessions were usually held on the same day? 6. What is your impression of this conference? 7. Was your paper a success? 8. To what problems was attention directed in the final session? 9. How many papers and reports were presented in all? 10. Did all of them come from this university? 11. What did the report by professor A. deal with? 12. When will these papers be available to all the participants? 13. Where will the meeting take place? 14. Have you ever been presented at a conference connected with the area of your special interests? 15. What were the principal topics discussed? 16. Were all the papers presented only in Ukrainian or was an English translation also given? 17. How much time was reserved for discussion? 18. What did the conference end with? 19. Can the proceedings of this conference be obtained at the university library? 20. Who presided at that conference? 21. How many papers were contributed to this scientific gathering?

*Exercise 20.* Practise the dialogue in pairs.

A. – As far as I know, the congress closed with a session held under the presidency of Dr. Jackson.

B. – Yes, it did. Dr. Jackson presided at the closing plenary session.

A. – I think that all the delegates were impressed by Dr. A's lecture.

B. – They certainly were. This lecture was quite impressive.

A. – The discussions were lively as usual, weren't they?

B. – Of course, they were, as pre-prints of all main reports were available to participants before the congress.

A. – Who is an authority on the subject being discussed?

B. – As far as I can judge, Dr. Brown is the greatest authority on the subject under discussion.

A. – I've missed the opening ceremony.

B. – Did I get you right? You missed the opening ceremony, didn't you?

A. – Yes, unfortunately.

B. – The opening ceremony was followed by a reception which was addressed by Academician A.

A. – Sorry, I didn't quite catch what you said. Who was the reception addressed by?

B. – By academician A.

A. – As far as I know, Astronautical Congresses are national scientific gatherings held in the USA every three years.

B. – I'm afraid you are wrong. Astronautical Congresses are annual meetings held in different countries. They are international gatherings for the delegates who come from different countries of the world.

A. – Pardon, what did you say? Where do they come from?

B. – From the USA, Russia, Europe, South-East Asia and Japan.

*Exercise 21.* Translate into English. Put a question to each sentences.

1. Конференція була проведена під головуванням д-ра С.
2. Професор Б. представив доповідь під заголовком ...
3. Засідання почалося з доповіді академіка А. і закінчилося загальною дискусією.
4. Президент Академії наук дав прийом для учасників симпозиуму.
5. Текст доповіді був поданий англійською мовою.
6. Він виявився одним із провідних спеціалістів з питання, що обговорюється.
7. Короткі резюме були в усіх учасників конгресу.
8. Матеріали

конференції видані у формі окремої книги. 9. Ця стаття є (available) у викладі українською мовою.

*Exercise 22.* Speak about your participation in the students' scientific conference using the list of questions and key phrases below.

1. Are you invited to attend the conference to be held next year?  
2. What is the title of your paper?  
3. What problems are you going to deal with in your paper?  
4. Are you looking forward to the questions and the discussion on your paper?  
5. Will there be many participants from your group?  
6. How many sessions of your society will you attend? Do you want to hear all the submitted papers?  
7. What does the importance of the conference lie in?

2. Key phrases:

The discussion centered on two themes.

On the first theme, "...", the following reports, among others, were made: "...", "...".

The reports made on the second theme, "...", included "... by ... .

These reports evoked an extensive discussion during which various viewpoints were expressed on ... (the interrelationship and reciprocal influence of technology and society).

Papers were read by ... .

The Conference heard two reports delivered by postgraduates.

The students of our department presented 8 reports.

Great interest was evoked by the reports: ... by ... .

The time set aside for the discussion of papers proved quite adequate.

The exchange of views proved very useful.

*Exercise 23.* Get acquainted with the examples of scientific correspondence.

Correspondence Concerning Arrangements of Congresses (Conferences, Symposia)

Letter 1

18 September 20...

Dear professor A.

At its meeting in B. the Executive Committee of the Society decided to convene the X International Congress on ... in L., in January 20... .

I would be glad of your cooperation in choosing some of the themes you think are of international interest as per enclosed list and let me have suggestions before 1<sup>st</sup> November, 20... .

Besides, we are setting up an Organizing Committee and would be glad if you agreed to cooperate with us in this Committee as representative of your country.

Please, let me know as soon as you can if:

- a) You will be attending the Congress;
- b) You will be presenting a paper, if so, a title (even tentative).

I'm looking forward to your reply in the near future.

With best wishes,

Yours sincerely,  
John Askly

Enclosure: list of themes.

Letter 2

Dear Dr. Smith,

I am very happy to learn that you are going to submit a paper to the Conference on . . . . Enclosed is the Program Announcement together with a list of expected participants.

I wish to draw your attention to the following: all papers at the Conference should be about 5 000 words in length, written in English and should reach the Secretariat before the end of November.

With kind regards and hoping to hear from you soon,

Yours sincerely,  
John S.Brent

Letter 3

Dear Prof. S.,

We wish to inform you that the meeting of the Executive Committee will take place in F. on 25<sup>th</sup> March, 20... .

The agenda of the meeting is the following:

1. ...
2. ...
3. ...

Your name will be included in the Program as a principal speaker. Each principal speaker will be allotted 20 minutes for his presentation and each official discussant 5 minutes for his discussion.



If you have any suggestions to make, kindly write to us at once so that we could have them distributed to other members of the Committee for provisional consideration.

I am looking forward to seeing you at the meeting.

Yours truly,  
Robert P.Simens

**Note:** Official invitations to different events are usually given in the form of the third person. Such invitations don't begin with salutation (dear Sir) and don't end with *Yours truly*, *Yours sincerely*.

The content of an official invitation is the following:

The name of institution or person request(s) the pleasure of (name of person) at (occasion)\* to be held at (address), at (time)\*\* on (day, date) R.S.V.P.\*\*\*

\* The occasion should be capitalized.

\*\* The time may be written out in full, e.g. at six o'clock.

\*\*\* Répondez, s'il vous plaît (French) – Reply, if you please.

The reply to invitation should be typed. Common reply is:

(Name of person) thank(s) the (name of institution or person) for its (their) kind invitation to (occasion) to be held at (address), at (time) on (day, date) which he (she) has much pleasure in accepting (to accept).

In case of refusal you have to denote the reason. Official refusal may be following:

(Name of person) thanks the (name of institution or person) for its (their, his) kind invitation to (occasion) to be held at (address), at (time) on (day, date), but regrets he is unable to accept owing to ... .

Reasons for denial:

1. ... owing to (because of) my poor health.
2. ... owing to a prior engagement for that day (evening, time, period)
3. ... as I have an urgent business appointment to attend to.
4. ... as I have already accepted an invitation earlier.

Informal invitations and replies are written as usual letters.

*Exercise 24.* Write a letter of an official invitation to a scientific event and 2 replies: accepting and denying the invitation.

## SUPPLEMENTARY READING TEXTS FOR ANNOTATION AND ABSTRACTING

*Exercise 1.* Memorize the new vocabulary to text 1.

variable	змінна величина
to tailor	приспособувати, робити на замовлення
marital status	семейний стан
at one's own expense	за свій рахунок
on an expense account	за рахунок компанії
credible	що заслуговує на довіру
supervisory	контролюючий

*Exercise 2.* Read translate and give the gist of text 1.

### **Text 1.** Market segmentation in the airline industry

By dividing a market into segments, a marketing manager can gain a greater understanding of the needs and requirements of potential markets. This enables him to 'tailor' the company's marketing activities more accurately and responsively to customer needs.

The variables used for segmenting the market can be grouped into four main categories: demographic (age, sex, marital status, family size, income, occupation, race, religion, nationality): geographic (climate, location, population density, subcultural values): psychographic (lifestyles, personality characteristics, motives) and product related factors (journey purpose – e.g. leisure or business, the length of the journey, the passenger's country of origin).

Market segmentation is a consumer oriented process and incorporates great amounts of information and knowledge. Thus, market researchers have identified a number of distinctive types of business traveller. E.g., the 'hard money traveller' (the independent business man travelling at his own expense); the 'soft money traveller' (the corporate business man travelling on an expense account); the 'medium money traveller' (the conference or incentive business traveller travelling within a group); the 'interim traveller' (the business traveller who is combining personal travel with a business trip); the 'frequent short traveller' (the business traveller who consistently flies a short-haul route); the 'periodic traveller' (the sales person who makes a round of stops on a steady itinerary. They differ from each other largely in terms of their spending

power. Further details: depending on an individual occupation, the frequency with which a person may travel varies considerably. Obviously, the more a passenger travels, the higher the standard he may expect and the more he can compare the services, so the airline must prove its credibility. The lifestyle one leads is generally influenced by occupation and his social status. So, social grades (grades in status) may include top management or administration; supervisory or clerical and junior managerial, administrative or professional personnel; skilled, semi- and unskilled manual workers; state pensioners or widows, casual or lowest grade workers. Depending on this, marketing managers must ensure facilities for the levels of comfort the travellers of each group are accustomed to. The length of a journey also dictates customer needs and requirements. The more time it takes, the more problems arise. The customer will expect comfortable seating, in-flight meal, other in-flight services. Leisure travel market should also consider a number of variables to meet the requirements of numerous groups of leisure travellers.

Identifying segments of air transportation market, selecting some of them for targeting and product positioning to best serve them and earn a high rate of return on the airline's investment constitutes the market coverage strategy. This strategy should consider all possible risks, the airline's resources, economic and industry forecasts, competitive markets, the company's strengths and other factors.

*Exercise 3.* Give Ukrainian equivalents to the following words and word combinations from text 1.

Needs and requirements; passenger's country of origin; consumer oriented process; to 'tailor' the company's marketing activities to customer needs; business traveller; short-haul route; frequency of flights; airline; skilled, semi- and unskilled manual workers; in-flight meal; leisure travel market; return on the airline's investment; hard money traveller; interim traveler; itinerary; spending power; social grades; managerial personnel; air transportation market; market coverage strategy.

*Exercise 4.* Find the following *-ing* forms in the text and analyze their functions.

By dividing; greater understanding; used for segmenting; business man travelling at his own expense; in terms of spending power; depending

on an individual occupation; comfortable seating; marketing managers; identifying segments; for targeting and product positioning.

*Exercise 5.* Translate the following sentences containing grammatical forms of comparison. Give your own examples.

1. Obviously, the more a passenger travels, the higher the standard he may expect and the more he can compare the services, . . . .
2. The more time it takes, the more problems arise.

*Exercise 6.* Answer the questions on text 1.

1. What is the aim of dividing a market into segments? 2. What are the main groups of variables for segmenting the market? 3. What information do the market variables contain? 4. What types of business travellers are identified and what for? 5. What details form a manager's knowledge of his potential customers? 6. What should the market coverage strategy of an airline consider?

*Exercise 7.* Memorize the new vocabulary to text 2.

fractional ownership	пайова власність
conventional	звичайний
cost-effectiveness	економічність
ease	простота, легкість, безперешкодність,
to be twitchy	смикатися ( <i>судорожно</i> )
to carve out	вирізати
proceeds	отримана сума, дохід
flying hours	наліт годин
to benefit (from)	отримувати користь (вигоду)
airframe	корпус літального апарата (без двигунів)
coastal	прибережний
commuting	польоти за місцевими маршрутами
vehicle	транспортний засіб

*Exercise 8.* Read, translate and give the gist of text 2.

**Text 2.** "Fractional" ownership market news

The market for "fractional" ownership of business jets appears to be enjoying steady growth, particularly in Europe, comparing it with the growth rates in the conventional airline industry.

Operators promote the cost-effectiveness and ease of travel that part-ownership gives. In turn, customers - mainly companies - are twitchy about the message that a fully-owned jet could send to corporate governance activists and prefer the fractional route.

European Business Jets believes it has carved out their own niche in the market as the existing fractional ownership schemes are still too expensive for many companies. Its chief executive said EBJ would use smaller five-seater jets, making the journey on typical European route cheaper than the price of three business class return tickets. The proceeds will go towards the purchase of a five-seat Citation and EBJ hopes to buy up to five this year. A share in a jet will guarantee 37.5 flying hours a year, using up to 1,000 different airports.

Centaur Seaplane is raising more funds to develop its new six-seat amphibious aircraft. The company has benefited from recent developments in materials technology that will help build an airframe more suited to water.

Traditionally seaplanes have been of limited use, particularly in coastal areas, because of their sensitivity to waves and corrosion. Airframes typically last four to eight years in water compared with 28 years on land.

Centaur believes it can overcome these problems and open up new areas of business for seaplanes, from commuting and leisure to unmanned aerial vehicles for the military.

*Exercise 9.* Translate the following word combinations into Ukrainian.

Corporate governance activists; business class return tickets; proceeds; purchase; to raise more funds; sea-plane; to get advantages from; sea-shore area; to be of limited use; from commuting and leisure; unmanned aerial vehicles; part-ownership; to carve out one's own niche; recent developments in materials technology; airframe suited to water.

*Exercise 10.* Find in the text the synonyms to the following.

Part-ownership, in full possession, rates of increase, route operated jointly by a number of airlines or operators, costly, top executive, less expensive, round-trip ticket, a part in ownership, settle the problem.

*Exercise 11.* Find in text 2 the sentence with the infinitive construction “*appears to be enjoying*”. Translate the whole sentence and give an example of your own with this construction.

*Exercise 12.* Give examples of new trends in customer-oriented business jets market.

*Exercise 13.* Memorize the new vocabulary to text 3.

productivity gains	підвищення продуктивності праці
celebrity	знаменитість
witness	1. свідок; 2. свідчити, бути свідком
compelling	невідпорний, непоборний
questionable	сумнівний; що має погану репутацію

*Exercise 14.* Read translate and give the gist of text 3 using the vocabulary.

### **Text 3.** Productivity gains are big incentive

Gone are the days when executive jets were used mainly by top executives and celebrities. Now companies realize the potential to win more business - and improve employees' quality of life.

Recent years have witnessed a shift in the perception of business jets and their use. Nowadays, they are seen less as the 'golden barges for the fat cats' and more as valuable business tools that increase productivity and add value to a company.

Many of the senior financial executives interviewed said business aircraft helped improve performance in areas of greatest importance identifying and executing strategic opportunities, reaching critical meetings and closing transactions, expanding into new markets and increasing contact with customers.

A small proportion of passengers on business aircraft, about 14 per cent, are top executives and other industry observers. Most of the

remainder are senior and middle managers and technical staff teams, usually sent to customers for service or assistance.

Gains in staff productivity do not come solely from the ability to travel directly between plants or meeting sites, but also from the ability to hold meetings and confidential briefings aboard the business aircraft during the trip.

In addition to productivity gains, global economic trends and terrorist events have combined to make the case for increased use of business aircraft more compelling. Multinational companies operating in emerging markets often find it is safer to use corporate jets than risk questionable service from airlines and far-flung airports.

One often-mentioned benefit derived from increased productivity as a result of using business aircraft is the opportunity to make better use of 'quality time' with family and friends.

Acceptance of the corporate aircraft as a business tool has been slower in Europe than in North America but changes can be expected in the foreseeable future.

*Exercise 15.* Write out of the text the terms associated with business executive aircraft.

*Exercise 16.* Explain or paraphrase the following.

- Recent years have witnessed a shift in the perception of business jets and their use;
- ... are seen less as the 'golden barges for the fat cats' and more as valuable business tools;
- ... business aircraft helped improve performance in areas of greatest importance;
- Gains in staff productivity do not come solely from the ability to travel directly between plants or meeting sites;
- One often-mentioned benefit is the opportunity to make better use of 'quality time' with family and friends.

*Exercise 17.* Name at least three reasons why business aircraft are becoming to be used more and more often. Name benefits derived from increased productivity as a result of using business aircraft.

*Exercise 18.* Memorize the new vocabulary to text 4 .

mandatory	обов'язковий
voluntary	зд. що виник на місці; необов'язковий для широкого впровадження
iris	райдужна оболонка ( <i>ока</i> )
disguised	переодягнутий, замаскований
to be authorized	мати право, повноваження
to force	змушувати
air marshal	маршал аіввації
cockpit	кабіна пілотів
hijacking	угон літака

*Exercise .* Read and translate text 4 using the vocabulary.

#### **Text 4. Travel security rests on technology**

Biometrics - a group of technologies that can identify individuals by their physical characteristics - are being used to increase travel security and will change the way we travel forever. They started out as a way of speeding up the arrivals and departures process for frequent travelers, but now they are set to become mandatory for everyone.

Small-scale voluntary schemes that scan a traveller's iris, face, fingerprints or hands, have already been installed or tested at several airports worldwide, but now an international scheme is being implemented led by new legislation in the US.

The new technology is just one of the ways airports, airlines, travel agents and governments are making travel more secure. Sky marshals, high-tech passenger scanners and new-style TV cameras are also helping to protect frequent travellers.

An air marshal is a federal agent disguised to look like regular passenger. Each air marshal is authorized to carry a gun and make arrests. In addition to policing the sky, new laws have forced the installation of locks on cockpit doors. This could prevent hijacking by terrorists trained to fly passenger jets by keeping them away from the plane controls.

Meanwhile, as security measures in major airports are tightened, more executives are turning to private jets to save time and to secure maximum safety. Manufacturers in the business aviation sector are



reporting strong sales as senior business travelers decide to invest in ownership, fractional ownership, charter or other membership.

*Exercise 20.* Give Ukrainian equivalents to the following.

Speed up the arrivals and departures process; frequent traveler; sky (air) marshal; high-tech scanner; regular passenger; the plane controls; security measures; to secure maximum safety.

*Exercise 21.* Speak about the new technologies used to identify individuals by their physical characteristics.

*Exercise 22.* Say what other security measures are taken in major airports. Why is turning of some companies' administration to private jets and chartering included into measures securing maximum safety? What other advantages does it have?

*Exercise 23.* Memorize the new vocabulary to text 5.

weight-and-balance	завантаження і центрування
to deprive	позбавляти
to derive	отримувати, виводити
survey	інспектування, дослідження
accuracy	точність
estimate	(приблизна) оцінка
takeoff weight.	злітна вага
fuel intake	заправка паливом
to dispatch	відправляти, посилати
to endure	витримувати; переносити
adverse	несприятливий
alternate airport	запасний аеропорт
“into plane” fees	(аеропортові) збори за (до)заправку паливом

*Exercise 24.* Read, translate and give the gist of text 5.

**Text 5.** Market-oriented adjustments in weight-and-balance rules

North Americans and Europeans are getting larger – well, fatter – a trend that might deprive one of them of a seat someday on a crowded, small aircraft.

Carry-on items and checked luggage stored in aircraft cargo holds have grown heavier, too. The extra weights of people and baggage are increasing the payload and, in some cases, forcing operators to remove a seat or two from small aircraft to keep the weight within bounds. At times, because of the threat of excessive payload weight, cargo shipments are being held. Such increases cause some markets to be “weight-restricted”.

Authorities adjust aircraft weight-and-balance rules to account for heavier passengers and bags. New standard weights are based on data derived from the actual weighing of 9,000 Americans by the Centers for Disease Control. Airline surveys have detected heavier carry-on bags, possibly the result of laptop computers being increasingly taken on board. Travelers also seem to be placing more and heavier items in checked luggage. Also, some accidents prompted a review of weight-and-balance control procedures. Greater accuracy in weight estimates improves the safety factor.

A weight-and-balance control program is important because it enables the pilot to establish the aircraft's center of gravity. Pilots calculate the weights either on paper or using various electronic devices, such as calculators and personal digital assistants (PDAs). The impact of new regulations is already widespread, especially for airlines operating regional-type aircraft and particularly on those with 30 or fewer seats. Airlines using the 37-seat Saab 340B, for example, were forced to take out two to three seats from the aircraft. Saab is offering a weight-increase design for that aircraft and is working with users on modifications and increasing takeoff weight. In some cases aircraft weight is reduced by replacing leather seat covers with cloth ones.

Such actions are being taken to comply with the stricter regulations and still avoid, if possible, denying boarding to passengers. That denial could take place if the weather is hot, or if operations are in the mountains.

Possibly, the most costly impact of new rules comes in fuel intake procedures. Some airlines are no longer filling up for round-trip flights. More often, aircraft are dispatched with just enough fuel to complete the flight and endure potential adverse weather conditions and diversion to alternate airports. But, of course, airlines also try to avoid so-called “into

plane” fees that fuel depos charge each time an aircraft takes on fuel at an airport other than its home base. They normally like to put in round-trip fuel.

*Exercise 25.* Pick out all terminological word combinations to describe weight-and-balance control program, aircraft design and maintenance changes and replacements caused by weight restrictions.

*Exercise 26.* Explain the usage of 'ones' and translate it in the following:

... by replacing leather seat covers with cloth *ones*.

*Exercise 27.* Pick out all Active and Passive verb forms and write them down in two columns. Name them and explain the rules of their formation and usage.

*Exercise 28.* Answer the questions on text 5.

1. What market-driven trends force commercial aviation authorities to change aircraft weight-and-balance rules? 2. What data are new standard weights based on? 3. How do pilots calculate the weights? 4. What can be offered by aircraft manufacturers and operators to solve the new problems? 5. What is being done to avoid denying boarding to passengers? 6. Why do airlines try to avoid "into plane" fees? 7. Why does the most costly impact of new regulations come in fuel intake procedures? 8. How does greater accuracy in weight estimates influence the safety factor? 9. Why is a weight-and-balance control program so important?

*Exercise 29.* Memorize the new vocabulary to text 6.

drastic	рішучий; енергійний; радикальний
overhaul	ретельний огляд, капітальний ремонт
plank	пункт програми
to retrieve	відновлювати
straightforward	просто
to get rid of	позбавлятися
random	випадковий; безладний; довільний
grid	решітка
handset	мобільний телефонний апарат

reminder  
ubiquitous  
to pop up

нагадування  
повсюдний  
несподівано виникати

*Exercise 30.* Read, translate and give the gist of text 6.

### **Text 6.** Change is in the air

Get ready to change the way you travel. That is the message from the head of the International Air Transport Association (IATA), an industry body that co-ordinates aviation rules and standards. He still wants you to travel by plane, of course, but with commercial aviation in a sorry state as a result of terrorist attacks, an economic slowdown, high oil prices, he believes the best treatment for the industry is a strong dose of technology that could both reduce costs for airlines and make travel simpler and smoother for passengers.. IATA's grand plan to do this is called "Simplifying the Business". It calls for a drastic overhaul of four aspects of the air-travel process - tickets, boarding passes, check-in and baggage handling - with an aggressive timetable that should start to deliver results immediately.

At the same time, other new technologies are reshaping the nature of air travel. In-flight internet access, and even the use of mobile phones, could soon become commonplace, on some routes at least. Entertainment systems are becoming increasingly sophisticated as airlines compete for customer loyalty.

The first plank of IATA's plan is to eliminate paper tickets completely. With a paper ticket, details of the passenger's journey are stored in a magnetic strip that can be read by special readers. With an electronic ticket, these details are stored in an airline database, and are retrieved using a unique look-up code. This means there is no need to issue a physical ticket to the passenger: instead, the code can be delivered via the internet or over the phone. It is much more convenient for passengers, particularly when buying tickets online, and results in huge savings for airlines: an e-ticket costs around \$1 to issue and process, compared with \$10 for a paper ticket.

Implementing e-ticketing within a single airline is relatively straightforward. But "interline" ticketing (in other words, tickets for a journey involving more than one airline) is trickier, because it requires

different airlines' databases to talk to each other. Getting rid of paper tickets, then, involves linking up the airlines. This is happening first within airline alliances, and then between airlines that partner on particular routes.

Doing away with paper tickets also means the check-in process can be completely overhauled, the second component of IATA's four-part initiative. For once a ticket is no longer a physical item, there is no need to be at the airport to present it: instead, you can check in for your flight from home via the web, or even while on the move via your mobile phone. In each case, the boarding card is issued in the form of a two-dimensional bar-code, an apparently random grid of black-and-white dots. This pattern, which can be printed out from a PC or displayed on the screen of a mobile phone, is then scanned at the gate before boarding. Several airlines already allow online check-in over the web. It is more convenient for passengers, since it means less standing in line at the airport; they can even see what choice of seats is available on-screen, and make their choice accordingly. It also saves airlines money, by reducing the need for check-in facilities and staff.

The next step is to extend online check-in to mobile phones. Check-in is handled by a small piece of software on the phone, downloaded like a game or a ringtone. The software establishes a wireless connection with the reservation system, offers a choice of seats, and then retrieves the boarding-pass bar-code, which is stored in the handset.

The system can be configured to send passengers a text-message reminder two hours before the flight; clicking a link in the message launches the check-in process. But bar-code boarding passes cannot be used for interline flights unless all the airlines and airports along the route support them. Like electronic tickets, bar-code boarding passes will be adopted first by individual airlines, and then by alliances, before becoming ubiquitous.

The third component of LATA's plan is an expansion in the use of self-service kiosks, which are already popping up in airports around the world. Again, the benefits are speedier service for passengers and savings for airlines.

*Exercise 31.* Look through text 6 and pick out all words and word combinations describing the components of IATA's plan including online

check-in over the web, bar-code boarding passes, online check-in through mobile phones.

*Exercise 32.* Answer the questions on text 6.

1. What new in-flight technologies are reshaping the nature of air travel? 2. Why is IATA's "grand" plan called "Simplifying the Business"? What is its aim? 3. What is the aim of implementing e-ticketing and what are its advantages for customers and for companies? 4. What does the term "interline ticketing" imply? 5. What is meant by complete overhaul of the check-in process? 6. What steps may it consist of? 7. How can online check-in through mobile phones be performed?

*Exercise 33.* Memorize the new vocabulary to text 7.

to throng	переповнювати, заповнювати
to scale	співставляти, визначати за масштабом,
feasible	здійснений, вірогідний
to congregate	збиратися разом
to go astray	загубитися
to crumple	м'яти, зім'яти
accuracy rate	ступінь точності
to pursue	додержуватись; дотримуватись
to convince	переконувати

*Exercise 34.* Read, translate and entitle text 7.

### **Text 7.**

On busy routes thronged by frequent travellers, kiosks are already so popular that it is necessary to queue up to use them. Rather than installing more kiosks all over the place to handle peak demand, it makes more sense to switch from airline-specific kiosks to shared ones, which can handle passengers from several airlines. This makes it easier to scale check-in capacity to meet demand, and enables even small airlines to offer self-service check-in. Such shared machines, which conform to a standard drawn up by IATA, are known as "common-use self-service" (CUSS) kiosks. Passengers are presented with a common welcome screen, select an airline, and that airline's own check-in software then pops up.

The switch to CUSS machines makes it feasible to put kiosks in places other than the airport, such as car rental offices, railway stations or

hotel lobbies - places where a row of airline-specific kiosks would have taken up too much room and cost too much. Airlines are now examining the business case for putting kiosks in all kinds of places where passengers congregate.

Another trend is to integrate other, non-airline services into kiosks. It would then, for example, be possible to use a kiosk in a hotel lobby to check out of the hotel, look up the status of your flight, and then check in for it.

The next part of IATA's plan is the most ambitious, and will probably take the longest: switching baggage labels from printed bar-codes to wireless tags based on radio-frequency identification (RFID) technology. The aim is to reduce the number of misplaced items of baggage, a headache for passengers and airlines alike. Of the 1.5 billion bags carried on commercial flights each year, around 0.7% go astray. Dealing with each lost bag costs airlines an average of \$100, or around \$1 billion a year for the industry as a whole, not to mention the loss of customer goodwill. A big part of the problem is that crumpled or torn bar-code labels are misread by the machines that process baggage as it travels between passenger and plane: the accuracy of printed bar-codes can be as low as 80%. RFID tags, in contrast, have accuracy rates exceeding 95%. As a bag with an RFID tag passes through a scanner, a pulse of radio waves awakens the tag, which responds by transmitting a small burst of data.

Here there also are two approaches to pursue. One approach is to use "pre-printed" RFID tags that contain a unique identity code that cannot be changed. When the bag is checked in, the tag is applied, and the airliner's computer systems associate the tag's code with the passenger's electronic ticket.

The drawback with this approach, however, is that the association between tag and passenger is stored in the airline's database. So every time the tag is read, a real-time connection to that database is needed to work out how to route the bag. It works well for a single airline, but when more than one airline is involved, links are needed between their databases. That is why many in the industry favour the second approach involving the more expensive tags. These have the advantage that data can be written into them, including passenger and routing details, when the bag is checked in.

This information then travels along with the bag, without the need for any database look-ups.

All of this depends on the development of an international standard, and that will require extensive testing. At the moment the emphasis is on limited trials involving pairs of airports and airlines. RFID tags will be widely adopted only if airlines, airports and ground-handling staff can be convinced that they are a good idea.

*Exercise 35.* Decipher the abbreviations CUSS, RFID IATA.

*Exercise 36.* Translate into Ukrainian.

To handle peak demand; to handle passengers from several airlines; to offer self-service check-in; to conform to a standard drawn up by LATA; the switch to CUSS machines; to switch baggage labels from printed bar-codes to wireless tags; to reduce the number of misplaced items of baggage; to include passenger and routing details; the emphasis on limited trials involving pairs of airports.

*Exercise 37.* Describe the technique of using electronic equipment in check-in procedure.

*Exercise 38.* Comment on the role of self-service kiosks in handling peak demand.

*Exercise 39.* Speak on two approaches pursued in dealing with RFID tags.

*Exercise 40.* Memorize the new vocabulary to text 8.

remote	дистанційний
proprietary	1. право власності; 2. власник
impediment	перешкода
avionics	авіаційна радіоелектроніка, авіоніка
to disrupt	переривати
to whizz	проноситися, мчати
to befuddle	збивати з пантелику
picocell	пікосота (сота дуже маленького розміру (менше 100 м) у мережі мобі
100 м) у мережі мобі	100 м) у мережі мобільного зв'язку)



shielded	екранований; захищений; закритий;
броньований	броньований
to roam	підтримувати постійний зв'язок підчас переміщення
абонента	абонента
interference	перешкода
still-born	мертвонароджений
discreet	розсудливий, розважливий

*Exercise 41.* Read translate and give the gist of text 8.

**Text 8.** Distinguishing oneself from the rivals: in-flight services

All of the above-mentioned technologies - electronic tickets, remote check-in, kiosks and RFID tags - have already been adopted, to varying degrees, by forward-thinking airlines and airports around the world. The aim of IATA's initiative is to introduce standards, to ensure interoperability, promote adoption, and make the benefits of these technologies available to the whole industry. The switch from proprietary, airline-specific technologies to open standards will, however, reduce the airlines' scope for differentiation. If all passengers are using the same facilities, how can airlines distinguish themselves from their rivals?

Primarily through the routes they fly and the prices they charge, of course; and the quality of their in-flight service. Inflight entertainment is now a critical part of how airlines position themselves. The most notable feature of advanced entertainment systems is video on demand. The video is stored on hard disks on a central server and is streamed to each seat. There is also a music-on-demand service and a selection of games, some of which support multi-user play between passengers. Another trend is the growing availability of internet access on board aircraft.

The in-flight use of mobile phones is expected to be the next big trend in airborne communications. Contrary to popular belief, the main impediment to the use of mobile phones on planes is not interference with the aircraft's avionics systems. Instead, the problem is that airborne mobile phones disrupt mobile networks on the ground. An airliner with 500 phones on board, whizzing across a city, would befuddle the network as the phones busily hopped from one base-station to the next.

But the technology now exists to allow passengers to get around this problem. A small base-station, called a 'picocell', is installed on the plane, and connected to the telephone network via satellite link. The aircraft cabin is shielded to prevent handsets from making contact with base-stations on the ground. Instead, they 'roam' on to the network signal from the picocell. Since the picocell is so nearby, the handsets can operate at very low power to maintain contact with it, which eliminates interference with networks on the ground.

When the technical and regulatory rules have been sorted out, however, the small matter of in-flight phone etiquette will remain, and it may be extremely annoying. However, some airlines' market research found that long-haul travellers expressed more interest in internet access and text-messaging than voice calls, so very few travellers want to make voice calls while in the air. It may be that the voice market will be still-born, and more discreet data communications will predominate.

*Exercise 42.* Ask and answer questions on the ways the airlines choose to distinguish themselves from their rivals in servicing passengers.

*Exercise 43.* Memorize the new vocabulary to text 9.

to lure	приваблювати
expanse	розширення, збільшення
indulgent	що потурає всім бажанням
yardstick	критерій; мірка
to jam	упихати, утискувати
to accommodate	розміщувати
to stretch out	розтягувати(ся); витягувати (ноги)
perception	сприйняття
galley	приміщення кухні
to redefine	змінювати

*Exercise 44.* Read, translate and give the gist of text 9.

### **Text 9.** A look at the future of flying

With the mammoth double-decker Airbus A380 almost anything is possible. This giant plane has 50% more floor space than a Boeing 747 and a wing-span of almost 80 meters.

Nevertheless, while the A380 might offer greater legroom and more spacious and comfortable economy-class seats and business-class beds to lure passengers from other airlines, don't expect valuable space to be taken up with a vast expanse of indulgent extras, as, the experts believe, the plane can introduce some extraordinary seat-mile reductions. If you start taking seats out for boutiques and gyms, your seat-mile costs will rise. (The cost per seat-mile - taking into account the number of seats available for sale and the number of miles that can be flown in these seats - is the standard yardstick airlines use to measure their operating expenses.)

But what airlines do with the seats is another story. Consider the statistics on the capacity of the A380. In an all-coach configuration, with passengers jammed in, the plane holds 880 - assuming so many people can be evacuated in a short enough time to meet government certification standards. Airbus has calculated that the plane can hold 550 with a standard three-class configuration.

Singapore Airlines says it will design its 10 A3 80s to accommodate 480 passengers. Emirates will put 489 seats on the planes it uses for its longest flights, and Qantas Airways will have 501 seats on all 12 A3 80s it has ordered. Many airlines flying the A380 are talking about 480, 490, 500 seats. Lufthansa is talking about more than 500, but not over 550.

This means a lot more room for stretching out, particularly for business-class and first-class passengers. Some new features to be introduced could be physical space itself, or the perception of space through the use of lightening, seat arrangements, the type of seats and the functions that come with the seats. It could be a choice of meal times. They will be able to do much more with the galley area, which will redefine the type of food they can offer aboard.

*Exercise 45.* Give Ukrainian equivalents.

To lure passengers from other airlines; wing-span; legroom; economy-class seats; seat-mile reduction; cost per seat-mile; available for sale; operating expenses; government certification standards; A380 capacity; standard three-class configuration; seat arrangement; to accommodate passengers; the type of food offered aboard.

*Exercise 46.* Explain or paraphrase the following.

Mammoth double-decker; to lure passengers from other airlines; valuable space to be taken up with a vast expanse of indulgent extras; all-coach configuration; standard yardstick; to accommodate passengers; more room for stretching out; the functions that come with the seats.

*Exercise 47.* Memorize the new vocabulary to text 10.

hefty	великий, неабиякий ( <i>про грошову суму</i> )
to justify	виправдовувати
affordable	дозволений; доступний; посильний
catering	харчування (на борту)
maintenance	утримання та технічне обслуговування
compelling incentive	сильний спонукальний стимул
to opt (for)	вибирати, робити вибір
gruelling	виснажливий, суворий
obstacle	перешкода
increment	прирощення, прибавка, приріст
up-front	попередній
to siphon off	відкачувати, забирати
(the) latter	останній ( <i>із перерахованих</i> )
premium	премія, винагорода
outright	повний; відкритий
depreciation	амортизація; застаріння; зношення
to rule out	виключати; викреслювати

*Exercise 48.* Read, translate and give the gist of text 10.

**Text 10.** Managerial decision: fractional ownership or chartering?

The expense of owning an aircraft, plus paying hefty operating costs, makes private aviation a significant expense that few companies can justify. But in the past decade fractional ownership, in which companies or individuals buy only a share of an aircraft, has made it more affordable.

With fractional ownership schemes, buyers are able to share the costs of owning an aircraft as well as eliminate the day-to-day operational responsibilities of hiring pilots and ground crew, buying insurance, renting a hangar and organizing catering and maintenance.

For travellers who value flexibility and the increased security of knowing everyone on the flight, there is a compelling incentive for opting for fractional ownership.

Indeed, the sector has seen strong growth. But cost, it seems, is not the only reason for the apparent success of the fractional ownership. While the US has about 500 large airports and 5,000 general aviation fields, the commercial airline flights can turn a short trip into a gruelling obstacle course. With fractional ownership, a customer can give as little as four hours' advance notice for a flight and turn up 10 minutes before departure.

For the most part, the schemes are similar. The shares are typically sold in one-sixteenth increments and guarantee the owners use of their specific aircraft or another aircraft of the same type.

In addition to the up-front cost of buying the aircraft, there is a monthly management fee (which covers the cost of the pilots, crew, training, hangering) and an hourly in-air rate to cover fuel and maintenance. Furthermore, the companies guarantee that their aircraft will be available every day of the year, 24 hours a day.

Certainly, the industry dynamics are becoming more interesting. More competition could be in store as the commercial airlines watch fractional ownership programmes siphon off business passengers.

Another alternative is to hire aircraft as needed, so avoiding the expense of leasing or owning and simply paying for the flying time required. Ownership involves the cost of purchase, monthly maintenance fees and hourly usage costs. Charter involves only the latter. Ownership also guarantees availability of an aircraft. However, it may be necessary to pay a premium at busy times – hiring **at short notice (at short notice – негайно; зараз же)** during the weekend of the Monaco Grand Prix, for instance. Conversely, fractional ownership companies frequently subcontract aircraft themselves when too many part-owners demand a flight at the same time.

Deciding which is the best option depends on the mission you are trying to accomplish. A good general guide is that for a company using private aircraft for fewer than 50 hours a year, charter is best; for 50 to 300 hours, it should consider fractional ownership; for anything higher, outright ownership is probably best. The financial argument against fractional ownership is not straightforward. For instance, depreciation on the aircraft

can bring tax advantages. So, any form of business aircraft usage should not be ruled out but it is advised to companies to start by chartering.

*Exercise 49.* Say what forms of business aircraft usage are mentioned in the text. Which of them are given special attention to?

*Exercise 50.* Use in sentences of your own the following phrases expressing time relations from text 10.

*Give as little as four hours' advance notice; hire at short notice; turn up 10 minutes before departure; use ... for fewer than 50 hours a year; monthly; yearly.*

*Exercise 51.* Explain why deciding on the kind of aircraft usage (regular service, chartering, fractional ownership) is a big problem for top management of a company.

*Exercise 52.* Memorize the new vocabulary to text 11.

to quote	називати, вказувати; цитувати
notwithstanding	не дивлячись на
to tap	відкривати, починати використовувати
to offset	компенсувати, відшкодувати
revenue flights	комерційний рейс
to deduct	віднімати
attributable	що стосується (чогось); пов'язаний (з чимось)
mark-up	підвищення, приріст
increment	збільшення, зростання, приріст
unit costs	витрати на одиницю продукції
average stage length	середня довжина етапу польоту
incremental	додатковий

*Exercise 53.* Read, translate and give the gist of text 11.

### **Text 11.** Air carrier fares and rates

In the first place carriers quote in their Tariffs the so-called Normal First-Class and Economy-Class fares. There are no limitations on their use, except the ticket validity and the limitations for fare changes prior to commencement of travel.

A second category of fares are the special fares. Special fares are discounted fares which are accompanied by limitations on their use and/or purchase. All discounted fares have a limited validity for completion of the round trip and most have a limited stay requirements at the destination.

A special category of special fares are the so-called Advance-Purchase fares. As the name indicates the passenger is required to make his reservations for a round trip at agreed upon times, and payment for the trip must be made a certain period of time (at least one month or two) in advance as required in the Tariff.

Discounted fares have an influence on average passenger yields. In an economic sense, one should realize that the introduction of a lower discounted fare, notwithstanding its limitations, will shift some part of previously carried passengers paying the higher fare to the discounted one, because it fits its purpose. Discounted fares therefore of necessity must create or tap a sufficiently large new market to more than offset the negative effect.

Passenger fares should be established at an economic level. This means that at a reasonably obtainable load factor, the airline should make a profit on its network, not necessarily on each route sector. One should know the costs per seat-kilometre, in effect the forecasted ones. As passenger aircraft also carry mail and freight on revenue flights the revenue obtained, or forecasted to be obtained on the routes from these categories of traffic, is deducted for the purpose of establishing the costs attributable to the carriage of the passengers. Dividing total passenger costs by the available passenger-seat-kilometres, gives the cost per seat kilometre.

For a great number of reasons, most airlines prefer to negotiate fare levels and tariffs multilaterally among airlines. This is done through their Trade Association, the International Air Transport Association (IATA). This is done in formal Tariff Conferences. In a Cost Committee set-up by IATA cost figures, including a mark-up for capital, charges and profit is presented for each region and also adjusted for a number of incremental seat-load factors, say between 50% and 70% at 5%-points intervals. Of course, the unit costs are influenced by the average stage length in the region concerned.

*Exercise 54.* Give synonyms to or paraphrase the following: commencement of travel; discounted fares; make reservations; round trip;

purchase; in advance; as required in the Tariff; revenue flights; negotiate multilaterally.

*Exercise 55.* Ask and answer questions on text 11.

### **Literature**

1. *Davidova N.* English for Natural Sciences / N. Davidova, Nikitchenko I. – К., 2004. – 407 p.

2. Peter Master. English Grammar and Technical Writing / Peter Master. – Washington, DC, 2004. – 348 p.

3. *Pismennaya O.* Commercial aviation. Digest : уч. пособие / О. Pismennaya. – К. : ЛВК, 2007. – 222 с.

4. *Акмалдинова А.Н.* Английский язык в научно-профессиональной деятельности специалиста: уч. пособие / А.Н. Акмалдинова, О.А. Письменная. – К. : КМУГА, 1994. – 91 с.

5. *Иностранный язык в сфере научного общения.* Лингвометодические проблемы. – М. : Наука, 1986. – 192 с.

6. *Методические рекомендации* по использованию научных текстов в научно-исследовательской работе студентов III-IV курсов факультета романо-германской филологии / В.И. Карабан. – К. : 1982. – 56 с.