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Федеральное государственное бюджетное образовательное учреждение
высшего образования «Тверской государственный университет»
Кафедра иностранных языков гуманитарных факультетов

ПРОФЕССИОНАЛЬНАЯ КОММУНИКАЦИЯ НА ИНОСТРАННОМ (АНГЛИЙСКОМ) ЯЗЫКЕ

Учебное пособие для студентов 1 и 2 года обучения
по магистерским программам:
направление подготовки 46.04.01 История профили подготовки Теория и
практика современного исторического образования, Археология и
памятниковедение, История этнокультурных и межконфессиональных
отношений, Историческая музеология; направление подготовки 41.04.04
Политология профиль подготовки Политическое управление)

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**Профессиональная коммуникация на иностранном (английском)
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Целью данного учебного пособия является формирование у студентов магистерских программ 1 и 2 года обучения очной формы обучения, обучающихся по направлениям подготовки 46.04.01 История профили подготовки Теория и практика современного исторического образования, Археология и памятниковедение, История этнокультурных и межконфессиональных отношений, Историческая музеология; 41.04.04 Политология профиль подготовки Политическое управление, профессиональной коммуникативной компетенции, необходимой для успешной практической деятельности в составе международных исследовательских коллективов, а также формирование у магистров способности планировать и решать задачи профессионального и личностного роста. Многокомпонентная структура пособия обеспечивает студентов необходимыми дидактическими материалами, которые формируют готовность использовать современные технологии и методы научной коммуникации на английском языке, помогают освоить навыки работы в научном коллективе. Прикладной характер пособия обусловлен как последовательностью изложения материала, так и логической системой заданий и практических упражнений (начиная от информационно-аналитических и завершая проектно-конструкторскими), способствующих постепенному усвоению материала, развитию у магистров критического мышления и формированию навыков продуктивного общения в научной среде. Данное учебное пособие не содержит узкоспециализированной лексики, поэтому может использоваться как магистрами указанных направлений и профилей подготовки, так и всеми остальными обучающимися любых иных направлений и профилей подготовки гуманитарного и естественного характера. Может быть рекомендовано как для аудиторной, так и самостоятельной работы магистров, обучающихся по любым направлениям гуманитарного или естественного профилей независимо от специализации.

*На основании решения учебно-методического совета ТвГУ
присвоить учебному изданию гриф учебно-методического
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ОГЛАВЛЕНИЕ

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА.....	4
UNIT 1.....	8
TEST 1 Tenses of the Active Voice.....	30
UNIT 2.....	35
TEST 2 (Passive Voice).....	60
UNIT 3.....	62
TEST 3	82
TEST 4	83
UNIT 4.....	85
UNIT 5.....	93
TEST 5	125
UNIT 6.....	131
APPENDIX	164
STANDARD PRESENTATION STRUCTURE.....	173
SIGNPOST LANGUAGE IN PRESENTING.....	174
PRESENTING A RESEARCH PAPER.....	177
SCHEME – MODEL OF THE ENGLISH SCIENTIFIC ARTICLE	180
TOP 500 WORDS OF ACADEMIC VOCABULARY IN ENGLISH.....	182
СВЕДЕНИЯ ОБ АВТОРЕ:	200
Список литературы	200

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Учебное пособие «Профессиональная коммуникация на иностранном (английском языке)» предназначено для магистров 1 и 2 года обучения, обучающихся по направлениям подготовки 46.04.01 История профили подготовки Теория и практика современного исторического образования, Археология и памятниковедение, История этнокультурных и межкультурных отношений, Историческая музеология; 41.04.04 Политология профиль подготовки Политическое управление. Пособие разработано в соответствии с требованиями федеральных государственных образовательных стандартов, квалификационными требованиями к профессиональной подготовке студентов, изучающих иностранный (английский) язык. Пособие предназначено для аудиторной и самостоятельной работы студентов первого и второго курса очной формы обучения направлений 46.04.01 История профили подготовки Теория и практика современного исторического образования, Археология и памятниковедение, История этнокультурных и межкультурных отношений, Историческая музеология; 41.04.04 Политология профиль подготовки Политическое управление.

Предлагаемое учебное пособие ставит своей целью формирование у магистров гуманитарных направлений профессиональной коммуникативной компетенции, необходимой для работы в текущих реалиях в составе различных внутренних и внешних исследовательских проектах и коллективах.

Актуальность заявленного пособия эксплицируется возможностью использовать предлагаемые методы и технологии научного исследования и научной коммуникации на иностранном (английском) языке в контексте учебного типа дискурса на занятии, а также потенциальной способностью решать задачи собственного личного и профессионального роста в рамках учебной дисциплины «Иностранный язык в профессиональной

деятельности». В соответствии с рабочими программами к концу обучения магистры, обучающиеся по указанным направлениям и профилям подготовки должны овладеть рядом компетенций:

1) для магистров-историков указанных направлений:

УК-4 – способность применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия;

ОПК-5 способность применять современные информационно-коммуникационные технологии для решения исследовательских, педагогических и прикладных задач профессиональной деятельности с учетом требований информационной безопасности;

2) для магистров-политологов:

УК-4 способность применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия.

ОПК-1 способность выстраивать профессиональную коммуникацию на государственном языке Российской Федерации и иностранном(ых) языке(ах) по профилю деятельности в мультикультурной среде на основе применения различных коммуникативных технологий с учетом специфики деловой и духовной культуры России и зарубежных стран.

Данное учебное пособие содержит лексический минимум и определенные коммуникативные модели, необходимые для составления связного монологического высказывания по следующим темам: «Образование», «Поиск работы и трудоустройство», «Профессиональная деятельность и академические контакты», «Введение в исследовательскую деятельность», «Научные интересы соискателя, методы научного исследования», «Презентация по теме магистерской диссертации».

Первый и второй разделы описывают модель самопрезентации, основанную на умении магистра охарактеризовать свои личные качества,

уровень образования, вопросы поиска работы и возможного трудоустройства, свои научные интересы и профессиональные достижения.

Третий раздел связан с особенностями делового общения (формального и неформального) в научной среде, средствам выражения своих мыслей, коммуникативным событиям.

Четвертый, пятый разделы посвящены рассмотрению инструментария и методологии научного исследования, изучению традиционных способов и моделей представления полученных научных результатов.

В центре завершающего шестого раздела находится процесс подготовки и написания, представление своей магистерской диссертации.

Прикладной характер рассматриваемого пособия достигается системой последовательных, полифункциональных по своей природе упражнений и включает в себя в большинстве юнитов следующие виды заданий:

- Лексические единицы
- Разговорную практику
- Принятие решений
- Обзор и вопросы для обсуждения
- Письмо
- Ролевую игру.
- Грамматику

Нужно уточнить, что лишь некоторые разделы пособия содержат теоретико-грамматические пояснения и свод лексико-грамматических упражнений, способствующих обобщению и успешному освоению некоторых базовых и дополнительных аспектов английской грамматики (Времена активного залога, Страдательный залог, Согласование времен и Косвенная речь, Неличные формы глаголов).

Также пособие дополнено необходимыми схемами, облегчающими освоение грамматики и научной коммуникации. Помимо этого, автор

пособия предлагает магистрам на самостоятельное рассмотрение 500 единиц активного академического вокабуляра, подлежащего обязательному освоению на занятии по учебной дисциплине «Иностранный язык в профессиональной деятельности».

UNIT 1

EDUCATIONAL BACKGROUND

Vocabulary Notes. Study the following words and word combinations:

1. Higher education – высшее образование
2. Institution of higher learning/ higher educational institution – высшее учебное заведение
3. To be educated at... - получить образование в...
4. To graduate from – окончить высшее учебное заведение и получить степень/ диплом
5. Undergraduate student – студент университета
6. Freshman (*амер.*) – студент-первокурсник
7. Sophomore (*амер.*) – студент-второкурсник
8. Junior (*амер.*) – студент предпоследнего курса
9. Senior (*амер.*) – студент последнего курса
10. Graduate student – выпускник
11. Post-graduate education – аспирантура
12. Magistracy/ Master's degree/Master Course – магистратура
13. To take (pass) exams on... - сдавать (сдать) экзамены по...
14. To read much (hard) for the exam – усиленно готовиться к экзамену
15. Core course – основной курс, базовая учебная дисциплина
16. Elective – факультативная дисциплина
17. Internship – производственная практика; стажировка
18. Curriculum=syllabus – учебная программа; программа обучения
19. To leave secondary school/gymnasium/lyceum in...with excellent/good/satisfactory results/marks – окончить среднюю школу/ гимназию/лицей в (год завершения) с отличными/хорошими/удовлетворительными оценками/результатами

20. To major in – специализироваться в определенной профессиональной области
21. Major – профилирующая дисциплина (предмет); основная специальность
22. Minor – непрофилирующий предмет, неосновная дисциплина
23. Cutting-edge course – самый современный курс
24. The department/faculty of History/historical faculty – исторический факультет
25. The department of Politology /Political Science – отделение «Политология»
26. The Institute of Economics and Management – Институт Экономики и Управления
27. Theory and Practice of modern historical education – Теория и практика современного исторического образования
28. Archaeology and Monument Science – Археология и памятниковедение
29. History of Ethnocultural and Interfaith Relations – История этнокультурных и межконфессиональных отношений
30. Historical Museology – Историческая музеология
31. Political Management – Политическое управление

Make up 8 sentences of your own with any of the vocabulary.

Speaking practice

Maria tells about her educational background. Study some more active vocabulary, translate into Russian, complete each sentence with the words or phrases from the table below. **Then speak on your own educational background.** You may use Maria's one as a model.

apply	graduated	grant	higher degree
honours degree	job	option	PhD

place	primary school	scholarship	secondary school
stay on	study	subject	thesis

1. I started at...in London when I was 5.
2. At the age of 11, I went on to ...also in London.
3. At 17, I ...to university.
4. I got a ...at Manchester to ...Engineering.
5. In fact, I was awarded a
6. But at the end of the first year I changed to another
7. I ...from university in 2003.
8. I have a first class ...in Economics.
9. I decided to ...at university.
10. So I did ...in business administration at the University of California.
11. During the course, I did an ...on small business development.
12. I found the topic so interesting that I applied for ...a to do a doctorate on the same subject.
13. Once I had got the money, I had to write ... a 50,000 word
14. So now I have a BA, an MBA and a
15. All I need now is a

Review and discussion questions

Answer the following questions.

- 1) What university have you graduated from?
- 2) What was your university major?
- 3) Why have you chosen this major?
- 4) What subject(s) did you minor in?
- 5) What was the topic of your graduation (diploma) paper?
- 6) What are you majoring in now?
- 7) What subjects studied at the university are most important for your professional work?

- 8) What advantages does majoring in history/political science give to graduates?

Writing

Present a written argument on the following topic.

“University education should be complemented with the postgraduate studies to provide a graduate with better career prospects. To what extent do you agree or disagree?”

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence. Write at least 250 words.

Grammar

Study the following table for the **TENSES OF THE ACTIVE VOICE**

ВСЕ ВРЕМЕНА АКТИВНОГО ЗАЛОГА

Simple	Present	Past	Future	Future-in the Past
	He writes letters every day	He wrote a letter yesterday	He will write a letter tomorrow	(He said that) he would write a letter the next day
Continuous	He is writing a letter at 5 o'clock now	He was writing a letter at 5 o'clock yesterday	He will be writing a letter at 5 o'clock tomorrow	(He said that) he would be writing a letter at 5 o'clock the next day
Perfect	He has already written a letter.	He had written a letter by 5 o'clock yesterday	He will have written a letter by 5 o'clock tomorrow	(He said that) he would have written a letter by 5 o'clock the next day

Perfect Continuou s	He has been writing a letter since morning	He had been writing a letter for two hours when I came	He will have been writing a letter for two hours when I come	(He said that) he would have been writing a letter for two hours when I came
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Read the grammatical explanations in Russian.

Времена глагола в действительном залоге

В английском языке имеются два залога: действительный (the Active Voice) и страдательный (the Passive Voice). Формы глагола действительного залога (Simple, Continuous, Perfect, Perfect Continuous) выражают действия, совершаемые лицом или предметом, которые являются подлежащим предложения.

Времена группы Simple

Present Simple Tense

Present Simple Tense (настоящее простое время) образуется от инфинитива спрягаемого глагола без частицы to для всех лиц, кроме 3-го лица единственного числа, где к глаголу прибавляется окончание -s или -es. Окончание -es принимают глаголы, оканчивающиеся на шипящий или свистящий звуки (в написании на sh, ch, ss, x), а также к глаголам go и do. Вопросительная форма образуется при помощи вспомогательного глагола do (для всех лиц, кроме 3-го лица единственного числа) или does (для 3-го лица единственного числа), за которыми следует инфинитив смыслового глагола без частицы to. В отрицательной форме вспомогательный глагол do (для всех лиц, кроме 3-го лица единственного числа) или does (для 3-го лица единственного числа) с отрицательной частицей not ставятся после подлежащего.

I translate. Do I translate? I do not (don't) translate. He translates. Does he translate? He does not (doesn't) translate.

Present Simple выражает в настоящем времени:

1. Обычные и регулярно повторяющиеся действия. В этом случае в предложении могут встречаться такие наречия и выражения неопределенного времени и частотности, как usually обычно, always всегда, sometimes иногда, often часто, never никогда, seldom редко, occasionally время от времени, от случая к случаю, изредка, every day (month, year etc.) каждый день (месяц, год и т.д.) и др.

He often loses things. Он часто теряет вещи. *Sometimes my car breaks down.* Моя машина иногда ломается.

2. Действия, дающие постоянную характеристику их деятелю.

I work at a bank. John works in a shop.

Я работаю в банке. Джон работает в магазине.

Nick and Kate wear glasses. Ник и Кейт носят очки.

3. Факт, обозначающий всеобщую истину.

Gases expand when heated. При нагревании газы расширяются.

Water boils at 100° C. Вода кипит при 100° C.

4. Ряд последовательных действий.

John gets up at 8 o'clock. He does his morning exercises, takes a shower, cleans his teeth and brushes his hair. Then he dresses and has breakfast.

Джон встает в 8 часов. Он делает утреннюю зарядку, принимает душ, чистит зубы и расчесывается. Затем он одевается и завтракает.

Past Simple Tense

По способу образования Past Simple Tense (прошедшее простое время) все глаголы делятся на правильные (стандартные) и неправильные (нестандартные). Правильные глаголы образуют форму Past Simple путем

прибавления во всех лицах единственного и множественного окончания -ed к инфинитиву глагола (без частицы to).

Неправильные глаголы образуют форму Past Simple различными способами и имеют также одну форму для всех лиц единственного и множественного числа:

to drive — drove (изменение корневых согласных) to send — sent (оглушение конечной согласной) to go — went (образование нового корня) to put — put (неизменяемость формы)

Вопросительные и отрицательные формы Past Simple образуются для любого лица и числа при помощи вспомогательного глагола to do в прошедшем времени — did и инфинитива смыслового глагола без частицы to.

I asked (went). Did I ask (go)? I did not (didn't) ask (go). He asked (went). Did he ask (go)? He did not (didn't) ask (go).

Past Simple выражает в прошедшем времени:

1. Обычные и регулярно повторяющиеся действия. В этом случае употребляются те же наречия и выражения неопределенного времени и частотности, что и для Present Simple.

He usually went to work by car but sometimes he walked.

Он обычно ездил на работу на машине, но иногда он ходил пешком.

I travelled abroad every year. Каждый год я ездил (путешествовал) за границу.

2. Факты и единичные действия со словами, обозначающие время, такими как: yesterday вчера, the day before yesterday позавчера, five minutes ago пять минут назад, two years ago два года назад, long ago давно, last month (year etc) в прошлом месяце (году), in 1996 в 1996 году, the other day на днях и др.

He waited for an hour yesterday. Вчера он ждал час.

She wrote a letter to her friend last week. На прошлой неделе она написала письмо своему другу.

3. Ряд последовательных действий.

During my winter holiday I often went to the cinema and saw some interesting films. I read some books. I also looked after my little brother and helped my Mum about the house.

На зимних каникулах я часто ходил в кино и посмотрел интересные фильмы. Я читал книги. Я также присматривал за маленьким братом и помогал маме по дому.

Future Simple Tense

Future Simple Tense (будущее простое время) образуется при помощи вспомогательных глаголов *shall* (для 1-го лица единственного и множественного числа) и *will* (для остальных лиц единственного и множественного числа) и инфинитива смыслового глагола без частицы *to*. В современном английском языке имеется тенденция к употреблению *will* со всеми лицами. В вопросительной форме вспомогательный глагол *will (shall)* ставится перед подлежащим. Отрицательная форма образуется при помощи отрицательной частицы *not*, которая ставится после вспомогательного глагола.

He will (he'll) work. Will he work? He will not (won't) work.

Future Simple выражает:

1. Обычные и регулярно повторяющиеся будущие действия. В этом случае употребляются те же наречия и выражения неопределенного времени и частотности, что и для Present Simple.

They will (They'll) never discuss this problem.

Они никогда не будут обсуждать эту проблему.

I will/shall (I'll) always stay at home on Saturdays.

Я всегда буду оставаться дома по субботам.

2. Факты и единичные действия со словами, обозначающими время, такими как: tomorrow завтра, the day after tomorrow послезавтра, next month (year etc) в следующем месяце (году), in May в мае, in a day (a year, etc) через день (год) in 2015 в 2015 г.

Nick will graduate from the University in June.

Ник окончит университет в июне.

He will (He'll) give you back this book next Monday.

Он вернет вам эту книгу в следующий понедельник.

3. Ряд последовательных действий.

On Monday he will finish his work at 1 p.m., go home, have lunch and call on his friend.

В понедельник он закончит работу в час дня, пойдет домой, пообедает и зайдет к своему другу.

4. Говорящий высказывает свое мнение (предположение) о том, что действие или состояние будет иметь место в будущем.

I think there will be many people there. Я думаю, там будет много людей.

I suppose they will be interested in my research. Полагаю, что они заинтересуются моим исследованием.

5. Говорящий выражает решение, принятое в момент разговора.

Just a second! I will write it down. Одну секунду! Я это запишу.

Времена группы Continuous

Времена группы Continuous (длительное время) образуются при помощи вспомогательного глагола to be в соответствующем времени, лице и числе (am/is/are для Present, was/were для Past и will be/ shall be для Future) и причастия настоящего времени Present Participle (форма на -ing) смыслового глагола. Формула: to be + Present Participle/ соответствующая форма (to be) + V+ing. При образовании вопросительных предложений соответствующая форма вспомогательного глагола (to be в Present и Past Continuous и will/shall

в Future Continuous) ставится перед подлежащим. Отрицательная форма образуется при помощи частицы *not*, которая ставится после вспомогательного глагола *to be* или *will/shall*.

He is (He's) reading. Is he reading? He is not (isn't) reading. He was reading. Was he reading? He was not (wasn't) reading. He will (He'll) be reading. Will he be reading? He will not (won't) be reading. Общим значением глаголов в форме Continuous является то, что они представляют действие как процесс и употребляются для выражения продолжающегося, незаконченного, длящегося действия, происходящего в какой-либо момент или отрезок времени в настоящем, прошедшем или будущем.

Present Continuous Tense

Форма Present Continuous выражает:

1. Длительные действия или процессы, совершающиеся в момент речи, со словами, которые обозначают это: *now* сейчас, *теперь*, *at this moment* в настоящий момент.

He is reading an article now. Он сейчас читает статью.

You are not (aren't) listening to the radio at present. В настоящий момент вы не слушаете радио. Наличие слов *now* и *at present* не всегда обязательно, так как сама форма времени выражает, что действие происходит в момент речи. Это обычно ясно из контекста.

Look! George is speaking to his teacher. Посмотри! Джордж разговаривает со своим преподавателем.

Please be quiet. I am working. Пожалуйста, не шумите. Я работаю.

2. Длительные действия, совершающиеся в настоящий период времени, хотя и не обязательно в момент речи. *Jack is working on the invention.* Джек работает над изобретением. *He is learning English.* Он изучает английский язык.

3. Параллельные процессы в настоящем времени (часто с союзом *while* пока, в то время как). При этом в обеих частях предложения глагол употребляется в Present Continuous.

While I am reading, John is playing the piano.

Пока я читаю, Джон играет на пианино.

Some children are playing football, others are swimming. Некоторые дети играют в футбол, другие плавают.

4. Запланированные действия, которые совершатся в (ближайшем) будущем. В этом случае в предложении имеется обстоятельство времени, указывающее на будущее время.

We are starting at 8 o'clock. Мы начинаем в 8 часов.

Our guests are leaving for Moscow in two days. Наши гости уезжают в Москву через два дня.

Past Continuous Tense

Форма Past Continuous выражает:

1. Действие, происходившее в определенный момент в прошлом. Этот момент может быть выражен:

а) точным указанием времени в прошлом: *at that moment* в тот (этот) момент, *at 6 o'clock* в 6 часов, *at 3 o'clock yesterday* в 3 часа вчера, *from 4 till (to) 6 o'clock* с 4 до 5 часов и др.

They were discussing their plans at 5 p.m. yesterday. Вчера в 5 часов они обсуждали свои планы.

My friend was translating the text from 5 till 6 o'clock. Мой друг переводил текст с 5 до 6 часов.

б) другим действием, выраженным глаголом в Past Simple в придаточном предложении с союзом *when* когда.

They were playing chess when we came. Они играли в шахматы, когда мы пришли.

We were skating when it began to snow. Мы катались на коньках, когда пошел снег.

2. Одновременные действия, протекавшие параллельно (часто с союзом *while*). В обеих частях предложения глагол употребляется в Past Continuous.

While the men were discussing the recent political events, the women were talking about the weather. В то время как мужчины обсуждали последние политические события, женщины говорили о погоде.

3. Действия при описании такой обстановки, когда говорящий хочет воссоздать картину того, что происходило.

I met the Smiths at the airport.

They were waiting for their flight.

Mary Smith was reading a book.

Her husband was talking to a man sitting next to him.

Their son Mike was having an ice-cream.

В аэропорту я встретил семью Смитов.

Они ожидали вылета своего рейса.

Мэри Смит читала книгу.

Ее муж разговаривал с сидящим рядом с ним мужчиной.

Их сын Майк ел мороженое.

Future Continuous Tense

Форма Future Continuous выражает:

1. Действие, которое будет совершаться (будет находиться в процессе развития) в определенный момент в будущем. Этот момент может быть ясен из контекста или обозначен:

а) точным указанием времени в будущем: *at that moment* в этот момент, *at 6 o'clock* в 6 часов, *at 8 o'clock tomorrow* в 8 часов завтра, *from 2 till (to) 3 o'clock* с 2 до 3 часов и др.

He will be working in the lab at that moment tomorrow. Завтра в этот момент он будет работать в лаборатории.

Will you be waiting for me from 5 till 6 tomorrow? Вы будете меня ждать с 5 до 6 часов завтра?

б) другим действием в будущем, выраженным глаголом в Present Simple в придаточном времени с союзом *when* когда или условия с союзом *if* если.

What will you be doing when I phone you? Что вы будете делать, когда я вам позвоню?

If you come at 5 o'clock, I will still be working. Если вы придете в 5 часов, я все еще буду работать.

2. Одновременные действия, которые будут протекать параллельно (часто с союзом *while*), в обеих частях предложения глагол употребляется в Future Continuous. *While they will be reviewing grammar, we will be doing some exercises.* Пока они будут повторять грамматику, мы будем делать упражнения. Следующие глаголы употребляются в форме Simple вместо формы Continuous:

а) глаголы, обозначающие физические восприятия: *to hear* слышать, *to see* видеть, *to notice* замечать и др.; эмоции: *to love* любить, *to like* нравиться, *to hate* ненавидеть и др.; желания: *to want* хотеть, *to wish* желать, *to need* нуждаться и др.; мнения, умозаключения и суждения: *to believe* верить, *consider* считать, *to expect* полагать, *to know* знать, *to mean* иметь в виду, значить, *to remember* помнить, *to suppose* полагать, *to think* считать, *to understand* понимать и др.;

б) глаголы, выражающие отношения: *to be* быть, *to belong* принадлежать, *to consist* состоять, *to contain* содержать, *to depend* зависеть, *to differ* различаться, *to include* включать и др.; некоторые отдельные глаголы: *to agree* соглашаться, *to allow* разрешать, *to prevent* предотвращать, *to seem* касаться и др.

Do you hear (now) what they are talking about? Ты (теперь) слышишь, о чем они разговаривают?

She likes classical music now. Сейчас ей нравится классическая музыка.

Don't put this book into the table. I still need it. Не убирайте эту книгу в стол. Она мне еще нужна.

I don't understand what you mean. Я не понимаю, что вы имеете в виду.

Air consists mainly of nitrogen and oxygen. Воздух, главным образом, состоит из азота и кислорода.

I agree with your point of view. Я согласен с вашей точкой зрения.

Времена группы Perfect

Времена группы Perfect (совершенное время) образуются при помощи вспомогательного глагола *to have* в соответствующем времени, лице и числе (*have/has* для Present, *had* для Past и *will/shall have* для Future) и причастия прошедшего времени Past Participle (3-я форма глагола) смыслового глагола.

Past Participle является неизменяемой частью глагольной формы. Правильные глаголы образуют Past Participle путем прибавления окончания *-ed* к инфинитиву глагола (без частицы *to*). Неправильные глаголы образуют эту форму различными способами (*to speak — spoken, to write — wrote*).

Формула: *to have + Past Participle*:

Example: *to have translated* / *to have written*

При образовании вопросительных предложений соответствующая форма вспомогательного глагола (*to have* в Present и Past и *will/ shall* в Future) ставится перед подлежащим. Отрицательная форма образуется при помощи частицы *not*, которая ставится после вспомогательного глагола *to have* или *will/shall*.

I have (I've) asked. He has (He's) asked.

Have I asked? Has he asked?

I have not (haven't) asked. He has not (hasn't) asked. He had (He'd) asked. Had he asked? He had not (hadn't) asked. He will (He'll) have asked. Will he have asked? He will not (won't) have asked.

Present Perfect Tense Форма Present Perfect выражает:

1. Действие, завершённое к данному моменту, результат которого налично, и имеющее непосредственную связь с настоящим моментом. Сказуемое, выраженное глаголом в Present Perfect, переводится на русский язык в прошедшем времени. Поскольку в данном случае важно не время совершения действия, а его результат в настоящем, Present Perfect употребляется:

а) без указания времени совершения действия:

She has made two mistakes in her test. Она сделала две ошибки в контрольной работе. *Has he written an article?* Он написал статью?

б) с наречиями неопределённого времени — already уже, ever когда-либо, never никогда, yet ещё, just только что и др.:

I have already seen his report. Я уже видел его отчет. *She hasn't passed her exam yet.* Она ещё не сдала экзамен.

в) со словами, обозначающими ещё не истекшие периоды времени — today сегодня, this week на этой неделе, this month в этом месяце, this year в этом году, recently за последнее время:

Nick has done a lot of work this week. На этой неделе Ник сделал много работы.

Примечание: Present Perfect не употребляется с обстоятельствами, указывающими на точное время в прошлом — yesterday вчера, last week на прошлой неделе, on Monday в понедельник, 10 days ago 10 дней назад, at 8 o'clock в 8 часов и т.д., а также в вопросах, начинающихся с when? когда? или what time? в котором часу? В этих случаях употребляется Past Simple.

I went to Paris last year. В прошлом году я ездил в Париж.

When did this programme end? Когда закончилась эта программа?

2. Действие, начавшееся в прошлом и продолжающееся до настоящего времени. Обычно такие действия выражаются с помощью Present Perfect Continuous.

В данном случае Present Perfect употребляется вместо Present Perfect Continuous с глаголами, не употребляющимися в форме Continuous (см. выше). При таком использовании глагол в форме Present Perfect переводится на русский язык, как правило, глаголом в настоящем времени. В предложении при этом имеются следующие обстоятельства времени: с предлогом *for* в течение — *for a long time* давно, долго, *for years* в течение многих лет, *for a week* в течение недели, *for ages* целую вечность и др.; с предлогом *since* с — *since morning* с утра, *since 5 o'clock* с 5 часов и др., а также с союзом *since* с, с тех пор как в придаточных предложениях времени, причем в этом случае Present Perfect употребляется в главном предложении, а в придаточном предложении, начинающемся с *since*, употребляется Past Simple.

Present Perfect также употребляется в вопросительных предложениях, начинающихся с *how long?* как долго?

I have known him since 1995. Я знаю его с 1995 года.

Have you known Kate for a long time? Вы давно знаете Кейт

How long have you known his brother? Как долго вы знаете его брата?

Глаголы в форме Present Perfect в данном значении могут также переводиться на русский язык в прошедшем времени.

He hasn't been here since he graduated from college. Он здесь не был, с тех пор как закончил колледж.

I haven't seen you for ages. Я не видел тебя целую вечность.

Present Perfect употребляется также с некоторыми глаголами наряду с Present Perfect Continuous.

My parents have lived in Belgorod for 10 years.

Мои родители живут в Белгороде 10 лет.

(My parents have been living in Belgorod for 10 years.)

Past Perfect Tense

Форма Past Perfect выражает:

1. Действие, завершённое к определенному моменту в прошлом. Этот момент времени (год, число, час и т.д.) выражается с помощью предлога *by* к.

He had consulted the experts by that time. Он проконсультировался у специалистов к тому времени.

2. Действие, завершённое до другого действия. То действие, которое произошло раньше, выражается формой *Past Perfect*, а то, которое позже — *Past Simple*. В данном случае употребляется, как правило, придаточное предложение времени, которое вводится союзами *before* до того, как; перед тем, как, *after* после того, как и *when* когда.

I had read the report when she came. Я прочитал доклад, когда она пришла.

He was rescued after he had been in water for three hours. Его спасли после того, как он пробыл в воде три часа.

Future Perfect Tense

Форма Future Perfect Tense выражает:

1. Действие, которое совершится и будет закончено к определенному моменту в будущем (предлог *by* к).

He will have finished this report by 10 o'clock. Он завершит работу над докладом к 10 часам.

2. Действие, которое завершится до другого действия. То действие, которое произойдет раньше, выражается формой Future Perfect, а то, которое позже - Present Simple (в придаточных предложениях времени, вводимых союзами *before* до того, как; перед тем, как и *after* после того, как).

Will you have translated all the sentences before the bell rings? Вы переведете все предложения, прежде чем прозвонит звонок?

Времена группы Perfect Continuous

Времена группы Perfect Continuous (совершенное длительное время) образуются при помощи формы Perfect вспомогательного глагола to be в соответствующем времени, лице, числе (have been/ has been для Present, had been для Past и will/shall have been для Future) и причастия настоящего времени Present Participle (форма с окончанием -ing) смыслового глагола.

Формула: to have been + Present Participle to have been translating

В вопросительной форме первый вспомогательный глагол ставится перед подлежащим (have/has/had или will/shall). Отрицательная форма образуется при помощи частицы not, которая ставится после вспомогательного глагола to have или will/shall.

I have (I've) been doing. He has (He's) been doing.

Have I been doing? Has he been doing?

I have not (haven't) been doing. He has not (hasn't) been doing.

He had (He'd) been doing.

Had he been doing? He had not (hadn't) been doing.

He will (He'll) have been doing.

Will he have been doing?

He will not (won't) have been doing.

Общим значением времен группы Perfect Continuous является то, что они употребляются для выражения действия, которое началось до указанного момента и продолжается, продолжалось или будет продолжаться вплоть до этого момента.

Present Perfect Continuous

Форма Present Perfect Continuous выражает:

1. Действие, начавшееся в прошлом и продолжающееся до настоящего времени. В предложениях с Present Perfect Continuous, как правило, указывается период времени, в течение которого происходило действие. В данном случае сказуемое на русский язык переводится глаголом настоящего времени. Оно может быть обозначено следующим образом:

а) с помощью обстоятельственных выражений, таких как *all my life* всю жизнь, *these four years* эти четыре года, *all this week* всю эту неделю, *all this year* весь этот год и др.

They have been working at this project all this year.

Они работают над этим проектом весь этот год.

б) с помощью предложных словосочетаний с предлогом *for*, таких как *for an hour* в течение часа, *for a week* в течение недели, *for a long time* в течение долгого времени, долго и др.

He has been sitting here for 20 minutes. Он сидит здесь (в течение) 20 минут.

в) с помощью предлога/союза *since* с, с тех пор как.

I have been learning English since 2006. Я изучаю английский язык с 2006 года.

г) в вопросах, начинающихся с *how long?* как долго?

How long have you been waiting for me? Как долго вы меня ждете?

2. Действие, которое началось в прошлом и закончилось непосредственно перед моментом речи. В этом случае Present Perfect Continuous переводится на русский язык прошедшим временем глагола несовершенного вида.

I am tired. I have been walking very fast. Я устал. Я шел очень быстро.

С глаголами, которые не употребляются во временах группы Continuous (см. выше), вместо Present Perfect Continuous употребляется Present Perfect.

How long have you known my parents? — I have known them since my childhood. Как долго вы знаете моих родителей? — Я знаю их с детства.

Past Perfect Continuous Tense

Форма Past Perfect Continuous выражает действие, начавшееся ранее другого прошедшего действия, выраженного в Past Simple и еще происходившего в момент его совершения. В предложениях с Past Perfect Continuous обычно указывается период времени, в течение которого происходило действие. Он может быть обозначен такими обозначениями времени, как *all his life* всю его жизнь, *all that week* всю эту (ту) неделю, *for three hours* в течение трех часов, *for a long time* в течение долгого времени, долго, *since last year* с прошлого года, *since 6 o'clock* с 6 часов и др. Past Perfect Continuous переводится на русский язык прошедшим временем глагола несовершенного вида.

The telephone had been ringing for several minutes when he took the receiver.

Телефон звонил уже несколько минут, когда он взял трубку.

Future Perfect Continuous Tense

Форма Future Perfect Continuous выражает действие, которое начнется раньше другого будущего действия или момента и будет еще совершаться в момент его наступления. Оно обычно бывает указано в предложении с помощью обстоятельственных слов (см. Present и Past Perfect Continuous). Эта форма употребляется очень редко.

They will have been learning Russian for 10 months by the 1st of February.

1-го февраля будет 10 месяцев, как они учат русский язык.

Exercise 1. Put the right form of the verb

A railroad ticket collector who (1 retire) after forty-five years of service (2 talk) to his neighbours about the bright side of his work. He decidedly (3 enjoy) everything: his fellow workers, the management, the work itself. There (4 be) only one unpleasant thing in all of it. And when the neighbours (5 be) curious to know what the unpleasant thing (6 be), he (7 say), “Oh, the passengers, certainly the passengers.”

Exercise 2. Put the right form of the verb

Once a mother and two daughters (8 visit) London. They (9 do) sightseeing for some time when they (10 find) themselves opposite a notice board with “National Picture Gallery” on it. The girls (11 say) they (12 want) to go in for they never (13 be) in any picture gallery. They (14 be sure) it (15 be) worth seeing. But mother (15 not to think) so. She (16 visit) a picture gallery in her childhood and (17 know) what it (18 be) like. She (19 explain) to the girls that they (20 not to see) there any real pictures, that is movies, but paintings, only paintings.

Exercise 3. Mixed Tenses

Chose the right variant:

We had been walking for hours..... we reached the campsite.

- A since
- B for
- C before

John was repairing the car..... Steve was tidying the garage.

- A while
- B before
- C after

We went to Spain on holiday.....

A tomorrow

B next year

C last year

I fell asleep.....I closed my eyes.

A just

B as soon as

C already

..... did Jane and Ted get married?

A How long

B How long ago

C While

She hasn't seen Jim.....he left school.

A for

B just

C since

He won't go home.....he has finished his work

A how long

B until

C yet

I have lived in Kent..... ten years now.

A since

B for

C before

We haven't finished work.....

- A yet
- B until
- C just

.....did Tina meet Steve?

- A How long
- B How long ago
- C While

He went to bed he had brushed his teeth.

- A before
- B after
- C while

I was watching television.....the doorbell rang

- A when
- B as soon as
- C while

She..... hadn't finished the washing-up when
the guests arrived.

- A yet
- B just
- C still

TEST 1 Tenses of the Active Voice

I. Choose the correct tense form in the sentences.

1. By the time we reached the store where he was, he half the stock.

a) bought; b) was buying; c) had bought; d) had been buying

2. I a lot of new clothes recently.

a) am buying; b) buy; c) have been buying; d) have bought

3. The package you for since June has only just arrived.

a) were looking; b) have looked; c) have been looking; d) look

4. We to the opera at least six times last winter.

a) had gone; b) were going; c) went; d) had been going

5. He looked worn out because he all night.

a) had been working; b) worked; c) was working; d) had worked

6. They him when he tries to cross the border.

a) will have been shooting; b) will be shooting; c) will shoot; d) will have shot

7. At last I the key that was lost yesterday.

a) found; b) have found; c) find; d) had found

8. When I this letter, I will be glad to go with you.

a) will finish; b) will have finished; c) am finishing; d) have finished

9. I him on my way home the other day.

a) had met; b) have met; c) met; d) was meeting

10. She isn't crying, she onions.

a) was peeling; b) peeled; c) has been peeling; d) is peeling

11. This time tomorrow I over the Pacific.

a) am flying; b) will be flying; c) fly; d) will fly

12. He to the concert so often before, that he did not want to go that night.

a)went; b) has gone; c) had been going; d) had gone

II. Complete the verb form.

1. When the pirates opened the chest they found that someone taken the map.

a) have; b) were; c) had

2. Hurry up! He expecting you for some time.

a) is; b) has been; c) was

3..... you brought the letter I sent you?

a) have; b) were; c) did

4. We spending our holidays here. We are happy here.

a) have been; b) are; c) were

5..... he ever smile?

a) do; b) did; c) does

6. I never forget what you have told me.

a) don't; b) have; c) will

III. Fill in the spaces with the correct "time" words.

1. They haven't arrived

a) soon; b) yet; c) still

2. We haven't seen him

a) often; b) long ago; c) lately

3. She will be working

a) at this time tomorrow; b) often; c) soon

4. They stay at this hotel.

a) already; b) seldom; c) for ever

5 have you been going to this school?

a) how long; b) how often; c) how soon

IV. Translate the underlined word.

1. Он учит (do) английский к завтрашнему уроку.

2. Полиция охотится (hunt) за этим грабителем со среды.

3. Я учился (go) в средней школе в Спрингфилде три года.

4. Я прочел этот очерк три раза, но так и не понимаю его.

5. Я бегаю (jog) в парке по утрам. _____.

6. Позвони мне перед выходом, и я встречу тебя.

V. Read the passage below and write the appropriate form of each verb in brackets.

They shared the car to the city.

"We (1. go) the theatre after dinner," Mrs. Elliot said. "I (2. look) forward to it. I (3. not/be) to the theatre for weeks. There (4. be) such an exciting atmosphere in the theatre, don't you agree? You (5. visit) the theatre often in London, dear?"

"Quite often", Sara agreed. "I (6. enjoy) it, too."

"Is this friend of yours a close friend?" Mrs. Elliot asked. Sara hesitated. "I (7. see) quite a lot of him lately," she admitted. The car (8. stop) at the hotel and Sara (9. go) out.

Perry (10. wait) for her in the entrance hall. She (11. decide)

..... to tell him everything after they (12. eat)

VI. Write the correct "tag" to complete the question.

1. They have written to you, ?

2. He never asks any questions, ?

3. There were many people at the concert, ?

4. This book belongs to John ?
5. They are going to meet us tonight..... ?
6. He didn't go there, ?
7. He hasn't been waiting too long, ?
8. You will be there, ?

UNIT 2

LOOKING FOR A JOB. EMPLOYMENT, CAREER MANAGEMENT

Vocabulary Notes. Study the following words and word combinations:

1. Employability – трудоспособность, возможность устроиться на работу
2. Employment – занятость, трудоустройство
3. Employment (rate) – безработица, уровень безработицы
4. To be employed/ unemployed – быть принятым на работу; работать по найму/ быть безработным
5. To employ/ to hire – нанимать на работу
6. To dismiss/ to sack/ to fire – увольнять
7. To be redundant – быть сокращенным
8. To make the staff redundant – сокращать штат
9. To leave the job/ to quit/ to resign – уходить с работы; увольняться
10. Dismissal – увольнение с работы
11. Workforce turnover/ employee turnover/ staff turnover – текучесть кадров
12. Job hunting/ job research – поиск работы
13. Competition in the job market – конкуренция на рынке труда
14. Labor exchange – биржа труда
15. Recruitment agency – агентство по найму
16. Application (form) – заявление (анкета поступающего на работу)
17. Work experience – опыт работы
18. Track record – послужной список; стаж
19. Probation period – испытательный срок
20. To be on probation – проходить испытательный срок
21. To work full/ part time – работать полный/ неполный рабочий день (по совместительству)

22. Full-time/ part-time employee – сотрудник, работающий полный/ неполный рабочий день
23. To combine work and studies – сочетать работу с учебой
24. To work overtime/ to work long hours – работать сверхурочно
25. To suffer from burn-out – страдать от сильного напряжения на работе
26. To work flexible working hours – работать по гибкому графику
27. To work fixed hours – работать по постоянному графику
28. To telecommute/ to work from home – работать дома, используя современные средства связи с офисом компании
29. Freelance/ freelancer – человек, работающий не по найму; внештатный сотрудник
30. Self-employed – работающий на самого себя; лицо, занимающееся индивидуальной трудовой и предпринимательской деятельностью
31. To be/ to get promoted – получить повышение по службе

Make up 8 sentences of your own with some expressions of the vocabulary.

Speaking practice

Complete the text with the information about yourself. Use the active vocabulary.

My name is (1) and I'm from (2) (*name your native place and country*). I've been in (3) (*name the place/town/city where you live and work now*) for the past (4) (*give a number*) years working for a/ an (5) (*name an industry or type of company*) called (6) (*give your company name*).

I started with the company as a / an (7) (*name a low-level job*) and now you are a / an (8) ,..... (*name your current position*). I am (a) happy (b) unhappy (*choose one*) with your current job because (9) (*give a reason*).

My main (a) achievement (b) problem (*choose one*) in my current company has been (10) (*state what your main achievement or problem was*).
Your *ambition*).

My ambition now is to (11) (*state your ambition*).

In my free time you like to (12) (*list your leisure activities*).

Decision-making CAREER DRIVERS

Choose 1-2 points in every section. Make a small speaking of yours for your career drivers.

Section 1. These things are important to me:
I seek a high standard of life. I wish to influence others. I only feel satisfied if the output from my job has real value in itself. I want to be an expert in the things I do. I seek to be creative at work. I strive to work only with people I like. I choose jobs where I am 'my own boss'. I take steps to be 100 % financially secure. I want to acquire a social status that other people will respect.
Section 2. In my working life I want to:
become an expert in a chosen field. build close relationship with others at work. become a leader in teams and organizations. be part of 'the establishment'. take decisions that I really believe in. get the highest paid jobs. have a job with a long-term security. take my own decisions about how I spend my time at work. create things that people associate with me alone.

Section 3. If I am considering a new career opportunity:
I am drawn to roles with high social status. I wish to be seen as a real specialist in my field. I want to work to make a contribution to the wider community. I want to look ahead at life and feel that I will always be okay. I seek influence over others. I wish to build warm personal relationships with people at work. I want a high standard of living. I want a degree of control over my own job. Producing things that bear my name attracts me.
Section 4. I would be disappointed if:
my work was not part of my 'search for meaning' in life. I did not practice highly skilled work. I could not afford a high standard of living. my job gave no opportunity to create something new or different. I did not know where I would stand on retirement day. I worked without friends. I did not receive recognition or honours. I had to refer to others for decisions. I wasn't in charge of people.
Section 5. A 'good' job means to me:
avoiding being a cog in a big wheel. an excellent income. plenty of time to study specialist subjects. being a person who takes important decisions. producing products or services that have my name on them. having good relationships with other people. being 'in charge of' others.

being secure.

doing what I believe is important.

Review and discussion questions

Discuss the questions listed below to focus on the topic of the unit.

1. Are you employed? Where were you employed before?
2. How long have you been working?
3. What are you responsible for?
4. Have you ever experienced any problems connected with employment?
5. What are your career choices? How do you realize your career potential?
6. Is it easier to find a good job if you have a university degree?
7. What does graduate employability depend on?
8. What are the advantages of the university degree?
9. What are the criteria of a good job for you?
10. What salary would satisfy you?
11. What benefits / perks would you like to have?
12. Would you prefer to work fixed hours or flexible hours? Why?
13. What are the differences in the work at a state-owned enterprise and in the private firm?
14. What sort of corporate culture would you find motivating?
15. How are you going to develop your professional knowledge and skills in future?

Writing

Present a written argument on the following topic.

”Some people think that job experience is prerequisite for successful postgraduate studies. Others, however, argue that it is too time-consuming to speed up the research. Discuss both these views and give your own opinion”.

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence. Write at least 250 words.

Writing practice 1.

Study the parts and some features of the following CV. Read also information and commentaries in Russian.

Краткая биография или резюме (A Curriculum Vitae or Resume)

Краткая биография (или резюме) представляет собой документальный отчет о Вашем образовании, квалификациях и опыте работы. Это своеобразный очерк о Вас и Вашей трудовой деятельности. Резюме призвано предоставить работодателю наиболее полную информацию о Вас как о потенциальном работнике и перечислить Ваши личные и профессиональные достижения.

Общепринятое резюме включает в себя следующие пункты:

- Ваше полное имя
- Домашний адрес и контактные телефоны (включая электронный адрес, если имеется)
- Национальность
- Дату рождения
- Семейное положение
- Образование
- Опыт работы (перечисляются все места работы по степени убывания, то есть начинаете с последнего места работы и

заканчиваете первым)

- Службу в армии (если имела место)
- Знание иностранных языков
- Хобби
- Другие навыки (знание компьютеров, стенография и так далее).

Посмотрите пример классического резюме (CV).

Curriculum Vitae

Name: Mr Jaakko Ala-Paavola

Address: Mannerheimintie 98 A 23
00250 Helsinki
Finland

E-mail:

Homepage:

Phone: +358-9-241 26 20 (home) +358-41-591 057
(mobile)

Nationality: Finnish

Date of birth: 18.09.1976

Marital status: Single

Education: 1996 — Helsinki University of Technology
Department of Electrical and Communication
Engineering

1995 National high school examination

Work 1999 — Nokia Networks, Mobile Core

Experience: Networking Software designer

1998 — Helsinki University of Technology, Electronic
Circuit Design Laboratory Research assistant:
Measurement instrument driver design and

implementation

1997 — Helsinki University of Technology, Circuit

Theory Laboratory

Research assistant, MESFET model

Implementation into Aplaac circuit simulation

Programme

Teaching assistant: Course of Basic Electrical

and Electronics Engineering

Military 1995 — Secondary sergeant, Technical intelligence

service: 1996

Languages: Excellent Finnish

Good English

Basics Swedish

German

Hobbies: Computers, electronics

Brewing beer, photography

Areas of knowledge and experience:

Computers	Programming	C++	Excellent
	Languages	Java	Good
	Operating	Linux	Excellent
	systems	HP – UX, FreeBSD	Good
		IPSO	
		Windows 95, NT	
		MacOS	
		Dos, Amiga	Basics
	Others	LAN, Network	
		Management	

How is a CV different in Russia?

TASK. Write your own CV in English using qualifications you already have, or ones that you think you might get in the future. Use the given CV as a guide for your writing.

Writing practice 2. Study the information about the academic resume in Russian.

Академическое резюме (academic resume)

Академическое резюме должно содержать один, максимум два листа формата А4. Данный вид резюме отличается от общепринятого своей академической направленностью: в нем упор делается на исчерпывающую информацию относительно высшего образования человека и других связанных с этим аспектов. Академическое резюме включает следующее:

- образование (дата начала обучения и дата завершения);
полученную степень; специализацию и название дипломной работы;
- другие курсы, которые Вы посещали (к примеру, летняя школа);
- конференции и семинары, включая названия научных работ;
- стипендии и полученные награды;
- публикации;
- членство в какой – либо профессиональной или иной организации;
- профессиональный опыт;
- иные навыки;
- возможную дополнительную информацию о Вас.

Академическая краткая биография также не должна быть очень подробной. Постарайтесь в Вашем резюме кратко изложить наиболее важные моменты своей учебной деятельности в ВУЗе. Ознакомьтесь с

примером академического резюме:

Ilona Popova

Date of birth: 01.01.1979

Current Postal Address

E-mail address:

Street, City, Postal Code Country

EDUCATION

Central European University, Warsaw, Poland 1999 – 2000

Master's degree in Society and Politics

Sociology Department

Thesis: "The Concept of Civil Society in its Contemporary
Representation Through the Third Sector Organizations."

Ulyanovsk State University, Russian Federation 1994 – 1999

Sociology Department

Diploma in Sociology, Honours Degree

Thesis: "Establishing the Motivational Values with teenagers"

CONFERENCES AND ADDITIONAL COURSES

III International Chekhov Conference, Yu-Sakhhalinsk (Russia)

November 1995

Summer School at the Centre of Sociological Surveys, St. Petersburg

(Russia)

July 1998

The Annual International Conference «The Problems and the Current Issues
of Sociology» (Warsaw, Poland)

September 2000

SCHOLARSHIPS

CEP (Civic Education Project) Eastern Scholar at Ulyanovsk State

University

1998 – 1999

Open Society Institute (OSI) Scholarship to undertake the master's degree in

society and politics

2000

WORK EXPERIENCE

Civic Education Project, Eastern Scholar Programme

Sept. 2000 –

June 2001

Teaching assistant at Sociology Department,

Ulyanovsk State University

- 1) Teaching course on Public Relations; Compiling course materials;
- 2) Composing methodological instructions for the courses;
- 3) Preparing together with students their papers for student conferences

Aircraft Company Volga – Dnepr Intern, Public Relations Department

June–November 1998

- Conducted sociological research;
- Conducted interviews;
- Compiled questionnaires;

Ulyanovsk State University Advertising Agency

Press – secretary

Dec. 1997 – June 1998

- Drafted, reviewed and edited daily press releases;
- Organised press-conferences of the University Board with local mass-media;
- Co-ordinated weekly analysis of local press;
- Drafted and edited newsletter "Young Professional Elite"

LANGUAGES

Russian (native language, blind – typing)

English (fluent, blind typing), Polish (beginner's level)

ADDITIONAL SKILLS

Microsoft Word, Excel, SPSS, Internet Applications

PUBLICATIONS LIST

In Russian

1. «In Search for Identity of Convict Society: Following Chekhov's Description of Sakhalin at the end of XXth century» in *Chekhovskie chteniya (Chekhov's Readings Yearbook.)* (Yu-Sakhalinsk, 2000).
2. «Rethinking the Process of Regional Identity Construction»: Adventurer, Officer, #3 (2000). Kazan (Tatarstan, Russia). ISBN 5-89423-110-8
3. «The problem of social interaction as a key element of modern social life»/Ed. By Stephen Kotkin & David Polansky, Warsaw, Poland: CEU Press, #1, 2000 – Pp. 255 – 270.

Мы предлагаем Вам список глаголов, необходимых для написания академического резюме:

Accomplish, achieve, acquire, address, analyse, apply, appraise, assess, assist;
Collect, compare, compile, complete, compose, compute, conceptualize,
conduct, construct, critique, create;
Define, demonstrate, design, describe, develop;
Establish, evaluate, examine, experiment, explain;
Focus, formulate, find;
Gather, generate;
Identify, implement, incorporate, investigate;
Liaise;
Measure, monitor, maintain;
Observe, organize, order, originate;
Perform, prepare, present, project, promote, prove, publish;
Qualify, quantify;
Rank, reduce, report, research, review, revise;

Schedule, select, serve, solve, specify, structure, suggest, summarize, survey;
Teach, test, trace;
Uncover, update, utilize;
Verify;
Write.

**LEARN ALSO THE FOLLOWING WORDS AND WORD
COMBINATIONS WITH “APPLICATION”**

to file an application

to make an application

to put in an application

to send in an application

to submit an application

to screen applications

to reject an application

to turn down an application

to withdraw an application

a fellowship application

a membership application

a formal application

a written application

by application

on application

TASK. Make up and write according to the model your own academic resume for studying abroad and getting a prestigious scholarship.

**STUDY THE VOCABULARY AND STRUCTURE OF THE
“SCHOLARSHIP APPLICATION LETTER”**

I am writing to apply for / I am writing in application for a scholarship to assist me throughout my time studying in...

I am a graduate / I have graduated from...

When I discovered about the... scholarship, I was excited by the opportunity to study...

I want to study...because I have always been interested in / passionate about...

As I am currently engaged in / interested in / involved in / ..., I would be happy to learn more about / take a course of...

I intend to continue my research / studies to publish an article/ write a dissertation concerning...

This scholarship would be of great help for my professional development as...

I am excited to study / work in...and contribute my skills and experience...

NOW MAKE UP YOUR OWN SCHOLARSHIP APPLICATION LETTER ACCORDING TO THE PREVIOUS MODEL.

Role play

The simulation: you are getting ready for the panel interview as a shortlist applicant for the postgraduate studies provided by your university in partnership with the State University of New York (SUNY). *The task:* refer to the Question sections given above and prepare your self-presentation focusing on the academic and professional experience you've got.

Grammar

Study the information about Passive Voice in English.

Страдательный залог

Формы глагола страдательного залога (the Passive Voice) выражают действия, совершаемые над подлежащим (лицом или предметом).

Страдательный залог образуется с помощью вспомогательного глагола *to be* в соответствующем времени, лице и числе и причастия прошедшего времени *Past Participle* (3-я ф. пл.).

Формула: *to be + Past Participle (to be translated)*

Поскольку в страдательных конструкциях говорящего, как правило, интересуется предмет или лицо, подвергающееся действию, а не производящее его, то в большинстве случаев деятель не указывается.

Действительный залог *He translated the article*. Он перевел статью.

Страдательный залог *The article was translated (by him)*. Статья была переведена (им).

Времена группы *Simple, Continuous* и *Perfect* в страдательном залоге употребляются так же, как и времена соответствующих групп в действительном залоге. В страдательном залоге вместо отсутствующей формы *Future Continuous* употребляется *Future Simple*, а вместо отсутствующих *Present, Past* и *Future Perfect Continuous* употребляются соответствующие формы *Perfect*.

Present Simple

Действительный залог. *They hold a meeting every week*. Они проводят собрание каждую неделю.

Страдательный залог. *A meeting is held every week*. Каждую неделю проводится собрание.

Past Simple

The plant produced 5,000 cars last year. В прошлом году завод изготовил 5000 автомобилей.

5,000 cars were produced (by the plant) last year. В прошлом году (заводом) было изготовлено 5000 автомобилей.

Future Simple

The secretary will mail these letters tomorrow. Секретарь отправит по почте письма завтра.

These letters will be mailed (by the secretary) tomorrow. Эти письма будут отправлены по почте (секретарем) завтра.

Present Continuous

We are discussing these questions now. Мы сейчас обсуждаем эти вопросы.

These questions are being discussed (by us) now. Эти вопросы сейчас (нами) обсуждаются.

Past Continuous

They were still building that house when I came to Moscow. Они все еще строили тот дом, когда я приехал в Москву.

That house was still being built (by them) when I came to Moscow. Тот дом все еще строился (ими), когда я приехал в Москву.

Future Continuous

He will be delivering a lecture at 2 o'clock tomorrow. Он прочитает лекцию завтра в 2 часа.

A lecture will be delivered (by him) at 2 o'clock tomorrow. Лекция будет прочитана (им) завтра в 2 часа.

Present Perfect

We have just read the letter. Мы только что прочитали письмо.

The letter has been just read (by us). Письмо было только что прочитано (нами).

Past Perfect

They had discussed the plan when I came. Они обсудили план, когда я пришел.

The plan had been discussed (by them) when I came. План был обсужден (ими), когда я пришел.

Future Perfect

They will have erected this monument by the new year. Они соорудят этот памятник к новому году.

This monument will have been erected (by them) by the new year. Этот памятник будет сооружен (ими) к новому году.

Present Perfect Continuous

He has been doing this job for an hour. Они соорудят этот памятник к новому году.

This job has been done (by him) for an hour. Он выполняет эту работу в течение часа. Эта работа выполняется (им) в течение часа.

Past Perfect Continuous

I had been copying that text for 20 minutes when my brother came. Я переписывал этот текст в течение 20 минут, когда пришел мой брат.

That text had been copied (by me) for 20 minutes when my brother came.

Этот текст переписывался (мною) в течение 20 минут, когда пришел мой брат.

Сказуемое в страдательном залоге переводится:

1) глаголом, оканчивающимся на -ся:

English, French and German are studied at the university. В университете изучаются английский, немецкий и французский языки.

2) глаголом быть и краткой формой причастия страдательного залога:

The article has been translated. Статья была переведена.

3) глаголом действительного залога в 3-м л. мн. ч. в неопределенно-личном предложении:

He was offered an interesting book. Ему предложили интересную книгу.

We were told the news yesterday. Нам вчера сообщили новость.

В английском предложении за сказуемым в страдательном залоге может следовать предлог; слово, с которым этот предлог соотносится, является подлежащим. Поэтому при переводе на русский язык предлог ставится перед этим словом.

His new article was much spoken about (of).

О его новой статье много говорили.

You will be spoken to later. С вами поговорят позже.

Study the table.

PASSIVE VOICE				
	Present	Past	Future	Future-in-the-Past
Simple	Letters are written every day	The letter was written yesterday	The letter will be written tomorrow	(He said that) the letter would be written the next day.
Continuous	The letter is being written now	The letter was being written at 5 o'clock yesterday	—	—

Perfect	The letter has already been written	The letter had been written by 5 o'clock yesterday	The letter will have been written by 5 o'clock tomorrow	(He said that) the letter would have been written by 5 o'clock the next day.
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TO BE + III ФОРМА ГЛАГОЛА

Exercises

1. Make the verbs in the following sentences passive

A.

1. They offered me a cup of tea.

2. They have offered me a job at a local bank.

3. Students take examinations at the end of each term.

4. Have you warned them about the meeting?

5. Mother baked the birthday cake.

6. Someone has stolen a picture from a museum.

7. Columbus discovered America in 1492.

8. I have lost some secret papers.

B.

1. The children asked me to read a story.

2. We have kept this meat in the fridge.

3. George Simenon wrote this story.

4. The police have found the dead body in the park.

5. The boss gave us a form to fill in.

6. They had packed the suitcases when the bellboy arrived.

7. Father taught me to ride a bicycle.

8. They had sold the famous house to an American before I learnt about it.

C.

1. The doctor told him to lie in bed for three days.

2. I didn't attend the meeting because you hadn't warned me.

3. The waiter will serve you breakfast in five minutes.

4. The room looked dirty because we hadn't cleaned it for a week.

5. People speak English in many countries.

6. They will clear up the situation when they have known some more facts.

7. I will give you a cup of tea if you want.

8. They close the shop at 5.

9. The picture impressed him.

2. Transform the following sentences into Passive Voice.

1. A marble pavilion protects the house.

2. The boys will paint the roof of the house.

3. Tom Sawyer whitewashed the fence.

4. Her daughters gave her three beautiful dishes as a birthday present.

5. Tom gave Nick a book for his birthday.

6. Our mother tells us stories every evening.

7. Lydia will show you a new book of pictures.

8. A boy showed her the way.

9. They will send us a box of fruit.

10. Five or six small children followed them.

11. In summer the boys often drive the horses to the fields.

12. Ivan Susanin led the Poles into the thickest part of the forest.

13. The waves carried the boat away.

14. We will do the translation in the evening.

15. They water the flowers regularly.
16. You promised me these books long ago.
17. Bessie's father gave her a complete set of Walter Scott's works.
18. Irene's husband brought her some beautiful shells from the South.
19. The explorers gave the newspaper reporters a long interview.
20. Mr. Wilson will teach you English.
21. The doctor ordered me a month's rest from studying.

3. Complete the sentences using a suitable passive form of the verb in brackets.

1. When do you think the first restaurant (open) on the Moon?
2. Russia (govern) from Moscow.
3. Some very good comedies (make) in Britain in the 1950s.
4. A new novel (write) just.
5. It (publish) next month.
6. That old house (build) in the 14th century.
7. English (speak) all over the world.
10. A new dress (give) to her sister.
11. The music (write) by Mozart.
12. The results (announce) tomorrow morning.
13. A lot of modern medicines (make) from plants.
14. Coca-Cola (produce) since 1895.

4. Complete the sentences using a suitable passive form of the verb in brackets.

1. Don't worry, your keys (find).
2. The best cameras (make) in Japan?
3. Nylon (use) to make many things.
4. Driving should (ban) in the down town.

5. Planes (make) in your country?
6. Pineapples (not grow) in England.
7. The Lottery (win) by an old man.
8. She (give) a video for her birthday.
9. His purse (steal) from his bag.
10. Your car (repair)?
11. That book (buy) two days ago.
12. A lot of water (drink) last night.
13. Good wines (produce) in France.
14. The doctor (send) for.
15. He (ask) about the children.

5. Change these sentences from passive to active.

1. This house was built by his father.
2. The cooking is usually done by my mother.
3. The club is used by teenagers.
4. The English class will be taught by Mr Stain.
5. This book was written by a friend of her.
6. My desk has been broken.
7. Their car has been stolen.
8. He has been invited to a party.
9. The cooking will be done by Mrs Smith.
10. "Hamlet" was written by Shakespeare.
11. These exercises can be done in writing or orally as you prefer.
12. Gold has been discovered in Canada.

Passive Voice with Prepositions

Шуточный мини-рассказ

He was talked about

He was sent for

He was waited for

He was looked at

He was listened to

He was laughed at

СРАВНИТЕ:

The doctor was sent — Доктора послали

The doctor was sent for — За доктором послали

Запомните эти предложения: The house wasn't lived in. The bed wasn't slept in.

6. Transform into Passive, paying attention to the prepositions.

E.g. We often speak about her. — She is often spoken about.

1. We thought about our friend all the time.
2. The doctor will operate on him in a week.
3. Teacher sent for the pupil's parents.
4. They looked for the newspaper everywhere.
5. Nobody slept in the bed.
6. The neighbour asked for the telegram.
7. Everybody listened to the lecturer with great attention.
8. The senior students laughed at the freshman,
9. The group spoke to the headmistress yesterday.
10. The young mothers looked after their babies with great care,
11. Nobody lived in that old house.
12. They sent for Jim and told him, to prepare a report on that subject.

7. Turn into Passive

1. She took a long time to write the composition, but at last she wrote it.

2. Don't put the cup there: somebody will break it.
3. Why weren't you at the birthday party? They didn't invite me.
4. We met many difficulties, but all the same we finished the work in time.
5. We shall leave you behind if you are not quick.
6. I spent all my money on books last month. .
7. I don't think we shall do all this work today: there is too much of it.
8. It's a very funny thing that when I start doing this, somebody always stops me.
9. Don't leave these sweets on the table: somebody will eat them.
10. The elephant broke the branch of the tree.
11. The bees attacked the bear when it tried to take their honey.

ЗАПОМНИТЕ

Это нужно сделать — **It must be done**

Это можно сделать — **It can be done**

8. Turn into passive

1. You must do three of these exercises tomorrow.
- 2 You can find the book you need in any library.
3. We must send these letters at once.
4. You must take the box to the station.
5. You can cross the river on a raft.
6. The workers can finish the building of the house very soon.
7. You must return the books the day after tomorrow.
8. I can easily forgive this mistake.
9. You can find such berries everywhere.
10. You must do this work very carefully.
11. The doctor says they must take her to hospital.
12. You can do the work in three days.

13. The students must return all the library books before each summer vacation.
14. Monkeys can climb even the tallest trees.

TEST 2 (Passive Voice)

Complete the sentences using a suitable passive form of the verb in brackets.

- You (take) around the city tomorrow.
- He (impress) by the story at our last meeting.
- In 1980 the Olympic games (hold) in Moscow.
- This programme (be not popular) with our population now.
- The examination (hold) next Friday.
- The streets (decorate) next Saturday.
- The translation (do) in time. Everyone was glad.
- We (impress) by her acting at her last concert.
- Your shirt must (clean).
- Your health can (improve) with more exercise.
- The room must (leave) immediately.
- The plants should (water) every week.
- The books have to (return) to the library.
- The letters (send) this week.
- The room (not clean) yet.

Turn these sentences into Passive.

- Their firm sent the project.
- His boss pays him \$100 a week.
- They serve dinner here at seven o'clock.
- They sent books by a parcel.

- They will hold a meeting in the assembly hall.
- They will open a new trade centre next week.
- She will type the contract soon.
- They invited him to visit the firm.
- They grow tomatoes in the greenhouse.
- They will translate this article in time.
- The story made a great impression on me.
- The guide showed the Kremlin to a group of foreigners.

UNIT 3

PROFESSIONAL ACTIVITY AND ACADEMIC CONTACTS

Vocabulary Notes. Study the following words and word combinations:

1. To have a chance to attend...at the invitation of... - иметь возможность посетить ...по приглашению ...
2. To speak at the international conference – выступать на международной конференции
3. When I was at a university student I used to participate (to take part) in ... - Когда я учился (училась) в университете, я принимал (а) участие в ...
4. As a postgraduate student I will participate in ... - В качестве аспиранта я буду участвовать в ...
5. To be the subject of the conference – быть темой конференции
6. A special / world / all Russia / annual / international /research /regular / occasional conference – особая/всемирная / всероссийская/ ежегодная/ международная/ научная/ очередная/ приуроченная к определенному событию конференции
7. The place (the venue) of the conference was / the conference took place (was held) in ... - Местом проведения конференции было .../ Конференция прошла (проводилась) в ...
8. The official / working language of the conference – официальный / рабочий язык конференции
9. The program / the agenda of the conference included reports / presentations on ... - программа / повестка конференции включала сообщения / выступления по ...
10. The conference was organized /sponsored /held by ...- конференция была организована / спонсирована/ проведена ...
11. The participants (members) received invitations – участники получили приглашения

12. The list of speakers included ...
13. To pay the registration fee/ to fill in a form / to get a folder containing information about the current events, a membership card and a badge – оплатить регистрационный взнос /заполнить бланк/ получить папку, содержащую информацию о текущих событиях, членскую карточку и бейдж (значок/электронный пропуск)
14. The chairman / chairperson – председатель
15. To deliver the opening speech – выступить со вступительным словом
16. To open the meeting, to read the agenda, to open discussion, to direct the debates and close the meeting – открыть встречу, зачитать повестку дня, начать дискуссию, руководить дебатами и закрыть встречу
17. To present the most important reports at the plenary meeting – представить самые важные доклады на пленарном заседании
18. To divide the other papers between sections – распределять другие доклады по секциям
19. To last for...days and to end with a round-table discussion – продолжаться...дней и закончиться обсуждением за круглым столом
20. To present / submit a paper (a report) and an abstract (a brief summary) of it – представить доклад (сообщение) и его аннотацию (краткое изложение)
21. To publish smb's report in the proceedings of the conference – опубликовать (свой) доклад в материалах конференции
22. To read / present / deliver smb's paper about ... - прочитать / представить (свой) доклад о ...
23. To illustrate smb's presentation with tables and graphs / charts – иллюстрировать (свое) выступление таблицами и графиками

24. To make / to give a Powerpoint computer presentation (to) – выступать с докладом / (компьютерной) презентацией в формате Powerpoint перед
25. The reports were followed by a discussion / a debate. – За докладами последовала дискуссия / дебаты
26. Question and answer session – время, отведенное для вопросов и ответов
27. Workshop (in) – заседание секции (конференции); совещание по обмену опытом; практический семинар (по)
28. To take part in a seminar / workshop / business meeting – принимать участие в семинаре / совещании / деловой встрече
29. The cultural program for the participants of the conference included ... - Культурная программа для участников конференции включала ...
30. Joint project – совместный проект
31. Business meeting – деловая встреча
32. Agenda (of the meeting) – повестка дня
33. Study / research visit – научная стажировка
34. Research project – научно-исследовательский проект
35. To do research on the exchange program (me) – стажироваться по программе обмена
36. To apply (for) – подавать заявку (на участие)
37. Applicant – претендент
38. Deadline / closing date – конечный срок (подачи документов)
39. Three – month visit – трехмесячная стажировка
40. To fund the program (me) – финансировать программу
41. To bear / cover expenses – оплачивать расходы
42. To provide accommodation – предоставлять жилье

43. To get the material ready for publication – подготовить материалы к опубликованию
44. To work against time – работать не покладая рук
45. Report on a research visit – отчет о стажировке

Make up 8 sentences of your own with some expressions of the vocabulary.

Speaking practice

Range the methods of communication (a-h) from most to least effective and rationalize your distribution. Which of these ways do you usually use to communicate?

Communicating with scientific communities

- | | |
|-------------------------------|------------------------------------|
| a. an academic journal | c. a popular science book |
| b. a popular science magazine | f. an online forum or science blog |
| c. a conference | g. a newspaper |
| d. a workshop | h. private discussion |

Why is it so important for researchers to keep in touch with:

- a. other people in their field (e.g. history / political science)?*
- b. people in their specialism (e.g. history / political science)?*
- c. people in other fields of study?*

Academic communication at work

Read the following five extracts and then say which form (or forms) of communication from previous task each one comes from. Which form(s) of communication are not included in these extracts?

1. More people were pain free when using the handheld device than those who had used an identical dummy device. Although the study by Lipton et al. (2010) has reliable results, there are some points to consider when putting these findings into context. Importantly, the

results will need to be verified in larger trials that directly compare

2. Tea and coffee drinkers have a lower risk of developing type 2 diabetes, a large body of evidence shows. And the protection may not be down to caffeine since decaf coffee has the greatest effect, say researchers in Archives of Internal Medicine. They looked at ...
3. ... can be rapidly generated by lentivirus mediated transgenes is. RNAi also holds great promise as a novel therapeutic approach. This report provides an insight into the current gene silencing techniques in mammalian systems.
4. Hi! Has anyone had any experiences with nanoparticles sticking to glassware :-(? If so, does anyone know if there's a suitable silylation protocol to pre-treat the glassware to do something about this annoying non-specific adsorption? Thanks!
5. Animal and in vitro studies suggest that aspirin may inhibit breast cancer metastasis. We studied whether aspirin use among women with breast cancer decreased their risk of death from breast cancer. This was a prospective observational study based on ...

DV How easy was it to decide where extracts came from? How did you decide on the right answer?

Decision-making

Proposals to conferences

Complete the advice on writing proposals to conferences with the words and collocations from the table below.

elsewhere	requirements	brevity	consideration	notify	publishing	voluntary
website	a publication	abstracts	a one-age proposal	submitting	proceedings	journals

Writing proposals for presenting at conferences is similar to writing (1) ... (2) ... is important but conferences seldom require the proposal to be as short as abstracts for (3) Each conference will have its proposal (4) ... and deadlines posted on its (5) These must be followed carefully.

Usually the conference prefers (6) ... that can appear in their program.

If you are accepted, the conference may then (7) ... notify you the date for (8) ... an expanded paper for publication in their (9) Submission of a paper for the proceedings is (10) The proceedings are usually published so that this you (11) However, give careful (12) ... before not consider (13) ... work that has been published (14)

Meetings of the minds

Match the English words and collocations (A) with their Russian equivalents (B) to describe a conference as a common communication form in science.

A.

1) to take place; 2) committee chairman; 3) secretary-general; 4) call for papers; 5) short abstract; 6) extended extract; 7) summary of the presentation; 8) manuscript of the paper; 9) attendee; 10) accommodation; 11) information desk; 12) key-note speaker; 13) session; 14) review paper; 15) exhibition; 16) proceedings of the conference; 17) scientific associate; 18) full member of the Academy of Science; 19) to lecture; 20) to take the floor; 21) to take part in; 22) poster session; 23) scientific contribution; 24) contributed paper; 25) digest panel discussion.

B.

1) стендовое заседание; 2) справочное бюро; 3) научный доклад; 4) обзор материалов; 5) основной докладчик; 6) проходить; 7) сборник материалов конференции; 8) выступить; 9) принимать участие; 10) читать лекцию; 11) председатель комитета; 12) автореферат; 13) участник; 14)

генеральный секретарь; 15) краткий тезис; 16) действительный член Академии наук; 17) подробный тезис; 18) заседание; 19) выставка; 20) научный сотрудник; 21) рукопись доклада; 22) дискуссия с участием ведущих специалистов; 23) место проживания; 24) приглашение на отправку материалов для публикации; 25) научный вклад.

Review and discussion questions

Discuss the questions listed below to focus on the topic of the unit.

1. Have you taken part in any scientific international conference / symposium / seminar?
2. What was the subject of the conference?
3. What was the official language of the conference?
4. Where and when did it take place?
5. Who participated in this conference?
6. How many working groups and poster sessions were there?
7. By whom was it organized?
8. What were the Chairman's duties at the conference?
9. Were the proceedings of the conference / symposium published? Have you read them?
10. Have you spoken at the University conference / seminar as a postgraduate student?
11. What was the topic of your presentation?
12. What do you know about such important economic conventions as the World Economic Forum and its annual meeting in Davos, Switzerland, and the International Economic Forum in St. Petersburg, Russia?
13. Is face-to-face communication always preferable to one-dimensional channels of communication such as e-mail and fax? Why or why not?

14. Have you ever participated in any exchange programs? How effective were they?
15. In what ways can a research visit fuel post-graduate's study and work?
16. How can communication with science communities help you advance your career?

Make up a monologue about your professional activity and academic contacts. Try to use as much as possible your active vocabulary. Volume – 10-15 sentences.

Writing

Present a written argument on the following topic.

“Academic conferences are sometimes referred to as either waste of time or “vanity fair”. Nevertheless, the common belief is that such networking promote the exchange of bright ideas and fuels creative thinking. Discuss both these views and give your own opinion.

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence. Write at least 250 words.

Role play

You deliver a lecture on the importance of the international professional contacts and your personal experience concerning them. (If you have not participated in any all Russia / annual / international / research / regular / occasional conference or business meeting yet, speak in general how these events are usually organized.)

Grammar

Study the information about Sequence of Tenses and Indirect Speech in English.

СОГЛАСОВАНИЕ ВРЕМЕН

Сдвиг времен в придаточном дополнительном при главном предложении в прошедшем времени

Present Simple → Past Simple Present Continuous → Past Continuous	Действие придаточного предложения происходит одновременно с действием главного	1. He lives in New-York. I thought that he lived in New-York. 2. Mother is sleeping . I knew that mother was sleeping .
Present Perfect / Past Perfect → Past Simple	Действие придаточного предложения предшествует действию главного	1. He has returned from London. I was told that he had returned from London. 2. He bought a new car I heard that he had bought a new car.
Future → Future-in-the-Past	Действие придаточного предложения происходит позже действия главного	He will sent us a letter. I supposed that he would send us a letter.

INDIRECT SPEECH

Indirect statements

I **am** an engineer. I **work** at a plant.

In the evening I **study** English

He said He told me	that	He was an engineer and worked at a plant.
-----------------------	------	---

		He added that he studied English in the evening.
--	--	---

I **saw** my friend yesterday.

He said He told me	that	He had seen his friend the day before.
-----------------------	------	---

We **lived** in Rome two years ago.. My father **worked** there.

He said He told me	that	They had lived in Rome two years before and explained that his father had worked there.
-----------------------	------	---

I **will tell** you about it *tomorrow*.

He said He told me	that	He would tell me about it the next day.
-----------------------	------	--

Indirect commands		
Keep quiet! Don't make noise!		
He	told me asked me	to keep quiet and not to make noise

При переводе предложений в косвенную речь не забывайте заменять обстоятельства времени, как указано в таблице.

Direct speech	Indirect speech
---------------	-----------------

Today	That day
Yesterday	The day before
Tomorrow	The next day
...ago	...before
This	That...
These	Those...
Here	There
Last year	The year before
Last month	The month before
Last ...	The ... before
Next ...	The following ...

Indirect questions

Indirect questions	
Special questions	He asked (me) He wanted to know He wondered
“What are you doing ?” “Where do you live ?” “What have you prepared for today?” “When will your mother come home?”	what I was doing . where I lived . what I had prepared for today. when my mother would come home.
General questions	He asked (me) if He wanted to know if He wondered if
“ Are you watching TV?”	I was watching TV

“ Do you play chess?”	I played chess.
“ Have you done your homework?”	I had done my homework.
“ Did you skate last winter?”	I had skated the winter before.
“ Will you see your friend tomorrow?”	I should see my friend the next day.

Exercises.

1. Put the verb into the right tense

1. She realized that nobody (will come/would come).
2. We understood that she (sees/saw) nothing.
3. He said he (will arrive/would arrive) in some days.
4. My mother was sure I already (have come/had come).
5. I didn't know they (are/were) in the room.
6. We supposed the rain (will stop/would stop) in some hours.
7. He said he never (has been/had been) to London.
8. We wanted to know who (is singing/was singing) in the next room.
9. I always thought he (is/was) a brave man.
10. When I saw him, he (is working/was working).
11. We know she always (comes/came) in time.
12. They thought he (will have finished/would have finished) his work by the evening.
13. She said she (has/had) a terrible headache.
14. We supposed they (will send/would send) us the documents.
15. He said he (has not seen/had not seen) us for ages.

2. Supply the required form of the verb in brackets.

1. I knew they (to wait) for me at the metro station and I decided to hurry.
2. I didn't know that you already (to wind) up the clock.
3. I was afraid that the little girl (not to be able to unlock the front door and (to go) upstairs to help her.

4. He says that he (to know) the laws of the country. 5. Sarie understood why Lanny (not to come) the previous evening. 6. She asked me whether I (to remember) the legend about a faithful lion. 7. He understood that soldiers (to arrest) him. 8. He could not understand why people (not to want) to take water from that well. 9. I suppose they (to send) a dog after the burglar immediately. 10. He said he (to leave) tomorrow morning. 11. She says she already (to find) the book. 12. He stopped and listened: the clock (to strike) five. 13. She said she (can) not tell me, the right time, her watch (to be) wrong. 14. I asked my neighbour if he ever (to travel) by air before. 15. The policeman asked George where he (to run) so early. 16. The delegates were told that the guide just (to go) out and (to be) back in ten minutes.

3. Употребите предложения как придаточные дополнительные. В роли главных предложений используйте предложения, данные в скобках. Выполните задания в соответствии с правилом согласования времен

1. They are working in the garden. (We were sure).
2. I have never been to Paris. (I told).
3. They have been waiting for him for ten minutes. (He didn't know).
4. Tim hasn't written for them for ages. (She knew).
5. Kath will not see us. (My mother wrote).
6. He is going to the park. (He told me).
7. They are skating. (I supposed).
8. Somebody has stolen his purse. (He did not notice).
9. Sophie is a very clever girl. (Everybody knew).
10. He doesn't agree. (He told).
11. She hasn't done her homework. (She said).
12. I don't like going to parties. (I told them).
13. She doesn't know how much the dress cost. (Mary told me).

14. We will come again next year. (We wrote them).
15. I am washing the car. (I told him).
16. He has already seen this play. (He didn't tell us).
17. She is not feeling very well. (She told the doctor).
18. He is translating the article. (I saw).
19. She will talk to Susan. (She promised).
20. He can not swim. (I didn't suppose).

4. Put the verb into the right tense

1. When I opened the window, I saw the sun (to shine).
2. We are sure Simon (to marry) her some time later.
3. He can't remember where he (to put) his glasses.
4. George thought the restaurant (to be) expensive.
5. She was disappointed that she (not to get) the job.
6. I didn't understand why they (to destroy) their relationship.
7. He is not sure they (to find) their way in the darkness.
8. Jane asked me if I (to invite) Ann to the party.
9. People say that he always (to be) very rich.
10. She said she (to wait) for me since seven o'clock.
11. They thought I (to give) them my telephone number.
12. I am afraid I (not can) answer your question.
13. We wanted to know what (to happen) to John.
14. George thought he (can) repair the car himself.
15. She is very upset: she (to break) her watch.
16. Bill said he (to feel) ill.
17. We thought she still (to be) in hospital.
18. I knew he (to pass) his examination at that time.
19. My cousin promised he (to visit) me in a week.
20. We didn't know they (to be) tired.

5. Put the verb into the right tense

1. Her brother said he never (to see) that film before.
2. He came home and listened: his son (to play) the piano.
3. They didn't worry too much because they (to lock) the door.
4. I asked her when she (to give) me that book to read.
5. We wanted to know if they (to enjoy) the meal.
6. She supposed she (to like) the hotel.
7. I am afraid they (not to come) yet.
8. He wanted to know if the station (to be) far away.
9. Eric doesn't know who (to phone) him at five o'clock.
10. He admitted he (not to be) here for weeks.
11. She was sorry she (to arrive) so late.
12. Jean promised she never (to speak) to me again.
13. Andy said he just (to buy) a new car.
14. My mother decided that she never (to drink) coffee late at night.
15. I hear you already (to find) a new job.
16. We were sure our children (to sleep).
17. I didn't think they still (to discuss) that problem.
18. It is remarkable that you (to come) at last.
19. My doctor thinks I (to be) allergic to pineapples.
20. Sophia knew her aunt (to be) glad to visit her in two days.

INDIRECT SPEECH

Indirect statements

I **am** an engineer. I **work** at a plant.

In the evening I **study** English

He said He told me	that	He was an engineer and worked at a plant. He added that he studied English in the evening.
-----------------------	------	--

I **saw** my friend yesterday.

He said He told me	that	He had seen his friend the day before.
-----------------------	------	---

We **lived** in Rome two years ago.. My father **worked** there.

He said He told me	that	They had lived in Rome two years before and explained that his father had worked there.
-----------------------	------	---

I **will tell** you about it *tomorrow*.

He said He told me	that	He would tell me about it the next day.

Indirect commands		
Keep quiet! Don't make noise!		
He	told me asked me	to keep quiet and not to make noise

Exercises.

1. Make the following sentences indirect.

1. "My friend lives in Moscow," said Alec. 2. "You have not done your work well," said the teacher to me. 3. The poor man said to the rich man: "My horse is wild. It can kill your horse." 4. The rich man said to the judge: "This man's horse has killed my horse." 5. "This man spoke to me on the road," said the woman. 6. "I can't explain this rule to you," said my classmate to me. 7. The teacher said to the class: "We will discuss this subject tomorrow." 8. The woman said to her son: "I am glad I am here." 9. Mike said: "We have bought these books today." 10. She said to me: "Now I can read your translation." 11. Our teacher said: "Thackeray's novels are very interesting." 12. She said: "You will read this book in the 9th form." 13. Nellie said: "I read 'Jane Eyre' last year."

2. Make the following sentences indirect.

1. Masha said: "I usually spend my holidays in the south." 2. She said: "I spent my holidays in the Crimea last year." 3. Boris said: "I go to the south every year." 4. He said: "I am going to a rest-home tomorrow." 5. Ann said to us: "They haven't yet come." 6. She said to us: "They arrived in St. Petersburg yesterday." 7. I said: "I was in London last year. My friends in London sometimes invite me to spend my holidays with them." 8. Nick said: "I have never been to London. I think I shall go there next year." 9. He said: "I shall not stay with my friends too long." 10. He said to me: "They are staying at the 'Europe' hotel." 11. He said: "They are leaving next Monday." 12. The clerk said to them: "You can leave the key with the maid upstairs."

3. Make the following sentences indirect.

1. Oleg said: "My room is on the second floor." 2. He said: "I am sure she will ring me up when she is back in St. Petersburg." 3. Misha said: "I saw them at my parents' house last year." 4. He said: "I haven't seen my cousin today." 5. "I don't go to this shop very often," she said. 6. Tom said: "I have already had breakfast, so I am not hungry." 7. He said: "I have just received a

letter from my uncle." 8. "I am going to the theatre tonight," he said to me. 9. Mike said: "I spoke to Mr. Brown this morning." 10. He said to her: "I will do it today if I have time." 11. I said to them: "I can give you my uncle's address."

4. Make the following sentences indirect.

1. He said to me: "I want to see you today." 2. She said: "I am free tonight". 3. Mother said to me: "I feel bad today." 4. The pupil said to the teacher: "I can do my homework after dinner." 5. The teacher said to Jack: "You work hard, I know. You are a good boy." 6. The teacher said to the pupils: "Next year we shall have six hours of English a week." 7. The old man said to the girl: "You can sing perfectly. I think you will be a famous singer." 8. My sister said to me: "You look very well, much better than you looked yesterday. I think you have recovered after your illness." 9. My brother said to me: "I am going to become a doctor." 10. My uncle said to us: "I buy several newspapers every day." 11. "You are an excellent cook. Everything is so tasty," said my guest to me. 12. The student said: "I can't answer this question. I don't understand it". 13. The mother said: "The children are in the nursery, doctor." 14. "I have no time for lunch today," said the boy to his mother. 15. "Your English is very well," said the woman to me.

5. Make the following commands indirect.

1. "Go home," said the teacher to us. 2. "Buy some meat in the shop," said my mother to me. 3. "Sit down at the table and do your homework," said my mother to me. 4. "Don't forget to clean your teeth," said granny to Helen. 5. "Don't sit up late," said the doctor to Mary. 6. The doctor said to Pete: "Don't go for a walk today." 7. "Don't eat too much ice-cream," said Nick's mother to him. 8. "Explain to me how to solve this problem," said my friend to me. 9. The doctor said to Nick: "Open your mouth and show me your tongue." 10. "Don't be afraid of my dog," said the man to Kate. 11. "Take this book and read it," said the

librarian to the boy. 12. He said to us: "Come here tomorrow." 13. I said to Mike: "Send me a telegram as soon as you arrive." 3. Father said to me: "Don't stay there long." 14. Peter said to them: "Don't leave the room until I come back." 15. "Take my luggage to Room 145," he said to the porter. 16. He said to me: "Ring me up tomorrow." 17. "Bring me a cup of black coffee," she said to the waiter. 18. "Don't be late for dinner," said mother to us. 19. Jane said to us: "Please tell me all you know about it." 20. She said to Nick: "Please don't say anything about it to your sister."

Indirect questions

Exercises

1. Make the following sentences indirect.

1. "Why are you shouting, man?" said Prince John to Locksley. "What is your name?" 2. "Who has read 'Ivanhoe'?" asked the teacher. "Whom was it written by?" 3. One of the pupils asked the teacher of literature: "What novels will we read next year?" 4. "Is the river Volga in Russia?" asked the Frenchman. 5. "Are you playing volleyball, girls?" said Ann. "I did not know that you liked it." 6. "Don't touch these photographs," said Peter to us. "They are still wet, and you may spoil them." 7. "Does your friend often come here, boys?" said Fred. "I want to speak to him." 8. "How did you manage to solve this difficult problem in such a short time?" said my friend to me. 9. The teacher said to us: "You will write a paper tomorrow." 10. "I saw a new film yesterday," said Kate to Nick. "Did you like it?" asked Nick. 11. Mother said to me: "Who has brought this parcel?" 12. He said to her: "Where do you usually spend your summer holidays?" 13. Ann said to Mike: "When did you leave London?" 14. She said to Boris: "When will you be back home?" 15. Boris said to them: "How can I get to the railway station?" 16. Mary asked Tom: "What time will you come here tomorrow?" 17. She asked me: "Why didn't you come here yesterday?" 18. She asked me: "What will you do tomorrow if you

are not busy at your office?" 19. I said to Nick: "Where are you going?" 20. I said to him: "How long are you going to stay there?" 21. I said to him: "How long will it take you to get there?" 22. Pete said to his friends: "When are you leaving St. Petersburg?" 23. He said to them: "Who will you see before you leave here?" 24. They said to him: "What time does the train start?" 25. I asked Mike: "What will you do after dinner?" 26. I asked my uncle: "How long did you stay in the Crimea?" 27. Ada said to me: "Where did you see such trees?" 28. I said to Becky: "What kind of book has your friend brought you?"

2. Make the following sentences indirect.

1. Where did I put the book? (I forgot...). 2. Who has given you this nice kitten? (She wanted to know...). 3. Where can I buy an English-Russian dictionary? (He asked me...). 4. How long will it take your brother to get to Madrid? (He wondered...). 5. Where is he going? (He didn't tell anybody...). 6. Where has he gone? (Did you know...) 7. Where is he? (Did you know...). 8. When is he leaving school? (I wanted to know...). 9. Where does he live? (Nobody knew...). 10. When will he come back? (She asked them...). 11. Where did she buy this hat? (He wanted to know...). 12. How much did she pay for it? (I had no idea...)

3. Make the following sentences indirect.

1. I said to Mike: "Have you packed your suitcase?" 2. I said to Kate: "Did anybody meet you at the station?" 3. I said to her: "Can you give me their address?" 4. I asked Tom: "Have you had breakfast?" 5. I asked my sister: "Will you stay at home or go for a walk after dinner?" 6. I said to my mother: "Did anybody come to see me?" 7. I asked my sister: "Will Nick call for you on the way to school?" 8. She said to the young man: "Can you call a taxi for me?" 9. Mary said to Peter: "Have you shown your photo to Dick?" 10. Oleg said to me: "Will you come here tomorrow?" 11. He said to us: "Did you go to the museum this morning?" 12. I

said to Boris: "Does your friend live in London?" 13. I said to the man: "Are you living in a hotel?" 14. Nick said to his friend: "Will you stay at the "Hilton"?" 15. He said to me: "Do you often go to see your friends?" 16. He said to me "Will you see your friends before you leave St. Petersburg?" 17. Mike said to Jane: "Will you come to the railway station to see me off?" 18. She said to me: "Have you sent them a telegram?" 19. She said to me: "Did you send them a telegram yesterday?"

TEST 3

REPORTED SPEECH

I. Use reported speech to convey narrative sentences.

1. Masha said: "I usually spend my holidays in the south."
2. She said: "I spent my holidays in the Crimea last year."
3. Boris said: "I go to the south every year."
4. He said: "I am going to a rest-home tomorrow."
5. Tom said: "I have already had breakfast, so I am not hungry."
6. He said: "I have just received a letter from my uncle."
7. "I am going to the theatre tonight," he said to me.
8. He said: "I shall not stay with my friends too long."
9. He said to her: "I will do it today if I have time."
10. The clerk said to them: "You can leave the key with the maid upstairs."

II. Translate the following special questions into indirect speech.

1. I said to Nick: "Where are you going?"
2. I said to him: "How long are you going to stay there?"
3. I said to him: "How long will it take you to get there?"
4. Pete said to his friends: "When are you leaving St. Petersburg?"
5. She said to us: "They arrived in St. Petersburg yesterday."

6. "Who has read "Ivanhoe"?" asked the teacher.
7. I said to Becky: "What kind of book has your friend brought you?"

III. Translate the following general questions into indirect speech.

1. I said to Boris: "Does your friend live in London?"
2. I said to the man: "Are you living in a hotel?"
3. Nick said to his friend: "Will you stay at the 'Hilton'?"
4. He said to me: "Do you often go to see your friends?"
5. He said to me "Will you see your friends before you leave St. Petersburg?"
6. I said to Mike: "Have you packed your suitcase?"
7. He said to us: "Did you go to the museum this morning?"

IV. Translate the following imperative sentences into indirect speech.

1. "Go home," said the teacher to us.
2. "Buy some meat in the shop," said my mother to me.
3. "Sit down at the table and do your homework," said my mother to me.
4. "Don't forget to clean your teeth," said granny to Helen.
5. "Don't sit up late," said the doctor to Mary.

TEST 4

I. Use reported speech to convey narrative sentences.

1. Masha said: "I usually spend my holidays in the south."
2. She said: "I spent my holidays in the Crimea last year."
3. Boris said: "I go to the south every year."
4. He said: "I am going to a rest-home tomorrow."
5. Ann said to us: "They haven't yet come."
6. She said to us: "They arrived in St. Petersburg yesterday."
7. The teacher said to the class: "We will discuss this subject tomorrow."

8. The woman said to her son: "I am glad I am here."
9. Mike said: "We have bought these books today."
10. She said to me: "Now I can read your translation."

II. Translate the following special questions into indirect speech.

1. Ann said to Mike: "When did you leave London?"
2. She said to Boris: "When will you be back home?"
3. Boris said to them: "How can I get to the railway station?"
4. Mary asked Tom: "What time will you come here tomorrow?"
5. She asked me: "Why didn't you come here yesterday?"
6. Pete said to his friends: "When are you leaving St. Petersburg?"
7. I said to Nick: "Where did you see such trees?"

III. Translate the following general questions into indirect speech.

1. I said to her: "Can you give me their address?"
2. I asked Tom: "Have you had breakfast?"
3. I asked my sister: "Will you stay at home or go for a walk after dinner?"
4. I said to my mother: "Did anybody come to see me?"
5. I asked my sister: "Will Nick call for you on the way to school?"
6. She said to the young man: "Can you call a taxi for me?"
7. Mike said to Jane: "Will you come to the railway station to see me off?"

IV. Translate the following imperative sentences into indirect speech.

1. "Take this book and read it," said the librarian to the boy.
2. He said to us: "Come here tomorrow."
3. I said to Mike: "Send me a telegram as soon as you arrive."
4. Father said to me: "Don't stay there long."
5. Peter said to them: "Don't leave the room until I come back."

UNIT 4

INTRODUCTION INTO RESEARCH

Vocabulary Notes. Study the following words and word combinations:

1. To do research (into) ... - проводить исследование в области ...
2. To read for the thesis – читать литературу для диссертации
3. To attend lectures in – посещать лекции по...
4. To carry on research in... - продолжать исследование (в) ...
5. To be engaged in the study of ... - заниматься изучением ...
6. To deal with the problem of ... - заниматься проблемой ...
7. To be devoted to ... - быть посвященным / преданным (чему-то) ...
8. To be particularly interested in ... - проявлять особый интерес к...
9. To make a thorough (complete, detailed, accurate) study of ... - проводить основательное (полное, подробное, точное) исследование ...
10. To advance (propose, put forward, suggest, develop) an idea (hypothesis, approach, theory) – выдвигать (предлагать, развивать) идею (гипотезу, подход, теорию)
11. To search for (adopt, use, make use of) a new (another, better) approach – искать (принимать, использовать) новый (другой, лучший) подход
12. To collect and arrange / process data (facts, observations) – собирать и упорядочивать / обрабатывать данные (факты, наблюдения)
13. To check the results – проверять результаты
14. To do theoretical work – проводить теоретическую работу
15. To come to the conclusion – приходить к заключению
16. To be through with the experimental (theoretical) part of work – закончить экспериментальную (теоретическую) часть работы
17. To succeed in obtaining reliable results (data) – успешно получить надежные (достоверные) результаты

18. To overcome difficulties – преодолевать трудности
19. To read a paper – выступать с научным докладом
20. To win general recognition – получить (завоевать) общее признание
21. To be encouraged with the investigation – быть вдохновленным этим исследованием; относиться к исследованию с энтузиазмом
22. to contribute (make a contribution) to... - вносить вклад в ...
23. to consider (an issue of ...) – считать, полагать, рассматривать (проблему ...)
24. major advances in science – крупные успехи в науке
25. to work jointly with ... - работать совместно с ...
26. to consult one's scientific adviser / supervisor – консультироваться у научного руководителя
27. to work under – работать под руководством ...
28. to be well-known (distinguished, prominent, outstanding, famous) – быть известным (выдающимся, знаменитым)
29. to guide – направлять
30. to offer advice and guidance – советовать и направлять
31. to formulate one's research proposal – формулировать направление исследования
32. to define a programme of research / study – определить программу (область) исследования
33. to monitor progress – следить за ходом исследования / успехами в работе
34. to provide feedback – обеспечить обратную связь
35. to remain aware of the student's situation and needs – быть в курсе положения дел и проблем аспиранта / студента
36. to be at the head of (in charge of) – возглавлять
37. to hold seminars – проводить семинары
38. to give (deliver) lectures – читать лекции

39. thesis (=research paper) – диссертация
40. doctoral / candidate thesis – диссертация на соискание ученой степени доктора / кандидата наук
41. master's thesis (MPh thesis) – магистерская диссертация
42. to prove the thesis / defend the thesis / present the thesis – защищать диссертацию
43. to submit an abstract / paper (to) – представить реферат (на рассмотрение)
44. to provide a summary / synopsis / an annotation (of) – снабжать (что-либо) аннотацией
45. to have / get good references (on) – иметь / получать хорошие ОТЗЫВЫ

Make up 8 sentences of your own with any of the vocabulary.

Speaking practice

1. Expressing similarity and contrast in research

Find synonyms in the list (A—B) below, and arrange them in pairs.

A. device, research, technology, branch, obtain, importance, collaborator, team, scientific adviser, to enable, thesis, journal, to prove a thesis, to collect, data, to encounter, to be engaged in, to be through with, scientific papers, rapidly;

B. quickly, publications, instrument, technique, to finish, to be busy with, field, to get, significance, to come across, information, to gather, coworker, group, supervisor, to defend a dissertation, scientific magazine, dissertation, to allow, investigation.

Find antonyms in the list (C—D) below, and arrange them in pairs.

C. theory, to obtain, rapidly, experimentator, to finish, to increase, new, experienced, unknown, wide, passive, to enable, high, complicated;

D. simple, low, practice, to give, to disable, active, slowly, theoretician, narrow, famous, to start, to decrease, old, inexperienced

2. A boss, or a colleague, or a friend?

What is your idea of a good supervisor? What do you prefer: to have a supervisor who is the name in his / her field, has plenty of ideas, which he / she is eager to share with you, or a supervisor who knows not much about your subject, but let you make the research independently? You may use the expressions below to speculate on the subject.

1. an appropriate supervisor
2. a holistic and innovative approach
3. crucial support of the supervisor
4. encouragement and support
5. experienced in the field of your research interests
6. high level of staff expertise, reputation and influence
7. pertinent comments
8. procedures and regulations of writing and defending your thesis
9. the responsibilities are shared between student and supervisor
10. to appreciate the time and effort
11. to be especially beneficial
12. to boost one's confidence
13. to continuously monitor progress
14. to design and carry out work on your thesis,
15. to establish a stimulating research environment
16. to give plenty of encouragement
17. to guide and advise you throughout your period of study
18. to provide structured feedback
19. to provide training in research
20. to remain aware of the student's situation and needs

Decision-making

1. Usually your supervisor is a famous scholar and expert in some field; he / she may have discovered an interesting phenomenon or law. **Try to find out about his / her scientific interests, dissertation and research.** This will help you establish better working environment. Be ready to describe expertise, research and academic career of your supervisor. **Do this task either orally or in writing!**

2. Writing up research

Dr. Pullman is advising Tomoko, one of his students who is about to start writing up her dissertation. Complete their conversation with the words from the table below.

ambiguous	communicating	glossary	subtle differences
clarify	define	misinterpret	terminology
coherent	distinguish	senses	terms
			transparent

Dr. Pullman: In the first chapter, you need a section where you d_____
your t_____.

Tomoko: I'm sorry, what does that involve exactly?

Dr. Pullman: You explain your t_____, the special technical words or phrases you're going to use and what precise meaning they have so that your text is t_____, and every reader knows exactly what you mean when you use a word or phrase.

Tomoko: Does it have to be in the first chapter?

Dr. Pullman: Well, usually, yes, though an alternative way of doing it is to provide an alphabetical g_____ at the back of dissertation where readers

can look up the meaning. And remember, if you are using different s_____ of the same word you must explain each one.

Tomoko: That's my problem. I sometimes find it difficult to d_____ between the different meanings. There are so many s_____ d_____ between the different meanings of the same words in English.

Dr. Pullman: Yes, I know, but all languages are like that; it's just that you don't notice it in your own language. Look, a dissertation is all about c_____ your ideas in clear, c_____ manner. If you use words which are a_____, your reader might m_____ your text. So it's always important to c_____ what you intend to say.

Tomoko: Hmm. Oh well, I'll try.

3. Structuring the thesis

Match the English (1—8) and Russian (a—h) equivalents given in the chart below to outline the structure of your thesis.

1. The first research efforts, which finally resulted (result, will result) in Chapter ..., were (are) directed towards the description of the content, concept and scope of	а. На следующем этапе будет детально описано как историческое развитие проблемы, так и ее состояние на сегодняшний день.
2. The derived concept of a potentially dynamic character of ... will serve thereby as ice ultimate frame of reference.	б...представляет особый случай, чему была (сейчас, будет) посвящена отдельная глава.
3. The next step would be to describe in detail both historical evolution and current state of	с. Принимая во внимание доказанное отсутствие ..., была (будет) предпринята осторожная

	попытка сформулировать некоторые рекомендации и предложить планы на будущее.
4. To arrive at such a surveyable description, the... was (is, will be) divided into ... categories.	d. Глава, соответственно, посвящена общему историческому развитию...относительно... .
5. Accordingly, Chapter ... deals in detail with the general historic evolution of ... with regard to	e. Первые исследовательские шаги, которые в конечном итоге легли (ложатся, лягут) в основу Главы ..., (были) посвящены описанию содержанию, концепции и задач исследования... .
6. ... constituted (constitutes, will constitute) a special case, to which a separate chapter, Chapter..., is devoted.	f. В заключении будет оценен... .
7. In the concluding chapter ... will be evaluated.	g. Чтобы добиться такого обзорного описания, было (сейчас, будет) необходимо разделить... на две категории.
8. Bearing in mind the established deficiencies of ..., a cautious attempt to formulate some recommendations and future prospects was (will be) undertaken.	h.Разработанная концепция проблемы, имеющая предположительно развивающийся характер, будет служить, таким образом, основным пунктом ссылок/отправной точкой исследования.

Writing

Using the scheme of referring and annotation (given in the Appendix) present your annotation of the following text in writing. Volume – 10-12 sentences.

Biotechnology Alters Foods

California is home to the nation's most diverse and valuable agricultural industry. Many of its crops are sold in Japanese and European markets where customers are extremely wary of genetically modified foods. Despite that fact, sources in the state capital are reporting that the biotech industry is actively seeking sponsors for a bill in the state legislature that would preempt the right of counties to ban genetically engineered crops. As an intern working for the Organic Consumers Association, the nation's largest public interest group dedicated to a healthy and sustainable food system, you have been asked to gather data about the dangers of genetically engineered crops. The organization plans to write a report to the state government about this issue.

UNIT 5

THE SCIENTIFIC INTERESTS. METHODS OF RESEARCH

Before the work discuss these questions with your groupmates or teacher.

- a) What is scientific research?
- b) What scientific methods do you know?
- c) What are they characteristic of?
- d) What does the choice of research methods depend on?
- e) Are research methods interconnected?
- f) How can scientific theories be strengthened?
- e) What are your scientific interests?

*Read some information about **Methods of Research** minding the active vocabulary.*

Scientific research is a robust and dynamic practice that employs multiple methods towards investigating phenomena, including experimentation, description, comparison, and modelling. Though these methods are described separately here, many of these methods overlap or are used in combination. Many scientific investigations largely employ one method, but different methods may be combined in a single study, or a single study may have characteristics of more than one method. The choice of which research method to use is personal and depends on the experiences of the scientists conducting the research and the nature of the question they are seeking to address. Despite the overlap and interconnectedness of these research methods, it is useful to discuss them separately to understand their principal characteristics and the ways they can be used to investigate a question.

Experimentation. Experimental methods are used to investigate the relationship(s) between two or more variables when at least one of those variables can be intentionally controlled or manipulated. The resulting effect of that manipulation (often called a treatment) can then be measured on another variable

or variables. The work of the French scientist Louis Pasteur is a classic example. Pasteur put soup broth in a series of flasks, some open to the atmosphere and others sealed. He then measured the effect that the flask type had on the appearance of microorganisms in the soup broth in an effort to study the source of those microorganisms.

Description. Description is used to gather data regarding natural phenomena and natural relationships and includes observations and measurements of behaviours. A classic example of a descriptive study is Copernicus's observations and sketches of the movement of planets in the sky in an effort to determine if the Earth or the Sun is the orbital centre of those objects.

Comparison. Comparison is used to determine and quantify relationships between two or more variables by observing different groups that either by choice or circumstance are exposed to different treatments. Examples of comparative research are the studies that were initiated in the 1950s to investigate the relationship between cigarette smoking and lung cancer in which scientists compared individuals who had chosen to smoke of their own accord with nonsmokers and correlated the decision to smoke (the treatment) with various health problems including lung cancer.

Modelling. Both physical and computer-based models are built to mimic natural systems and then used to conduct experiments or make observations. Weather forecasts are an example of scientific modelling that we see every day, where data collected on temperature, wind speed, and direction are used in combination with known physics of atmospheric circulation to predict the path of storms and other weather patterns.

These methods are interconnected and are often used in combination to fully understand complex phenomena. Modelling and experimentation are ways of simplifying systems towards understanding causality and future events. However, both rely on assumptions and knowledge of existing systems that can be provided by descriptive studies or other experiments. Description and

comparison are used to understand existing systems and examine the application of experimental and modeling results in real-world systems. Results from descriptive and comparative studies are often used to confirm causal relationships identified by models and experiments. While some questions lend themselves to one or another strategy due to the scope or nature of the problem under investigation, most areas of scientific research employ all of these methods as a means of complementing one another towards clarifying a specific hypothesis, theory, or idea in science. Scientific theories are clarified and strengthened through the collection of data from more than one method that generate multiple lines of evidence. Take, for example, the various research methods used to investigate what came to be known as the ozone hole.

ACTIVE VOCABULARY

reveal [ri'vi:l] v — показывать, обнаруживать; открывать

observe [əb'zə:v] v — наблюдать, следить; соблюдать, следовать (чему-л.); вести (научные) наблюдения

observation [ˌɒbzə'vei](ə)n n — наблюдение; соблюдение; (pl.) сведения, полученные путем наблюдений; результаты наблюдений, данные изучения или исследования

method ['meθəd] n — метод, способ

comparative method [kəm'pærətɪv] — сравнительный метод

descriptive method [ɪs'kriptɪv] описательный метод

experimental method [ɪk,speri'mentl] — экспериментальный метод

modelling method ['mɒdlɪŋ] — метод моделирования

research method — научно-исследовательский метод

apply [ə'plai] / employ a method — применять метод

overlap [ˌəʊvə'læp] v — частично покрывать, заходить один на другой, перекрывать; частично совпадать

measure ['meʒə] — n v мера; степень; измерять, иметь размеры
 measurement ['meʒəmənt] n — размер, измерение
 relation [ri'lei](ə)n n — отношение, связь, зависимость
 relationship [ri'lei](ə)nʃip n — (взаимо)отношения, соотношение
 quantity ['kwəntiti] n — количество
 quantify ['kwəntifai] v — определять количество, выражать количество,
 представлять в количественной форме
 quality ['kwɒliti] n — качество, свойство; признак, особенность
 cause [kɔ:z] n v — причина, основание; быть причиной, служить
 поводом, вызывать, причинять
 causal ['kɔ:z(ə)l] adj — причинный, выражающий причинную связь
 causality [kɔ:'zæliiti] n — причинность, причинная обусловленность
 rely (on) [ri'lai] v — полагаться, надеяться; доверять
 assume [ə'sju:m] v — предполагать, допускать; принимать
 assumption [ə'sʌmpʃ(ə)n] n — предположение, допущение, исходное
 положение confirm [kən'fə:m] v — подтверждать
 confirmation [,kɒnfə'mei](ə)n n — подтверждение, доказательство
 solve [sɒlv] v — решать, разрешать
 solution [sə'lu:](ə)n n — решение, разрешение
 scope ['skəʊp] n — пределы, рамки, границы (возможностей, знаний,
 понимания и т.п.); масштаб, поле (деятельности)
 investigate [in'vestigeit] v — исследовать, изучать; рассматривать
 investigation [in,vesti'gei](ə)n n — (научное) исследование, изыскание,
 изучение; рассмотрение
 carry out an investigation — проводить исследовательскую работу
 (изыскания) equal ['i:kwəl] adj — одинаковый, равный
 equality [i'kwɒliti] n — равенство
 treat [tri:t] v — относится; рассматривать; трактовать; обрабатывать
 treatment n — трактовка, обсуждение, исследование; обработка

determine [di'tə:mi:n] v — определять; обуславливать

variable ['veriəbl] – переменная

clarify ['klærifai]– прояснять

hypothesis – ['haipəθisis] - гипотеза

Complete the following sentences with details from the Text.

1. Scientific research is _____.
2. The scientific methods are applied in _____.
3. A classic example of using descriptive methods is _____.
4. An example of using modeling methods is _____.
5. Experimental and modeling methods rely on _____ and _____ of existing systems.

Vocabulary Notes. Study the obligatory and some additional words, describing Methods of Scientific Research. Mind some difficult words with the transcription:

1. Induction – индукция, от частного к общему
2. Deduction – дедукция, от общего к частному
3. Synthesis – синтез, объединение
4. Analysis – анализ, разбор
5. Observation – наблюдение (sometimes naturalistic (empirical) observation)
6. Experiment – [iks'periment] (or experimental study) – эксперимент
7. Questionary method – анкетирование
8. Questionnaire [kwestʃə'neə] – анкета, опросник
9. Description – описание
10. Comparison - сравнение
11. Measurement – измерение
12. Modelling – моделирование

13. Testing – тестирование
14. Survey – обзор, отчет
15. Interview - беседа, интервью
16. Field study – обследование на местах
17. Case study – рассмотрение конкретного случая
18. Correlation study – корреляционное исследование
19. Ethnography [eθ'nɒgrəfi] – этнография, наука, изучающая народы – этносы и другие этнические образования. Отрасль науки, которая исследует культурно-бытовые особенности различных народов мира в их историческом развитии.
20. Longitudinal studies [ˌlɒŋɡi'tjuːdɪnəl] – продольное исследование народонаселения
21. Historical research – историческое исследование
22. Phenomenology – Феноменология. Это метода, который направлен на изучение сознания через анализ непосредственно опыта субъекта. Главная задача – изучить феномены.
23. Cross-sectional studies – перекрестное исследование
24. Content – analysis – контент-анализ
25. Causal – comparative research – причинно-следственное сравнительное исследование
26. Grounded theory – обоснованная теория
27. Meta-analysis – метаанализ
28. Action research – практическое исследование
29. Synchronic analysis – синхронный анализ. Это метод познания, который заключается в выделении структуры изучаемого предмета в конкретный момент или определенный промежуток реального исторического времени.
30. Diachronic analysis – диахронный/диахронический анализ. Это метод исторического исследования, суть которого заключается в

изучении процессов истории в качестве сущностно-временных изменений исторической реальности, рассмотрению чего-то в историческом «срезе».

**LEARN THE FOLLOWING WORDS AND WORD COMBINATIONS
WITH “SCIENCE”, “SCIENTIST” and “HYPOTHESIS”:**

To advance science

To promote science

To foster science

Applied science

Basic science

Behavioral science

Domestic science

Information science

Library science

Linguistic science

Military science

Naval science

Physical science

Political science

Historical science

Popular science

Social science

Space science

An exact science

A nuclear scientist

A political scientist

A social scientist

A scientist in history

To advance a hypothesis

To formulate a hypothesis

To put forward a hypothesis

To accept a hypothesis

To check / test a hypothesis

To verify a hypothesis

To contradict a hypothesis

To reject a hypothesis

To prove a hypothesis

Make up 8 sentences of your own with some expressions of the vocabulary. Try to tell about the methods of research you are going to take/choose (or you have already taken/chosen)/the research methods applied for your Master's thesis. Use the following phrases as an example:

I think I will take...;

I am going to take...as main methods for my work/thesis; As for me I have taken/chosen such research methods for my thesis as... .

My research employs multiple methods towards investigating the phenomena of ..., including experimentation, description, comparison, and modelling.

My thesis involves the application of the methodology / methods of ...

There are several methods of doing ...

Modern methods of scientific analysis have been applied ...

We have applied an alternative method which ...

The methods of investigation I employ in my research include ... in order to understand/determine ...

A new approach to ... is presented.

Different methods may be combined in a single study.

Many of these methods overlap or are used in combination.

These methods could also provide the answers to ...

reliable methods of analysing the facts of ...

This method is used to study .../ in a study of ...

The comparative method is useful in ...

We use an interdisciplinary approach to ...

The methods of ... used in the study allow/permit ... to conduct experiments or make observations about ...

This phenomenon... was examined by the ... method.

These facts are compared with ...

The system is studied by ... method.

Experimental methods help to determine the nature of the relationship between ... Description is used to gather data regarding ... and includes observations and measurements of ...

Comparison is used to determine/quantify ...

Speaking practice

1. Read and translate the following sentences into Russian to have a better idea of how the words from the Active Vocabulary can be used in context.

1. Some students intend *to pursue* a research career. 2. We decided not *to pursue* the matter. 3. She *is pursuing* her studies at the university. 4. The samples *vary* in quality but are generally acceptable. 5. There are *various* ways of doing this. 6. We want more *variety* in our work. 7. The *variables* in the equation are X, Y and Z. 8. The team's performance this year has been very *variable*. 9. They *revealed* the plans for the new building. 10. The university teacher *revealed* to his students the beauty of science by actively engaging them in the learning process. 11. The role of scientists is *to observe* and describe the world, not to try to control it. 12. People must observe the law. Nobody should be an exception. 13. The

doctor wants to keep him under *observation* for a week. 14. She has some interesting *observations* on possible future developments. 15. The research was done by means of the *comparative method*. 16. *Descriptive methods* are pretty much as they sound — they describe situations. 17. A considerable amount of psychological research uses the *experimental method*. 18. Today, different approaches for the development of *modelling* methods are available and promoted by different communities in research as well as practice. 19. The *research method* you will follow is directly connected to your problem statement and goal of research. 20. The social sciences apply different *research methods*. 21. Qualitative and quantitative research methods *vary* greatly in many ways, but also overlap. 22. The Richter Scale is a *measure* of ground motion. 23. The government is introducing tougher *measures* to combat crime. 24. This is a device that *measures* the level of radiation in the atmosphere. 25. The process of *measurement* is central to quantitative research. 26. This course provides an introduction to methodology and *research methods* relevant to undertaking a research degree in International Relations. 27. The *relation* between the original book and this new film is very faint. 28. These methods allow researchers to test hypotheses and theories and look for *relationships* between different *variables*. 29. They are now developing ways to produce the vaccine in large *quantities* and cheaply. 30. It is impossible to *quantify* the number of Web sites on the Internet. 31. It is *quality not quantity* that really counts. 32. Unemployment is a major *cause* of poverty. 33. The difficult driving conditions *caused* several accidents. 34. Is there a *causal* relationship between violence on television and violent behaviour? 35. Scientists found no *causality* between the events. 36. Scientific research *relies on* the application of various methods. 37. It is reasonable *to assume* that the economy will continue to improve. 38. This matter has *assumed* considerable importance. 39. These calculations are based on the *assumption* that prices will continue to rise. 40. They managed *to confirm* the hypothesis. 41. We will send you written *confirmation* of our offer shortly. 42. Applied research is designed *to solve* practical problems of

the modern world. 43. Research methods aim at finding *solutions* to research problems. 44. The *scope* of research methodology is wider than that of research methods. 45. This subject lies beyond the *scope* of our investigation. 46. The course will introduce you to the various research methods used by psychology to *investigate* behaviour. 47. He was interested in learning about the sociological methods of *investigation*. 49. Here is a plan of how students intend to carry out their research *investigation*. 49. There is an *equal* number of boys and girls in the class. 50. This paper will mostly dwell on the methods for measuring *equality* of outcomes. 51. The author *treats* this issue in the next chapter. She always tried to *treat* her students as/like adults. 52. This car has been specially *treated* against rust. 53. It is a complicated issue that requires careful *treatment*. 54. The book's *treatment* of this important issue is unimpressive.

55. Previous *treatments* of this topic have ignored some key issues. 56. The researcher should *determine* the size of the test sample. 57. It is vitally important to be able to critically analyze a research report to *determine* if the methods and results are valid.

2. Match the pairs of antonyms from A and B and translate them.

A	B
1. different	a. cause
2. same	b. confirm
3. disconnection	c. observe
4. consequence	d. assume
5. know	e. reveal
6. disprove	f. equal
7. conceal	g. various
8. disregard	h. relation

3. Match the noun(s) on the left with a suitable item on the right. Use each item once only.

- | | |
|-------------------------|----------------------------------|
| 1. The investigation | a. was received yesterday |
| 2. The scope | b. has improved a lot |
| 3. The solution | c. were applied in my thesis |
| 4. The confirmation | d. will be published in my paper |
| 5. The measurements | e. was broadened |
| 6. The research methods | f. was that he was right |
| 7. The observations | g. were taken by us |
| 8. The findings | h. was carried on last month. |
| 9. The assumption | i. were made about my work |
| 10. The quality | j. was difficult to find. |

4. Replace the underlined words with the words below.

- a) determine
- b) treat
- c) investigate
- d) solve
- e) rely
- f) overlap
- g) employ
- h) pursue
- i) cause
- j) vary

- 1. Research requires the collection and interpretation of data in an attempt to resolve the problem that initiated the research.
- 2. Some research has suggested that questionnaires are likely to lead to cultural conflicts.

3. This essay will look at three different research methods to ascertain the advantages of using them within psychology.
4. These deposits overlie some cave paintings and engravings.
5. In a non-experimental research design, the researcher does not control or *alter* any of the independent variables.
6. They will be prepared to *carry on* their studies in any field related to the English language.
7. Corporations depend on highly trained doctoral students.
8. Historical research allows one to discuss past and present events in the context of the present condition.
9. You need to use different research methods in your study.
10. Researchers use a number of different methods to study the most important problems of social psychology.

5. Read and translate the following international words. Look up their transcriptions in the dictionary if necessary. Mind the part of speech.

Formula *n*, collectively *adv*, principle *n*, biology *n*, geology *n*, physics *n*, dynamic *adj*, model *n v*, separate *v adj*, aspect *n*, characteristics *n*, personal *adj*, effect *n*, classic *adj*, series *n*, microorganism *n*, natural *adj*, natural *adj*, determine *v*, centre *n* group *n*, initiate *v*, correlate *v*, system *n*, temperature *n*, circulation *n*, causal *adj*, strategy *n*, generate *v*.

6. Form the nouns with the help of the following suffixes. Read and translate them into Russian.

a) **-ian**: history, electric, mathematics, optical, political, technical, music, policy, technical, guard, beauty, comedy, theology;

b) **-ist**: economy, science, physics, tour, novel, education, type, active, expression, extreme, ideal, industrial, modern, sociology;

c) **-ness**: ready, happy, effective, attractive, aware, ill, kind, friendly, weak, careless, foolish, lovely, open, sad;

d) **-cy**: deficient, accurate, efficient, dependent, frequent, consultant, president, agent, accurate, consistent, fluent, private.

7. Translate the following sentences into English using the modal verbs you know.

1. Сравнительный, описательный и экспериментальный методы должны позволить вам достичь цели исследования.
2. Его коллега может помочь ему получить желаемые результаты.
3. Вам придется продолжить это исследование.
4. Ей разрешили воспользоваться этим оборудованием.
5. Вы можете не применять эти научно-исследовательские методы.
6. Он мог заранее подготовить ответы на вопросы.
7. Эти данные, вероятно, требуют дальнейшей обработки.
8. Нам приходится много работать.
9. Он сможет установить причинную связь между этими явлениями.
10. Она, должно быть, опубликовала две статьи.
11. Мой научный руководитель, возможно, будет возражать против того, чтобы я проводил исследование в этой области.
12. Ему следовало подтвердить теоретические положения экспериментальными исследованиями.
13. Ей пришлось решать эту проблему.
14. Вам следует представить данные в количественной форме и обобщить результаты исследования.

Decision-making

1. Complete the collocations for describing the stages of the scientific method using the words in the table.

A hypothesis	An experiment (twice)	Conclusions	Data (3 times)	The question
--------------	--------------------------	-------------	----------------	--------------

- Analyze
- Collect
- Conduct (or run)
- Define
- Design
- Draw
- Form
- Interpret

Number the stages (1-8) in the order you would normally do them.

Read the extract from a student website and check your answers.

Scientists use the scientific method to search for relationships between items. That is, experiments are designed so that one variable is changed and the effects of the change observed. While the exact methodologies used vary from field to field, the overall process is the same.

First, the scientist must define the question — what exactly they are trying to find out. Next comes the formation of a hypothesis, which is an idea or explanation for a situation based on what is currently known. The next stage of the method is the design of an experiment which will allow this hypothesis to be tested. Usually a primary run of the experiment is conducted, and any changes to the experimental setup made. In each experimental run, data collection takes place, followed by data analysis.

Finally the data is interpreted and from this, the scientist is able to draw conclusions.

2. Describing approaches to data collection

Reflect on and discuss with your instructor / supervisor how you would collect information for each of the following report topics. Would your research be primary, secondary, or a combination of methods? What resources would be most useful — books, articles, the Web, interviewing, experimenting, surveys? Reason your answer.

- a. Comparing the health care systems in Russia and the United States.
- b. Investigating high turnover and apparent employee dissatisfaction at a large retailer.
- c. The traffic count at a possible location for a new coffee shop.
- d. Planning to introduce healthier food in the company cafeteria and investigating how workers would feel about the new choices.
- e. The costs and features of a new network system for your company.
- f. How to meet international quality standards (ISO certification) so that you can sell your products in Europe.

3. Your supervisor has just learned about the popularity of using blogs (or weblogs) as research tools. This is the first time he / she has heard of this new communication tool, and he / she wants to learn more. He / she asks you to conduct Internet research to see what has been written on the subject. Using an electronic database or the web, find an article that discusses the use of blogs in the workplace for research purposes. Summarize the primary ideas, conclusions, and recommendations presented in the article to report on them to your boss. Be sure to identify the author, article name, journal, and date of publication in your summary.

Writing

Looking at accuracy of information

The evaluation form provided below can be used with any information source, not just Internet sites. Find websites relating to an issue of your own choice. Complete the chart to decide whether you could use them in an assignment.

1. Author's credentials (e.g. qualifications, experience...)	
2. Is there a reason to respect the organization (e.g. part of government...)?	
3. Are there references? Is it original research?	
4. When was the site last updated? Is it up-to-date?	
Summary: Can see a reason for lack of accuracy? (Remember that bias can also be a reason for inaccuracy.)	

STUDY ADDITIONAL TEXT “COMMON PITFALLS IN USING THE SCIENTIFIC METHOD”. TRY TO AVOID HAVING THEM IN PRACTICE.

VOCABULARY

1. **A pitfall** – ошибка, заблуждение, подводный камень
2. **To misuse** – неправильно использовать, злоупотребить
3. **Falsifiability** – опровергаемость
4. **Testable** - проверяемый

5. *To disapprove – опровергать, отрицать*
6. *Variables – переменные*
7. *Correlation – корреляция, взаимозависимость*
8. *Causation – причинная связь, обусловленность*

The scientific method is a powerful tool. Like any tool, though, if it is misused it can cause more damage than good.

The scientific method can only be used for testable phenomenon. This is known as falsifiability. While much in nature can be tested and measured, some areas of human experience are beyond objective observation.

Both proving and disproving the hypothesis are equally valid outcomes of testing. It is possible to ignore the outcome or inject bias to skew the results of a test in a way that will fit the hypothesis. Data in opposition to the hypothesis should not be discounted.

It is important to control for other variables and influences during testing not to skew the results. While difficult, not accounting for these could produce invalid data. For example, testing bandwidth during a holiday or measuring registrations during a sale event may introduce other factors that influence the outcome.

Another common pitfall is mixing correlation with causation. While two data points may seem to be connected, it is not necessarily true that one is directly influenced by the other. For example, an ice cream stand in town sees drops in business on the hottest days. While the data may look like the hotter for the weather, the less people want ice cream, the reality is that more people are going to the beach on those days and less are in town.

Answer the following questions.

1. Can the claim that the scientific method is a powerful tool? Why/why not?
2. Is it polite to ignore the outcome of testing?
3. Can data in opposition to the hypothesis be discounted?

4. Why is it important to control for different variables and influences during testing? Can you give an example?
5. Is mixing correlation with causation a usual pitfall?

Match the words with their definitions.

1	falsifiability	a	The relationship between cause and effect
2	phenomenon	b	Supposition or proposed explanation made on the basis of limited evidence as a starting point for further investigation
3	causation	c	The capacity for some proposition, statement, theory or hypothesis to be proven wrong
4	correlation	d	The action or process of closely monitoring something or someone
5	hypothesis	e	Any statistical relationship, whether causal or

			not, between two random variables or bivariate data
6	observation	f	A fact or a situation that is observed to exist or happen, especially one whose cause or explanation is in question

Match the words having the opposite meaning.

1	analysis	a	benefit
2	disprove	b	inefficacy
3	pitfall	c	unsteady
4	valid	d	synthesis
5	influence	e	baseless
6	powerful	f	prove

Grammar Study the theoretical information about the Verbals in English.

ИНФИНИТИВ (INFINITIVE)

INFINITIVE употребляется без частицы to в следующих случаях:

- после модальных глаголов;
- после глаголов **to let, to make**;

- в сложном дополнении после глаголов восприятия: **to see, to hear, to feel etc.**
- после выражений: **I would rather..., You should better...**

Запомните следующие выражения и предложения с инфинитивом:

To cut a long story short – короче говоря.

To tell (you) the truth – сказать (вам) по правде.

To say nothing of – не говоря уже о

To put it mildly – мягко выражаясь

To say the least of it по меньшей мере

To begin with – начнем с того, что

The book leaves much to be desired. – Книга оставляет желать лучшего.

He is difficult to deal with. – С ним трудно иметь дело.

He is hard to please. – Ему трудно угодить.

She is pleasant to look at. – На нее приятно смотреть.

I have nothing to read. – Мне нечего читать.

She has nobody to speak with. – Ей не с кем поговорить.

What is to be done? – Что делать?

Who is to blame? – Кто виноват?

I am not to blame. – Я не виноват.

To see is to believe. – Видеть значит верить.

He was the first (last) to come. – Он пришел первым (последним).

It is out of the question to go there. – Не может быть и речи о том, чтобы идти туда.

Формы инфинитива

	Active	Passive
Simple	To write	To be written
Continuous	To be writing	—
Perfect	To have written	To have been written
Perfect Continuous	To have been writing	—

Инфинитивные конструкции

Конструкция	Пример	Перевод
Сложное дополнение. Сущ. (общ. пад.) или мест. (объектн. пад.) + инф.	We believed her to be in Moscow	Мы полагаем, что она сейчас в Москве.
Сложное подлежащее. Сущ. (общ. пад.) или мест. (им.. пад.) + инф.	They are said to have traveled a lot. The data proved to wrong.	Говорят, что они много путешествовали. Данные оказались неверными
For + сущ. + инф. (мест)	Everybody waited for the meeting to start. He waited for her to speak.	Все ждали, когда начнется собрание. Он ждал, чтобы она заговорила.

ПРИЧАСТИЕ (PARTICIPLE)

Причастие – это неличная форма глагола, которая обладает свойствами глагола, прилагательного и наречия.

Подобно прилагательному, причастие может быть определением к существительному или именной частью составного сказуемого:

A broken agreement – нарушенное соглашение

The agreement was broken – соглашение было нарушено

Подобно наречию, причастие может быть обстоятельством, характеризующим действие, выраженное сказуемым.

Reading the text he wrote out new words. – Читая текст, он выписывал новые слова.

ФОРМЫ ПРИЧАСТИЯ

	Participle I	Participle II	Perfect Participle
Active	Asking	—	Having asked
Passive	Being asked	asked	Having been asked

Причастные конструкции

Конструкция	Пример	Перевод
Объектный причастный оборот Сущ. (общ. пад.) или мест. (объектн. пад.) + прич. I, II	We heard him playing the piano. I considered the work done. I had my books bound	Мы слышали, как он играл на пианино. Я считал, что работа выполнена. Для меня переплели книги

Субъектный причастный оборот Сущ. (общ. пад.) или мест. (им. пад.) + прич. I, II	He was seen crossing the street.	Видели, как он переходил улицу.
Независимый причастный оборот Сущ. (общ. пад.) или мест (им. пад.) + прич. I, II	It being warm, we went for a walk. Radio was invented in 1895, the inventor being the Russian scientist.	Так как было тепло, мы пошли гулять. Радио было изобретено в 1895 году, причем изобретатель был русским ученым.

ГЕРУНДИЙ (GERUND)

Герундий – это неличная форма глагола, соединяющая в себе свойства существительного и глагола. В этом отношении герундий сходен с инфинитивом, но отличается от него тем, что передает оттенок процесса действия.

В русском языке нет формы, соответствующей английскому герундию.

Формы герундия совпадают с формами причастия.

ФУНКЦИИ ГЕРУНДИЯ В ПРЕДЛОЖЕНИИ И СПОСОБЫ ЕГО ПЕРЕВОДА НА РУССКИЙ ЯЗЫК

Функции	Примеры	Перевод
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Подлежащее	Swimming is my favourite sport.	Плавание – мой любимый вид спорта.
Часть составного сказуемого	Her aim is mastering English.	Ее цель – овладеть английским языком.
Дополнение	I don't mind going there. She likes singing.	Я не возражаю (не против) пойти туда. Она любит петь.
Определение	There are different ways of solving this problem.	Существуют различные способы решения этой проблемы.
Обстоятельство	After returning home he resumed his work. Excuse me for not keeping my promise.	После возвращения домой (после того, как он вернулся домой, возвратившись домой) он возобновил работу. Извините, что я не сдержал обещания.

Exercises (Infinitive)

1. Translate the sentences into Russian

1. To learn two foreign languages simultaneously is difficult.
2. How to solve this problem is not clear.
3. My friend is likely to come today
4. the article is easy to understand.
5. I want them to come here in time.
6. He turned out to be a specialist in such matters.
7. This is the only thing for you to do.

8. He is said to be writing his course paper.
9. I was happy to have been offered this job.
10. He was the first to come here.
11. I saw the boy run.
12. We know him to be a good doctor.
13. He is said to be a talented musician.
14. We appear to know little about it.
15. We happened to meet them yesterday.

2. Write various forms of the Infinitive.

- a) Indefinite Passive (to translate — to be translated).
to receive, to defend, to defeat, to tell, to write, to read, to do.
- b) Continuous Active (to translate — to be translating).
to develop, to make, to discuss, to look, to give, to take, to examine, to watch, to enter.
- c) Perfect Passive (to translate — to have been translated).
to send, to finish, to teach, to arrest, to offer, to attack, to make, to do.
- d) Perfect Continuous (to translate — to have been translating)
to live, to work, to tell, to teach, to discuss, to look through.

3. Choose the right form of the Infinitive.

1. The article is difficult (перевести).
1. to have translated 2. to be translating 3. to translate
2. They proved unable (решить) the dispute.
1. to settle 2. to have been settled 3. to be settled
3. You do not seem (иметь) a good knowledge of Russian History.
1. to have had 2. to be having 3. to have

4. Let the children (собраться) in the hall.

1. to have been gathered 2. to gather 3. to be gathering

5. They are known (награждать) with medals recently.

1. to have been decorated 2. to be decorated 3. to decorate

6. The children are glad (обучать) music.

1. to be taught 2. have taught 3. to be teaching

7. He waited for the paper (опубликовать).

1. to publish 2. published 3. to be published

4. Construct sentences according to the model.

1. It is difficult to get this book, (pleasant – to work with him; easy – to explain the fact)

2. The problem is how to do it. (where – to stay; what materials — to use)

3. The text is easy to translate, (problem – to solve; matter – to discuss)

4. He is known to work at- this problem, (to be the father of Russian science; to live in France)

5. He appeared to be ill. (to be away; to be a true friend)

6. He was the last to come, (to leave; to mention it)

7. I would like you to do it. (to make a report; to start now)

8. Here is the letter to be typed, (the document – to sign; the article – to translate)

Exercises (Participle)

1. Translate the sentences into Russian.

1. I don't know the girl sitting in the corner.
2. Knowing English well, he translated the text without a dictionary.
3. He sat in the arm-chair reading a book.
4. Having finished the translation he typed it.
5. The student being asked now is Borisov.
6. The answer received from him greatly surprised me.
7. Given the book only yesterday he was not able to read it.
8. The glass is broken.

2. Use different forms of Participles as an attribute.

Model: The boy who is standing by the window is my brother.

The boy standing at the window is my brother.

1. The man who is smoking a cigarette is my father.
2. I picked up the letter which was lying on the floor.
3. The house which is being built in our street is a new theatre.
4. The problem which is being discussed now is very important.
5. We read the article which was written in English.
6. The film which is so much spoken about is very interesting.
7. We were watching the boys who were playing hockey.

3. Use different forms of Participles as an adverbial modifier.

Model: When he was asking me about it, he smiled.

Asking me about it he smiled.

1. When I was going to the University I met a friend of mine.
2. When the boy was running home he lost one of his mittens.
3. He hadn't received the answer to his letter, so he sent a telegram.
4. She was sitting on the sofa and reading the book.

5. As I had lost the key I couldn't open the door.
6. As he had lived in the town all his life he knew it very well.
7. If you ask her she will tell you a lot of interesting things about her life abroad.

4. Change the sentences so as to use the Present Participle Passive as an attribute.

Model: The lecture which is being delivered now is very interesting.
The lecture being delivered now is very interesting.

1. The boy who is being examined now by the doctor is my son.
2. The house which is being built in our street is a new theatre.
3. The problem which is being discussed now is very important.
4. We didn't like the film which was being shown to us.
5. The text which was being translated by us was very difficult

5. Change the sentences so as to use the Past Participle as an attribute.

Model1: I noticed the book which was left on the table.
I noticed the book left on the table.

1. He brought the documents which were signed by the manager.
2. We read the article which was written in English.
3. The letter which was sent by you arrived in time.
4. He couldn't answer the question which was asked by the teacher.
5. The doctor who was sent for lived in the next house.

6. Change the complex sentences into simple ones using the Objective Participial Construction.

Mode1: I saw the children as they were running

I saw the children running

1. I saw as he was working in the garden.
2. I noticed that they were waiting for somebody.
3. I heard as he was coming up the stairs.
4. The man watched as the children were playing hockey.
5. He watched as they were swimming across the river.

7. Use the absolute Participial Construction in the subordinate clause.

Mode1: As my mother was ill I couldn't go to the concert.

My mother being ill, I couldn't go to the concert.

1. When the work was over everybody went home.
2. As it was Sunday the shops were closed.
3. As it was very dark I could nothing there.
4. As the weather was fine they went for a walk.
5. When the experiment had been carried out they started new investigation.

Exercises (Gerund)

1. Translate into Russian.

1. Swimming in cold water is unpleasant.
2. His having failed in the examination surprised everybody.
3. Don't leave without telling us your new address.
4. On coming home I usually take a short rest.

5. They must be proud of having won the match.
6. I remember the document having been signed by both parties.
7. I insist on the decision being taken immediately.

2. Use the gerund instead of subordinate clauses.

1. When you consider the question, don't forget to use latest information on the subject. (In)
2. When the delegation completed its tour over the country, it left for home. (On)
3. Before you go to visit her, make sure she is at home.
4. A student can improve his pronunciation if he listens to the recorded texts. (By)
5. The students developed their speaking skills because they practiced their English every day. (Through)

3. Write gerund in the required form, using the following verbs.

a) *Perfect Active* (to do – having done)

to fail, to make, to consider, to settle, to buy, to come, to discuss, to ask,
to win, to tell, to pass.

b) *Perfect Passive* (to do – having been done)

to speak, to give, to discuss, to sign, to tell, to write, to open, to study, to
show.

4. Choose the right Russian equivalent.

1. **Oleg's refusing** our help is regrettable.

1. То, что Олег отказался 2. То, что Олег отказывается 3. То, что Олегу отказали

2. She is upset **of her son being accused** of bad conduct at school.

1. ее сына обвинили 2. ее сын обвиняет 3. ее сына обвиняют

3. He apologised to the teacher **for not having done** his lessons.

1 за то, что не сделал 2. за то, что не делает 3. за то, что не будет делать

4. I don't like **being asked** such questions.

1. задавать такие вопросы 2. когда мне задают 3. когда мне задавали

5. The teacher was surprised **at your having made** so many mistakes.

1. что вы сделали 2. было сделано 3. делаете

5. Make up the sentences according to the example.

1. I don't mind seeing the film again.

(to take part in the conference; to stay in the country for another week)

2. I can't (couldn't) help smiling.

(to tell you about it; to laugh when I see him)

3. The book is (not) worth reading

(the question — to discuss; the proposal — to consider)

4. It's no use doing it.

(to talk to them; to help him)

5. Did you enjoy spending you holiday there?

(to watch the match; to visit the museum)

6. I remember talking to him.

(to attend the lecture; to invite them to the party)

7. We insisted on (his) going there.

(to make the report; to organize 3 conference)

8. You can learn to speak English by speaking English.

(to read French; to swim)

9. How about going to the club?

(to have a bite; to visit a museum)

10. Instead of going home he went to the club.

(to answer my question — to ask me his question; to do one's homework —
to look through magazines)

TEST 5

Review of non-finite forms of the verb

Variant 1

1. Open the brackets using the gerund of the given verb.

1. The matter is not worth (to speak of).

2. On (to introduce) they easily fell to (to talk).

3. Why do you avoid (to see) me? He tried to avoid (to see).

4. We insist on (to send) him there at once. He insists on (to send) there
instead of me.

5. Do you mind (to examine) the first?

6. He showed no sign of (to know) them. She showed no sign of (to
impress).

7. I was annoyed at (to interrupt) every other moment.

8. In (to discuss) the problem they touched upon some very interesting
items.

9. The equipment must go through a number of tests before (to install).
10. He hated (to remind) people of their duties or (to remind) of his.
11. The operator can set the machine in motion by (to push) the button or
(to press) the pedal.
12. The water requires (to filter).

2. Complete the following sentences.

1. Our plan was
2. To act like this meant... .
3. The first thing he did was
4. The main problem is
5. Our next step must be
6. What I want is
7. Our only chance to see him is
8. To ask him a straight question means
9. The children were anxious ...
10. We were not afraid
11. I pretended not
12. They have not decided whether or not.
13. The boys agreed never
14. Do you care ... ?
15. I was very careful not ...
16. I wish we had not forgotten
17. They thought
18. He proposed
19. When did you learn ... ?
20. I'll try to remember... .
21. The tourists were lucky
22. The father promised... .

23. They offer....
24. He attempted ...
25. We are sorry
26. The boy asked

3. Translate the following sentences.

1. She is extremely likely to succeed.
2. We're not allowed to go out.
3. He had been asked to remain to lunch.
4. Tell him this next time you happen to be alone together.
5. He seemed to have noticed something interesting on the beach.
6. A girl with long straight yellow hair appeared to be attracting everybody's attention.
7. The girl was not likely to have taken an overdose of sleeping tablets by mistake.
8. It was bound to happen.
9. They seem to be planning a new attack.
10. The children are sure to have been fighting again.
11. The secret was believed to have been lost.
12. I'm not going to change my mind because twelve stupid men happened to make a mistake.

4. Open the brackets using the appropriate form of the participle.

1. She went to work, (to leave) the child with the nurse.
2. (to lay) down on the soft couch, the child fell asleep at once.
3. (to wait) in the hall, he thought over the problem he was planning to discuss with the old lady.
4. He left (to say) he would be back in two hours.
5. (to write) in very bad handwriting, the letter was difficult to read.

6. (to write) his first book, he worked endless hours till dawn.
7. (to spend) twenty years abroad, he was happy to be coming home.
8. (to be) away from home, he still felt himself part of the family.
9. (not to wish) to discuss the problem, he changed the conversation.

Variant 2

1. Open the brackets using the gerund of the given verb.

1. Excuse me for (to give) you so much trouble.
2. You never mentioned (to speak) to them on the subject.
3. He was proud of (to award) the prize.
4. I don't remember ever (to see) you.
5. I don't remember (to ask) this question.
6. The boys were punished for (to break) the window.
7. The boy was afraid of (to punish) and hid himself.
8. He was quite serious in (to say) that he was leaving the place for good.
9. She seemed sorry for (to be) rude to me
10. He confessed to (to forget) that he was to come on Friday.
11. The old man could not stand (to make) fun of.
12. Letters were no use: he had no talent for (to express) himself on paper.
13. After thoroughly (to examine) by the doctor, the young man was admitted to the sports club.
14. Soon she could not help (to attract) by the fact that she was being looked at.
15. The camera wanted (to adjust).
16. They accused me of (to mislead) them.
17. She was so eagerly looking forward to (to give) the leading part to play that she was greatly disappointed at not even (to offer) it.

2. Use the appropriate form of the infinitive in brackets.

1. I am glad (to introduce) to you.
2. The box was (to handle) with care. You should (to ask) someone (to help) you. This might not (to happen).
3. Her mood seems (to change) for the worse. We had better not (to speak) to her now.
4. I am sorry (to disappoint) you but I did not mean anything of the kind.
5. He is happy (to award) the first Landscape Prize for his picture.
6. He was anxious (to take) the first place in the figure skating competition.
7. The poem can easily (to memorize).
8. This poem is easy (to memorize).
9. I did not expect (to ask) this question.
10. There were so many things (to do), so many experiments (to try).
11. The teacher expected him (to give) a better answer at the examination.
12. They are supposed (to experiment) in this field for about a year and are believed (to achieve) good results.
13. He must (to read) something funny; he is smiling all the time.

3. Translate the following sentences.

1. Oil has been known to exist in Azerbaijan since ancient times.
2. The cargo does not seem to have been damaged by the storm.
3. This invention is considered to be of great importance in shipbuilding.
4. The negotiations are likely to continue until Saturday.
5. The cargo of this steamer is stated to consist of 3,000 tons of wheat and 2,000 tons of barley.
6. The parties are reported to be considering the question of extending the agreement for 6 months.
7. Lake Baikal, which is said to be the deepest lake in the world, is fed by 336 rivers.

4. Open the brackets using the appropriate form of the participle.

1. (to reject) by the publisher, the story was returned to the author.
2. (to reject) by publishers several times, the story was accepted by a weekly magazine.
3. (to wait) in the reception room, he thought over what he would say.
4. They reached the peak at dusk, (to leave) their camp with the first light.
5. The friends went out into the city (to leave) their cases at the left-luggage department.
6. (to leave) a note with the porter, he said he would be back in half-hour.
7. (to write) in an archaic language, the book was difficult to read.
8. (to write) t book, he used his own experiences.
9. (to be) away so long he was happy to be coming back.

UNIT 6

PRESENTING A PAPER

Before the work discuss these questions with your groupmates or teacher.

- a) Why is presenting research results an important aspect of master's work?
- b) What does presenting academic material require?
- c) What elements for research presentation do you know?
- d) Do you know how to present the problem statement?
- e) What can dialogue over research results provide?

Read and translate the following Text. The Active Vocabulary may be helpful. Find out if your answers are right or wrong.

Preparing research presentations

Presenting research results is a vital aspect of postgraduate work. It is an exciting time in a postgraduate student's degree programme because it represents the culmination of many hours of hard work. The communication of research findings provides a valuable opportunity to inform others of a current investigation and it can lead to future speaking opportunities at conferences, grants for future research projects, school and business meetings and offer natural connections to new job opportunities. Presenting academic material requires careful preparation and planning to effectively communicate to your audience. It is important to consider the diversity of expertise within a group of educators. Audiences will usually contain people who are experts in your subject area, others who have a general knowledge of the topic and the remainder who have basically little or no knowledge. How do you plan to effectively reach such a wide range of knowledge levels within one group? A popular communication strategy is to directly address the experts while integrating relevant and interesting illustrations and ideas into the presentation that make the results accessible to entire audience.

It is a multidimensional speaking technique that demonstrates respect for those who attend your presentation. Some essential elements for research presentations are as follows.

Problem description and documentation. The problem statements should be presented in descriptive language that the audience can easily understand. The presentation should include several key studies from the literature review to provide solid support for the rationale for pursuing your research problem. There is a real temptation to share a host of studies but it tends to distract people who generally are more interested in understanding why an individual has undertaken a particular study.

Solution strategy. Presenting possible solutions to the problems under study is a vital part of the research process. It is important to present information in a concise manner. Therefore, stress three or four aspects that will help you keep your presentation focused and reduce potential resistance to your ideas.

Analysis of results (anticipated and otherwise). Interpretation of qualitative and quantitative data is always a very challenging task. Reviewing your results in light of the concepts of significance, generalisability, reliability and validity is recommended. The generalisability of a research project requires you to ask specific questions which examine the degree of broader applicability of your particular study.

Recommendations for change. As you prepare your presentation, take the time to consider the questions for those who might be skeptical of your findings, and share recommendations for changes. A research project may: — address gaps in knowledge by investigating an area of research that fills a void in existing information; — expand knowledge by extending research to new ideas and practices; — replicate knowledge by testing old results with new participants or new research sites; — add voices of individuals to knowledge, individuals whose perspectives have not been heard or whose views have been minimised in our society.

Solicitation of audience feedback. The audience can be a good resource for advice and feedback on your presentation and a forum to enhance professional knowledge and practices. Naturally, researchers are somewhat anxious about the personal risks involved having their project being scrutinized by others. Audience feedback can help individuals identify shortcomings or flaws in their research project which can be addressed in a future journal article or in future investigations. Dialogue over research results can provide the basis for a deeper understanding about current interpretations of educational practices and theories. Postgraduate students should be encouraged by the fact that their presentations will give others the opportunity to publicly affirm the positive elements and educational contributions of your work.

The research project can be a good resource for sharing valuable knowledge with the academic community. It is wise to investigate potential speaking opportunities at your school, national and international conferences. Today's technology and educational conferences often provide websites with specific details about their expectations for papers. As you explore various speaking opportunities, it is a good time to examine publication of your research results in journals, magazines and newsletters (print and online).

Research presentations are excellent opportunities to demonstrate originality and inform others of valuable investigation findings. Contemporary educators appreciate quality work because it encourages improvement in educational practices and refinement of research skills

ACTIVE VOCABULARY

expertise [ˌɛkspəˈtiːz] n — специальные знания, компетентность

relevant [ˈrelɪv(ə)nt] adj — уместный, относящийся к делу

entire [ɪnˈtaɪə] adj — полный, совершенный, целый

entirely [ɪnˈtaɪəli] adv — полностью, всецело, совершенно

challenge [ˈtʃælɪndʒ] n v — вызов; испытание; сложная задача, проблема; бросать вызов; требовать (усилий)

meet the challenge — принять вызов

challenging [ˈtʃælɪndʒɪŋ] adj — стимулирующий, побуждающий; требующий напряжения, отдачи сил

challenging idea — интересная (перспективная) идея

rationale [ˌræʃəˈna:l] n — (книжн.) логическое обоснование, разумное объяснение tend v — иметь тенденцию, стремиться, иметь склонность

distract [disˈtrækt] v — отвлекать, уводить в сторону; рассеивать

distract smb.'s attention (mind) from smth. — отвлечь чье-л. внимание от чего-л. concise [kənˈsaɪs] adj — краткий, сжатый, сокращенный

in a concise manner — кратко, сжато, сокращенно

anticipate [ænˈtɪsɪpeɪt] v — ожидать, предвидеть, предвосхищать

void n — пустота; пустое место, пробел, пропуск

endeavour [ɪnˈdevə] n v — попытка, старание, усилие; прилагать усилия, стараться

enhance [ɪnˈhɑ:ns] v — повышать; возрастать, увеличивать

scrutinize [ˈskru:tɪnaɪz] v — тщательно исследовать (проверять)

shortcoming [ˈʃɔ:t,kʌmɪŋ] n — недостаток; нехватка, дефицит

flaw [fl ɔ:] n — недостаток, дефект, слабое место; ошибка

table [ˈteɪbl] n — таблица

graph [græf] n — график, диаграмма

bar graph — гистограмма (диаграмма в виде столбцов)

line graph — диаграмма в виде ломаной линии

chart [tʃɑ:t] n — диаграмма, схема, таблица, план, график

pie chart [paɪ] — секторная диаграмма

a flow chart [ˈfl əʊ] — график последовательности операций; технологическая карта; блок-схема

a caption [ˈkæpʃ(ə)n] n — подпись (под иллюстрацией); надпись

significance [sig'nifi kəns] n — важность; значение, смысл

significant [sig'nifi kənt] adj — важный, существенный

current ['kʌrənt] adj — текущий, современный

contemporary [kən'temp(ə)rəri] adj — современный

expand [iks'pænd] v — расширять(ся), увеличиваться

expansion [ik'spænʃn] n — расширение, растягивание

Complete the following sentences with details from the Text.

1. Presenting research results provides valuable information for others, some speaking skills at conferences, and _____ .
2. Audiences usually contain people who have a general knowledge of your subject area, _____, and those who have little or no knowledge of the same.
3. It is recommended that you should review your research findings in terms of reliability, validity, and _____ .
4. Audience feedback can help researchers identify _____, shortcomings, and some risks to be involved.
5. It is important to study potential speaking opportunities at international and national conferences, and _____ .

Locate the following details in the Text. Give the line numbers.

1. In which lines does the author explain the meaning of a popular communication strategy?
2. Where in the Text does the author first mention the structure of a research presentation?
3. At what points in the Text does the author discuss recommendations for presenting research findings successfully?
4. Where in the Text does the author discuss the opportunities of publishing research results?

Underline the detail that is NOT mentioned in the Text in each of the sentences below.

1. The audience can be a good forum to enhance professional knowledge, practices, and experience.
2. Postgraduate students' presentations give others the opportunity to affirm the educational contributions, developments and positive elements of your research.
3. Research presentations are good opportunities to inform others of valuable investigation findings and demonstrate originality and novelty of your study.

Answer the following detail questions.

1. According to the Text, the presentation should include the literary review
 - a) to do your research.
 - b) to provide support for the audience.
 - c) to support your research problem.

2. According to the Text, the information should be presented
 - a) in full.
 - b) to the point.
 - c) in a wordy manner.

3. According to the Text, the generalisability of a research project requires you to ask specific questions which examine
 - a) the use of research results.
 - b) the significance of your research.
 - c) the qualitative and quantitative data of your research.

4. According to the Text, the research project can be a good resource for sharing valuable knowledge with

- a) your school.
- b) international conferences.
- c) academia.

5. According to the Text, contemporary educators appreciate quality work because it improves

- a) research skills
- b) practices in education
- c) investigation findings.

Underline or mark the main ideas of the Text and retell it in English.

- a) What is scientific research?
- b) What scientific methods do you know?
- c) What are they characteristic of?
- d) What does the choice of research methods depend on?
- e) Are research methods interconnected?
- f) How can scientific theories be strengthened?
- e) What are your scientific interests?

Vocabulary Notes. Study the following combinations:

- 1. Let me introduce myself – Позвольте представиться.
- 2. I'm a specialist in... – Я являюсь специалистом в области...
- 3. I'm going to divide/I've divided my talk into ...parts – Я собираюсь разделить/ Я разделил(а) свое выступление на... части.
- 4. First I'll give you some background information – Сначала я дам вам некоторые сведения по истории вопроса/сведения общего характера.

5. Then I'll tell you... – Затем я расскажу...
6. After that I'm going to talk about... – После этого я собираюсь говорить о...
7. Finally I'll outline... – И, наконец, я кратко изложу...
8. If you have any questions, don't hesitate to ask me. – Если у вас есть вопросы, не стесняйтесь их задавать.
9. As you know... – Как вы знаете...
10. If you look at the graph/chart... – Если вы посмотрите на график/диаграмму...
11. Let me draw your attention to the graph/chart. – Позвольте мне привлечь ваше внимание к графику/диаграмме.
12. Let me move on to the... – Позвольте мне теперь перейти к...
13. To sum up/in conclusion, I can say that... – Подводя итог/В заключение я могу сказать, что...
14. The key points of my presentation are (were) – Основные положения моей презентации таковы (были таковы)...

This reference chart provides a guide to giving a research presentation in English. Each section begins with the presentation section concerned, then the language formulas appropriate to giving a presentation.

Learn these expressions.

Introducing yourself

- Good morning, ladies and gentlemen!
- First of all, I'd like to thank you all for coming here today. My name is ...
and I am a ...-year postgraduate student.
- We haven't all met before, so I'd better introduce myself, I'm ... from ...
- I hope you'll excuse my English. I'm a little out of practice.

Introducing the topic

- The theme of my talk is ...
- My presentation concerns ...
- This presentation focuses on the issue of ...
- I'm going to talk about ...
- I will be looking at the following areas: ...

Justifying the topic

- There are many concerns regarding ...
- ... has been the subject of much debate recently and this is the topic of my presentation.
- Recent research has shown that ...
- ... so the purpose of my presentation today is to inform / discuss / present / analyse ...
- ... is a growing problem in the world.

Ordering information

- I am going to divide my presentation into two main parts.
- I'll start / begin with ...
- Then / Next I'll look at ...
- And in this part of my presentation I'll be showing you some data / charts / tables ...
- Now I'll move on to ... / turn to ...
- I'll also try to explain my findings ...
- ... then I'm going to suggest some possible measures to solve these difficulties.
- Finally, I'll talk about / I'm going to ...

- Please feel free to interrupt me with any questions you may have during the presentation.
- At the end of my talk, which will last about ... minutes, I'll be happy to answer any questions.

Delivering the message

- Firstly, Secondly, ...
- This brings me to my next point ...
- I must emphasize ...
- This means that ...
- At this point we must consider ...
- I'd like to take a minute or two to define what exactly we mean by ...
- I'd like to mention three points here ...
- Finally ...

Referring to research

- Researchers have shown that ...
- A number of recent studies, notably the ones by ... and ..., have shown that ...
- A study by ... shows that ...
- Research suggests / indicates that ...
- According to ...
- Figures from ... show / suggest / indicate that ...
- One of the most interesting studies carried out in this area by ... showed that ...

Referring to visual aids

- Have a look at this slide.
- This graph / diagram / table / slide shows ...

- If you look at this table you can see that ...
- There are some handouts coming round on ...

Presenting a point of view

- Those in favour of ... argue that ...
- Some people claim that ... but others ...
- Most people / scientists would argue that ...
- I think it's fair to say that ...
- Personally, I think there is overwhelming evidence that ...

Analysing an argument

- Let's take a closer look at the argument put forward by ...
- Even if we accept the point that ... that still leaves the question of ...
- The argument put forward by...doesn't explain...
- The weakness in this argument is that ...

Making recommendations

- In order to solve these problems, the following action should be considered: ...
- The most important thing that should be done to combat the problem of ... is ...
- Other possible solutions would be to ...

Checking understanding

- Is that clear?
- Are you with me?
- OK so far?

Making conclusions and summarizing

- I'd like to quickly go over the main points of my presentation.
- Before closing I'd like to summarize the main points.
- To conclude my presentation, / In conclusion, ...
- To summarise the main points of my presentation ... Finishing
- That's all I have to say for the moment.
- OK. We're coming to the end of the presentation so I'd like to thank you
for listening ...
- I hope you found it interesting.

Speaking practice

1. Match the typical expressions used in presentations (1–26) with the appropriate heading (a–m), as in the example.

- a) Introducing yourself. 4
- b) Introducing the topic. _____
- c) Justifying the topic. _____
- d) Ordering information. _____
- e) Delivering the message. _____
- f) Referring to research. _____
- g) Referring to visual aids. _____
- h) Presenting a point of view. _____
- i) Analysing an argument. _____
- j) Making recommendations. _____
- k) Checking understanding. _____
- l) Making conclusions and summarising. _____
- m) Finishing. _____

1. Recent research has shown that ...

2. Before closing I'd like to summarize the main points.
3. This graph / diagram / table / slide shows ...
4. First of all, I'd like to thank you all for coming here today. My name is ... and I am a ...-year postgraduate student.
5. And in this part of my presentation I'll be showing you some data...
6. In order to solve these problems, the following action should be considered: ...
7. At this point we must consider ...
8. This presentation focuses on the issue of ...
9. Most people / scientists would argue that ...
10. Research suggests / indicates that ...
11. I hope you found it interesting.
12. Is that clear?
13. Even if we accept the point that...that still leaves the question of...
14. I hope you'll excuse my English. I'm a little out of practice.
15. I'll also try to explain my findings ...
16. There are some handouts coming round on ...
17. My presentation concerns ...
18. Are you with me?
19. Let's take a closer look at the argument put forward by ...
20. This brings me to my next point ...
21. To summarise the main points of my presentation ...
22. ... so the purpose of my presentation today is to discuss ...
23. Figures from ... show / suggest / indicate that ...
24. That's all I have to say for the moment.
25. Personally, I think there is overwhelming evidence that ...
26. Other possible solutions would be to ...

2. Read a sample presentation. Study its structure and standard phrases to be used in research presentations.

Good morning, ladies and gentlemen! First of all, I'd like to thank you all for coming here today. Before I start, let me introduce myself. My name is Hikaru Honda, and I am from Japan. I am a first-year postgraduate student of the University of Tokyo. I hope you will excuse my English. I am a little out of practice. The title of my presentation is "The Implementation of the Platform for Learning the Japanese Language with Videos".

I am going to share my research findings with you. I have divided my presentation into five parts. The first part concerns the background of my research. The second part relates to the system I am developing. In the third part, I will describe what I have already done. In the fourth part, we will discuss the future prospects. And finally, I will summarise my presentation. At the end of my talk, which will last about fifteen minutes, I will be happy to answer any questions.

Well, I'd like to begin with the definition of two terms: mobile learning and podcast. Mobile learning or m-learning is any sort of learning that happens when a learner is not at a fixed, predetermined location, or learning that happens when a learner takes advantage of the learning opportunities offered by mobile technologies, such as mobile phones and PDAs. Let's take a closer look at some advantages provided by the use of a mobile phone. Firstly, mobile phones are always with us. Recent studies have shown that there are three things people almost always carry with them: keys, a wallet and a mobile phone. Secondly, the mobile phones are a sort of social devices. So they are potential tools for collaborative learning. Mobile phones are very useful in informal learning, which means that you can learn anywhere and at any time.

Now I'll move on to a podcast. According to the website of the Apple Company, a podcast is a free video or audio series — like a TV or radio show — which you download from iTunes and play on your computer, iPod, iPhone, or Apple TV. Obviously you can use the other companies' products. In fact,

podcasting can be categorized as an m-learning strategy for teaching and learning. For example, teachers and students can share information by podcasting. If you are absent, you can download the podcast of the recorded lesson. As the podcasting is becoming increasingly popular in education, there are a lot of podcasting websites we can make use of, for instance, iTunes, Room 208 Podcast, Radio Willow Web and others.

Next, I will look at the system named LOCH I am developing now. The abbreviation LOCH stands for Language Learning Outside of the Classroom with Handhelds. It is a mobile learning system, and it is being designed to assist foreign students to learn Japanese in real life situations with the help of portable devices.

Have a look at the slides showing the flow of the system. The teacher is assigning the tasks to his students. If you look at this slide, you can see the boy asking about the price of the ticket from the city of Tokushima to the city of Osaka. Then this boy is talking to a local man. He is asking the way to the station. Now he is talking to the staff of the station to ask for some information. Meanwhile, the teacher, sitting in the classroom, can instruct the students with the help of the system. When all the tasks are done, the students will come back and have a discussion about what they have learned. As you see, by taking part in such activities, the students improve and develop their communication skills; they also have a good experience of the local culture.

Even though the system is a great idea, there are some disadvantages of it. For example, the users of the system are very limited. Only foreign students studying in Japan can be the users of this system. There is another problem about it. It is difficult for students to review their performance and identify their mistakes. To solve this problem I suggest using video recordings of learners' conversations in Japanese. These videos can be shared with all learners and their contents can include all kinds of activities. For example, when a learner is making a presentation or a speech in Japanese, he or she can record a video. With the help of videos, learners can review their performance easily and their teacher can help

them to identify the mistakes. So I designed a new flow of the system. First, the learners will record a video of their conversations in Japanese. Then, they can upload the materials to the server and categorize them according to the kind of the activity. The learners can ask any questions that may arise. The teacher, in his turn, will answer them and point out the mistakes they have made. Finally, the learner can share his or her videos with other learners and comment on other learners' performance if he likes.

There are two targets of the system. The first target is to create a platform where Japanese language learners can share videos or audios about their learning. Meanwhile, a teacher can correct their mistakes. The other target is to design such a system which can be a podcast and an m-learning system where learners can subscribe the contents to be delivered to the mobile phone and PDA. So it makes it possible for a student to learn anytime and anywhere.

Now I'd like to take a minute or two to discuss some future prospects. The release of Apple's new iPhone really has a great impact on mobile learning. It is so amazing and inspiring that someone even said, "The real mobile learning device is coming". It does give us a good glimpse of the future. More and more scientists and doctoral students do research with iPhones. They use phones for RSS feeds, podcasts and class materials linking to iTunes, address books, campus events, online payments, voice recorders, text alerts and messages from teachers and schools, timetables and schedules.

To conclude my presentation I'd like to quickly go over the main points. I explained two terms in the first part. Then I briefly talked about the LOCH system. Considering the disadvantages of the system, I introduced the new flow and targets of the system. And finally, we discussed the future prospects.

And now I am coming to the end of my presentation. So I'd like to thank you for listening to it. I hope you found it interesting.

3. Say which of Hikaru Honda's statements are true and which are false.

Correct the false ones.

- a) I am a first-year undergraduate student.
- b) I am fluent in English.
- c) I will summarise my presentation in the fourth part.
- d) Mobile learning is offered by computer technologies.
- e) Mobile phones can hardly be used for collaborative learning.
- f) A podcast can be downloaded from iPhone.
- g) Podcasting is applied for teaching and learning.
- h) I have developed the LOCH system.
- i) The LOCH system is considered to be a learning system.
- g) The flow of the system shows different types of activities.
- k) The system does not have any disadvantages.
- l) The students can share videos, using mobile phones.

4. Complete the sentences of the beginning of Hikaru Honda's presentation

(1 — 12) with their endings (a–l). Practise it.

- 1. Before I start, ...
- 2. I am going to share ...
- 3. The first part concerns ...
- 4. The second part relates to ...
- 5. In the third part, ...
- 6. At the end of my talk, ...
- 7. Recent studies have shown that ...
- 8. Let's take a closer look at ...
- 9. Now I'll move on to ...
- 10. Have a look at the slides ...
- 11. Now I'd like to take a minute or two ...
- 12. To conclude my presentation ...

- a) ... the system I am developing.
- b) ... showing the flow of the system.
- c) ... I will describe what I have already done.
- d) ... I'd like to quickly go over the main points.
- e) ... my research findings with you.
- f) ... there are three things people almost always carry with them.
- g) ... some advantages provided by the use of a mobile phone.
- h) ... to discuss some future prospects.
- i) ... let me introduce myself.
- j) ... I will be happy to answer any questions.
- k) ... a podcast.
- l) ... the background of my research.

5. Read and translate the following sentences into Russian to have a better idea of how the words from the Active Vocabulary can be used in the context.

1. This gives students and staff the opportunity to submit presentations explaining their field of *expertise* and current research projects.
2. Education should be *relevant* to the child's needs.
3. The point is highly *relevant* to this discussion.
4. You should keep audience interested throughout your *entire* presentation.
5. Your grade for this assignment depends *entirely* on the presentation itself.
6. I am looking forward to *the challenge* of my new job.
7. Schools must *meet the challenge* of new technology.
8. This has been a *challenging time* for us all.
9. We *challenge* you to imagine, innovate, and inspire your colleagues and others in the higher education community with proposals that explore the most dynamic and *challenging ideas* facing academic and research librarians today.

10. The presentation should include several key studies from the literature review to provide solid support for the *rationale* for pursuing your research problem.
11. Listeners *tend* to remember what they hear first and last.
12. You are *distracting* me from my work. 13. He tried to *distract* attention from his own illegal activities.
14. That was a *concise* presentation of the research findings.
15. Her presentation conveyed the importance of her research in *a concise* and logical manner.
16. We anticipate that there will be almost 1200 oral and poster *presentations* of unpublished research.
17. This organisation was founded in 1996 to fill the *void* in scientific research.
18. Crossing the North Pole on foot was an amazing feat of human *endeavour*.
19. Engineers are *endeavouring* to locate the source of the problem.
20. The image has been digitally *enhanced* to show more detail.
21. The statement was carefully *scrutinized* before publication.
22. Despite a number of *shortcomings*, the project will still go ahead.
23. The argument is full of fundamental *flaws*.
24. The use of *tables* and illustrations is very effective for research presentation.
25. *Graphs* help people illustrate different types of data.
26. You can find *bar graphs* in research presentations.
27. *Line graphs* are widely used for illustrating scientific data.
28. The *chart* below lists some of the types of presentation.
29. This video demonstrates how to copy, paste and modify a *pie chart* from an existing PowerPoint document.

30. The presentation about a complicated process will benefit from a *flow chart*.
31. *Captions* can be placed below, or to the right of the table.
32. She explained the *significance* of the data.
33. The most *significant* presentation I have ever had to deliver was at a national symposium.
34. The current study seeks to help fill this *void*.
35. This topic is related to the *contemporary* theory and practice of social control.
36. She plans to *expand* the lecture series into a book.
37. This book is an *expansion* of a lecture series.

6. Match the words with the definitions below.

- a) table
- b) graph
- c) bar graph
- d) line graph
- e) expertise
- f) rationale
- g) chart
- h) pie chart
- i) flow chart
- j) caption

1. a drawing that uses lines to show how different pieces of information are related to each other
2. a circle divided into some parts showing relative magnitudes
3. reasons or intentions for a particular set of thoughts or actions

4. a drawing which shows information in a simple way, using lines and curves
5. a diagram consisting of a line or lines, showing how variable amounts are related to each other
6. a drawing that shows the stages of a process from the beginning to the end using different shapes connected by lines
7. a graphic means of quantitative comparison by rectangles with lengths proportional to the measure of the data
8. the explanatory comment accompanying a picture, graph etc.
9. an arrangement of facts and numbers in rows or columns
10. a high level of knowledge or skill

7. Match the verb on the left with a suitable item on the right Use each item once only.

- | | |
|---------------|-----------------------------|
| 1. meet | a. chances of getting a job |
| 2. distract | b. to the same conclusion |
| 3. tend | c. to complete on time |
| 4. scrutinize | d. a void |
| 5. anticipate | e. the volume of trade |
| 6. endeavor | f. the challenge |
| 7. enhance | g. a proposal |
| 8. expand | h. a flaw in your reasoning |
| 9. have | i. his attention |
| 0. fill | j. a favourable decision |

8. Make the following sentences complete by translating the words and phrases in the brackets.

1. This programme fosters the development and exchange of diverse and (перспективные идеи) about architecture and its role in the arts.

2. In spite of all her (недостатки) I still think she is one of the best teachers in the university.
3. You should read more about our (нынешний) research projects.
4. This dissertation focuses on the (расширение) of expertise in the governance of science and technology.
5. This paper sets out to examine methods that can be used to (повысить) the quality of dissertation assessment.
6. Prior to writing a PhD research proposal, it is crucial to develop a solid understanding of the question at hand by reviewing all (необходимый) academic literature.
7. A dissertation abstract gives a (краткий) overview about your research, data collection methods, and results.
8. Could you explain to me the (значимость) of this part of your presentation?
9. Don't try to read your presentation (полностью) from paper.
10. You should recognise the purpose of a dissertation, the importance of working effectively with your supervisor and the (сложная задача) of managing your study time effectively.

9. Read and translate the following international words. Look up their transcriptions in the dictionary if necessary. Mind the part of the speech.

Culmination *n*, lead *v*, conference *n*, grant *n*, project *n*, business *n*, meeting *n*, communicate *v*, audience *n*, integrate *v*, relevant *adj*, illustration *n*, idea *n*, documentation *n*, manner *n*, focus *n* *v*, potential *adj*, resistance *n*, concept *n*, skeptical *adj*, individual *n* *adj*, minimize *v*, forum *n*, dialogue *n*, basis *n*, publicly *adv*, positive *adj*, technology *n*, originality *n*.

10. Read and translate the following word combinations which come from the texts of the Unit. Mind the use of nouns as attributes in preposition. Look up your dictionary if necessary.

A business meeting, job opportunities, a subject area, a knowledge level, a communication strategy, problem description, a problem statement, key studies, the literature review, a research problem, a solution strategy, a research process, a research project, research sites, audience feedback, a future journal article, a research presentation, investigation findings, quality work, research skills.

11. Form the adjectives with the help of the following suffixes. Read and translate them into Russian.

- a) -al: structure, digit, exception, origin, monument, segment, physics, practice, mechanics, mathematics, gravitation, axis;
- b) -ous: advantage, fame, simultaneity, continue, vary, adventure, ambition, caution, courageous, danger, mystery, nerve, space;
- c) -ary: supplement, custom, volunteer, imagine, benefit, discipline, fragment;
- d) -able/ible: avail, accept, compress, deliver, recover, suit, flex, value, distinguish, notice, recognize, understand, access, convert, vary.

12. Presenting a poster

Use the words in the table to complete the advice below about presenting a poster.

abstract	colours	columns	contact	font	heading
number	sentences	simple	text	title	white space

General points

- Give your poster a (1) ...which summarizes the main idea.

- Keep your poster focused and (2) ... so someone can understand the key point without any extra explanation.
- Remember that a poster is a summary of your work – so it's not usually necessary to include your name and (4) ...information.

The look of your poster

- Arrange information in (5)
- Use charts and diagrams as much as possible, only using (6) ...to support your visuals.
- Give each section of your poster a clear (7) ...in large type.
- (8) ...each section to guide readers through your poster.
- Leave plenty of (9) ...around each section to make them stand out more easily.

The text in your poster

- Use phrases rather than full (10)
- Try to keep phrases short.
- Choose a (11) ...size which makes the text easy to read from a distance of 1-2 meters.
- Use different (12) ...for different kinds of information in the poster – but remember to use them consistently.

Decision-making

1. Presenting the preliminary findings

Tick what you believe are the correct statements from the following lists based upon “What makes a good oral presentation”. Write ***False*** next to statements you think are not accurate, and correct them.

Stages of an oral presentation	TICK
<u>Preparation and research</u> It is important to research the topic using a number of different sources. You should write the paper once and once only. You should begin research and preparation as soon as you know what your topic is. If given a choice of topics, you should wait to go to the library about one week before the presentation is due.	
<u>Presentation</u> You should speak very quickly so as to keep within the time limit. You should speak slowly and clearly so as to keep your audience interested. You should use overheads (OHTs), or a computer program such as PowerPoint or Persuasion to present your paper. You should practice your presentation in Front of a mirror. You should write your presentation out word for word and then read it exactly as it is written.	
<u>Delivery on the day</u> You should hold your paper up proudly in front of your face and read it to the audience. Your OHTs should be written in very large point size. You should <i>have</i> a clear outline at the beginning of the presentation.	

Your Introduction should be the longest part of the presentation. You should impress your audience by using very long, complicated sentences.	
<u>Question time</u> You cannot prepare for question time so wait and see what the other students/audience will ask you. It is best to <i>avoid</i> this 10 minute period (the usual time for questions) if possible, by making your presentation longer.	

2. Starting a presentation

Number the key expressions for introducing a presentation in the order they are commonly used.

- Can I ask you all to raise your hands if you agree with this statement?
- The purpose of my presentation today is to show how we can help you fund your research.
- I really appreciate that so many of you have come today.
- I'll cover three areas in my talk today.
- Please feel free to interrupt or ask questions as we go along.
- Good morning and thank you for coming. Let's start.
- I represent the IT consultancy SaveIT based in Germany.
- I know you are busy people so I'll keep this brief. About twenty minutes.
- My first point will be about the grant option.

3. Concluding a presentation

The extracts below are from the end of a presentation, but they are in the wrong order. Put them in a logical order.

- A. If you have any more questions, I'll be happy to answer them.
- B. Thank you for your time and interest.
- C. So, to summarize, we've looked at four of the main areas where cross-cultural communication can be improved: language, time, space, and logical reasoning.
- D. In conclusion, I'd like to leave you with one of my favourite quotations: "The peoples of the world are like islands shouting at each other over seas of misunderstanding". Let's start building those bridges.
- E. In the handouts, which I'll be distributing in a moment, you'll find a more detailed analysis of what we've been talking about today.

4. Submitting a project summary

Complete the project summary by a researcher" below using the correct word or phrase from the table.

aims to	however	the initial phase	the proposed research	the study	will indicate
---------	---------	----------------------	-----------------------------	-----------	------------------

Consumer interest in wines produced in organic vineyards has increased significantly in the last few years. (1) to date it is unclear whether these production methods actually improve soil or grape quality. (2) will be the first phase of a long-term study on a New Zealand vineyard. These results (3) ... whether methods of viticulture improve grape quality.

The research (4) ... investigate the effects of organic agriculture on soil and grape quality. (5) ... will consist of two treatments, organic and conventional (the control), each replicated four times in a randomized, complete block design. All organic practices will follow the standards set out by the Food Standards Australia New Zealand (FSANZ).

(6) ... will assess soil quality using physical, chemical and biological indicators over six years. The next phase will then assess the physiology of the vines.

Review and discussion questions

Answer the following questions.

1. Why did you choose a career in science?
2. How is your research connected with your previous studies at the university and your major?
3. What subject was your graduation (diploma) paper devoted to?
4. What is the field of your interests?
5. What research are you doing (=are you engaged in) now?
6. Where are you doing your research?
7. Is it theoretical or experimental work?
8. Who is your scientific adviser / supervisor?
9. Is he / she a distinguished scientist?
10. How often do you consult him / her?
11. What problems are you particularly' interested in?
12. Who encouraged your interest in the problem?
13. Have you already made a detailed study of these problems?
14. Do you know any Russian or foreign researcher(s) / investigator(s) working in your field?
15. How important is your field for the national economy?
16. Have you already collected and arranged the necessary data?

17. Have you already got any articles published? When and where (if any)?
18. What other activities are you engaged in during your postgraduate studies?
19. Do you have to deliver lectures or hold seminars?
20. What examinations have you already passed?
21. When did you start your research and when are you planning to finish it?
22. What degree are you going to obtain?
23. When are you planning to present your thesis?

Writing

Write an annual report for your scientific adviser describing the progress you have made and the problems you are faced with in your current research under the title:

” *The Progress Report on the Research in ...* (your topic area)”

Refer to the generic structure for academic reports that follows to ensure the correct level of formality.

1. *Introduction* (the purpose of your report and a little background to your area of research).
2. *Literature Survey* (summary of the reading research you have done into your topic area).
3. *Methodology* (the scope of your research methods).
4. *Findings* (the results you have obtained).
5. *Discussion* (interpretations of your results).
6. *Conclusions* (summing up the main points of the report related to its objectives).

7. *Recommendations* (suggestions for future action).

**LEARN THE ADDITIONAL INFORMATION ON HOW TO PREPARE
AN EFFECTIVE PRESENTATION.**

1) No-one ever complained of a presentation being too short.

Long presentations can turn off the audience and be boring. Say what you have to say. Stop and shut up.

2) A picture is worth a thousand words.

Use pictures instead of bullet points and your message retention should increase. Research suggests that this could be by a factor of five.

3) Involve the audience.

Happy Computers have made a great success of their coaching business by involving the audience. Their motto seems very apt.

“Tell me and I will forget,
Show me and I will remember,
Involve me and I will understand”.

4) Make the presentation interactive – if you can.

5) Produce an unusual statistic.

It could help build some connection with the audience. I love the one by Vic Reeves – 93,7% of statistics are made up on the spot. Radio shows are filled with “strange but almost true” quotations.

6) Live with the fear.

All presenters end up as being very nervous before a presentation – a situation commonly known as “bricking it”. We have given literally hundreds and the fear never goes away. It is a combination of adrenaline and testosterone (which affects both men and women). Learn how to harness it, just like an athlete has to.

7) Realize that you will come down.

I love this quotation from the great performer Robert Houdin that I found in this book – Carter beats the Devil by Glen David Gold,

“It is well known that a magician feels so suffering while on the stage; a species of exaltation suspends all feelings foreign to his part, and hunger, thirst, cold, or heat, even illness itself, is forced to retreat in the presence of this excitement, though it takes revenge afterwards”.

When testosterone wears off, you will come down with a low. If you have done well you will have been on a high – sometimes known as that Presentation Sensation. Realize that when this goes, often in the evening – you will feel low or even depressed.

No matter how well the presentation goes – you will come down later – usually in the evening. This is only temporary.

8) Clean your shoes.

You will be on display. Your audience will be looking at how well you are turned out. They will look at your shoes/ Make sure that you have cleaned them.

9) The eyes have it.

Maintain good eye contact with the audience. Don't keep contact with only one group of the audience. Spread your attention around the room.

10) Avoid jargon.

People really do play buzzword bingo. Whether it is the “TLA” – Three Letter Abbreviation or the “Paradigm Shift” you don't want the audience to be scoring points at your expense.

11) KISS.

No – not kiss the audience. – **Keep It Simple Stupid.** Reduce your presentation to simple concepts and your audience should be able to follow you. If you go beyond their understanding they will switch off.

12) Don't use PowerPoint sound effects.

It may seem funny to have applause at the end of the slide, or a screeching sound for a new bullet point, but it will turn off the audience.

13) Check out the room before the presentation.

Make sure the room has everything that you need and make sure the presentation works on the screen. If possible, go up the day before - or at least an hour beforehand. This will avoid any nasty surprises on the big day.

14) Don't drink the night before – and certainly don't get drunk.

Alcohol recovery or a hangover will be the kiss of death to your presentation. Alcohol will drain all of the enthusiasm from your voice. And if you have had a drink before you go on, your voice will be slightly slurred. Best avoid it, the time for a drink is after, not before.

15) Don't lock your knees.

When you get to the lectern, unlock your knees and act as if you were about to catch a ball. It will relax you and make it flow much more smoothly.

16) Take a spare tie.

You don't want a gravy spot on your tie before you speak. If you have a meal before you speak, take a spare tie with you.

Using all the above-mentioned information and some schemes in Appendix prepare to write a presentation about your Master's thesis. Volume – 8-10 slides. Be ready to give your commentaries about your research. Try to follow the following order.

	My research presentation
Topic	
Purpose	
Topicality and novelty	
Research methods applied	
Experiments conducted	
Findings	

Visual data	
Conclusions	
Other information	

Role play

The simulation: you want to apply for research funding — *The Sheridan Australian Research.*

Fellowship (SA RF) awarded to individual scientists with future potential for leadership in their field. Successful applicants receive a 5-year grant covering salary, travel and relocation costs.

The task: prepare and present' the project summary of your research proposal following the instructions (1-6) below. Refer to the sample of the project summary from Task 6 (*Submitting a project summary*) above.

1. State the aims of your research;
2. Define what the problem is;
3. Explain why your topic is worth researching;
4. Say what the expected outcomes of the research are;
5. Outline the procedures you will follow;
6. Outline how you will limit your investigation.

APPENDIX

ПОНЯТИЕ О РЕФЕРАТЕ

Наше время отмечено небывалым развитием науки во всех областях знаний, техническим прогрессом, многообразием международных связей и контактов, чрезвычайно интенсивной общественной жизнью на всех континентах.

Следствием этих процессов, происходящих во всем мире и обществе, явился бурный рост информации. Составной частью информационной деятельности является обработка документов, научных статей, реферирование и аннотирование первоисточников, несущих информацию.

Что же такое реферат? Реферат — это обобщенное, сжатое изложение содержания первоисточника. Следует помнить, что реферат — это отнюдь не сокращенный перевод и не пересказ первоисточника. В процессе реферирования в содержании текста выделяется главное и излагается сокращенно и сжато. При этом происходит исключение второстепенных фактов, детальных описаний, т.е. имеет место свертывание текста на основе его смысловой переработки. В реферате должна быть выделена или конкретизирована основная мысль.

Приступая к реферированию, нужно:

Устно или письменно перевести текст первоисточника.

Выделить ключевые отрывки, несущие в себе основной смысл.

Отобрать те главные факты, данные и положения, которые должны быть отражены в реферате, и выстроить их в логической последовательности...

Руководствуясь внутренней логикой текста и пользуясь четкими формулировками, обобщить содержание текста первоисточника; при этом следует отбросить все доказательства, рассуждения, полемику,

соображения гипотетического характера, элементы авторской субъективной трактовки, образность и эмоциональность.

Текст реферата состоит из трех частей: вводной, содержащей выходные данные статьи, описательной, включающей главную идею и все существенные положения оригинала, заключительной, содержащей основные выводы по тексту в целом.

АЛГОРИТМ РЕФЕРАТА

Оформите заголовочную часть реферируемой статьи, запишите название, автора и ее местонахождение.

Пронумеруйте абзацы текста.

Бегло просмотрите текст и определите его основную тему.

Читая текст, абзац за абзацем, переводите его и выпишите из каждого абзаца основную мысль. Таким образом вы составите логический план текста.

На этом материале составьте текст реферата, используя связующие выражения и языковые клише.

Прочитайте составленный текст и отредактируйте его.

СХЕМА РЕФЕРАТА

I. Introduction

1. The title of the information.

The	headline	of the	item	is
	heading		information	
	title		report	
			article	

2. The author of the information and where it is published

The author of the	article	is
	information	
	News story	
The item	is written by	an American correspondent
information		a famous lawyer
It was	published	in “Daily Mirror” on May 2008
	printed	
	reported	

II The main part

1. The main idea of the information

The item	deals with	the latest development in...
editorial	is about	the events...
news story	is devoted to	some material on...
report	touches upon	the fact that...
article	reports on	situation in...
	comments on	
	contains information on	

The purpose of the item	is to give the reader...
aim	to provide the reader with...

2. The content of the information

The author starts by telling the readers about/that...

The journalist points out that...

author states

correspondent stresses

reporter thinks

commentator says

Further the author reports that...

The story says nothing of...

The item does not mention...

III Conclusion

1. The key idea of the article may be expressed in the statement that...

In conclusion the author...

The author comes to the conclusion that...

2. Your opinion of the article

I found the item interesting because.....

information dull

news story important

report of no value

article too hard to understand

В реферате можно также использовать следующие выражения:

The title of the article (extract from the book is ...

The article presents a critical essay...

The article gives a short account of...

survey of the entire work of the author..

an analyses of...

The article begins with/opens with the description of/exposure of...

Then (after that, further on, next) the author passes on to (goes to say that, gives the detailed analyses of)...

It is stressed/emphasized in the article that...

It is also pointed out (said, stressed, emphasized) that...

In conclusion it is said (remarked, noted) that...

The author concludes in the following statement (remark)...

The article ends with...

The article provides/outlines/represents...

starts with and goes on to deal with...

is devoted to and covers such topic as...

surveys the development of...

provides background and issues...

is primarily concerned with...

focuses attention on...

provides information about...

describes the influence of...

introduces and discusses...

aims to provide and stimulate interest in making...

A wide variety of subjects are reviewed...

A short review (account, outline) is followed by...

Для связи членов внутри предложения, а также предложений и абзацев в тексте используются следующие союзы и выражения:

For

Since

That's why

First/firstly
In the first place
To begin with
Secondly
In second place
The former
The latter
Although
In spite of
On the contrary
Nevertheless
As a result
Hence
In short
Consequently
Above all I'd like to mention
All in all
As a whole
In general (generally)
At first... At last
In fact
In particular
It goes without saying
As far as I know
In accordance with
With regard to
In respect to... Concerning to
I can't help saying that
On one hand.../On the other hand

It should be noticed (said, mentioned, emphasized, pointed out)

To sum it up I'd like to say

Finally, a few remarks about

After all

It's worth saying (mentioning)

Words and expressions for retelling and rendering

(Narrative Technique in Monologue)

1. Beginning

- I've read the text (article) about — Я прочел текст (статью) о...
- The text (article) I've read is taken from "... " dated from... — Текст, статью взяли из (название источника), который (ая) датируется (дата)...
- The text is entitled... — Текст называется...
- The text is devoted to... — Текст посвящен...
- The text deals with... — В тексте говорится о...
- The main idea of the text is... — Главная мысль текста...
- The key – point of the text is... — Ключевая мысль текста...

2. Expression of the author's opinion

- The writer (author) says... — автор говорит
- points out... — выявляет...
- stresses his attention on... — направляет свой взор на...
- underlines something... — что-то подчеркивает...
- describes the nature (main characters) — описывает природу (главных героев)

3. Emphasizing

- It's worth mentioning that... — Стоит упомянуть, что...
- It's reported that... — Сообщают, что...
- It's universally accepted that... — Общеизвестно, что...
- It's common knowledge that... — Все знают, что...
- It goes without saying... — Само собой разумеется...
- There is no denying the fact... — Нельзя отрицать...
- It should be taken into account... — Следует принять во внимание...

4. Expression of personal opinion

- I think (believe, consider, reckon) ... — Я думаю, считаю, полагаю...
- I suppose... — Я полагаю (предполагаю)...
- From my point of view... — С моей точки зрения...
- It seems to me that... — Мне кажется, что...
- In my opinion... — По-моему мнению...
- As far as I'm concerned... — Что касается меня, я думаю, что...
- Personally... — Лично я думаю, что...
- I, for one, think... — Я лично думаю...
- Frankly speaking, to tell you the truth, to be honest... — Честно говоря, по правде говоря, откровенно говоря...
- I bet... — Держу пари...
- I'm sure (confident) that... — Я уверен, что...
- I'm convinced that... — Я убежден, что...
- In comparison with... — В сравнение с ...

5. Conclusion

- In conclusion I'd like to say that... — В заключение мне хотелось бы сказать...
- To top it all (to crown it all) ... — В завершение, в заключение...

- To be brief... — Вкратце...
- To cut a long story short... — Короче говоря...
- I liked (disliked) the text because... — Мне понравился (не понравился) текст, потому что...
- I found the text interesting (funny, serious, amusing, topical) ... — Мне он показался интересным, забавным, серьезным, развлекательным, актуальным...

STANDARD PRESENTATION STRUCTURE

1) INTRODUCTION (THE SUBJECT MATTER OF THE PRESENTATION)

I'd like to talk today about ...

2) OVERVIEW (THE LIST OF 3-4 main points)

I've divided my talk into ...

3) TIMING AND POLICY ON QUESTIONS

My presentation will last / take about ...minutes.

If you have any questions, please ...

4) STRUCTURE PART 1

Let's start with ...

So that covers ...

5) PART 2

That brings me to ...

Let's leave that there ...

6) PART 3/4 ET CETERA

...and turn to ...

7) SUMMARY OF MAIN POINTS

To sum up ...

8) CONCLUSION

To sum up/ In conclusion I'd like to say that...

SIGNPOST LANGUAGE IN PRESENTING

<i>Section of presentations</i>	<i>Signpost language</i>
Introducing the topic	The subject of my talk is... I'm going to talk about... My topic today is... My talk is concerned with...
Overview (outline of presentation)	I'm going to divide this talk into four parts... There are a number of points I'd like to make. Basically / Briefly, I have three things to say. I'd like to begin / start by... Let's begin / start by... First of all, I'll... ... and then I'll go on to... Then / next... Finally / Lastly...
Finishing a section	That's all I have to say about... We've looked at... So much for...
Starting a new section	Moving on to... Turning to... Let's turn now to... The next issue / topic / area I'd like to focus on... I'd like to expand / elaborate on... Now we'll move on to... I'd like now to discuss...

	Let's look now at...
Analysing a point and giving recommendations	Where does that lead us? Let's consider this in more detail... What does this mean for...? Translated into real terms... Why is this important? The significance of this is...
Giving examples	For example, ... A good example of this is... As an illustration, ... To give you an example, ... To illustrate this point...
Summarising and concluding	To sum up... To summarise... Right, let's sum up, shall we? Let's summarise briefly what we've looked at... To conclude... In conclusion... In short... So, to remind you of what I've covered in this talk, ... Unfortunately, I seem to have run out of time, so I'll conclude very briefly by saying that... I'd like now to recap...
Paraphrasing and clarifying	Simply put... In other words...

	So what I'm saying is... To put it more simply... To put it another way...
Invitation to discuss / ask questions	I'm happy to answer any queries / questions. Does anyone have any questions or comments? Please feel free to ask questions. If you would like to elaborate on any point, please ask. Would you like to ask any questions? Any questions?

PRESENTING A RESEARCH PAPER

*1. Presenting **the topic** of your research*

- The paper deals with...
- The study is devoted to...
- The investigation studies...
- The research of... is dealt with it in the paper.
- An extensive study of the problem of...has been undertaken in this paper.
- A comprehensive analysis of... has been presented in the research.
- The case of...has been thoroughly studied in the research.

*2. Defining **the purpose** of the research*

- The aim of the study is to determine the value...
- The research is aimed at revealing the ways of...
- The main purpose of the paper is to establish the regularities in... / the difference in...
- The investigation is designed to simplify the procedure of...
- The chief task of the research is to reveal the causes of.../ the essence of...
- The research is intended for eliminating ambiguity.../ undesirable effect...
- The aim of the investigation is to present systematic description of...

*3. Explaining **the topicality** and **novelty** of the research*

- The essential merit of our work is...
- The approach is not similar to the previously used...
- The novelty of the research can be seen...

- The research compares favorably with...
- Explanation is offered for...
- We tried to interpret the phenomenon of...
- We intended to overcome the difficulty of...
- In contrast to identical works in the field of...our understanding provides...
- Unlike commonly recognized classification / definition of...

4. Describing *methods* applied

- Modern methods of scientific analysis have been applied..
- Unconventional approach to... has been presented in the paper.
- Appropriate technique has been used...
- The comparative method is useful in...
- Methods of empirical and systematic analysis were used...
- The approach is especially helpful when...
- The approach is more flexible and permits...
- The methods of synchronic and diachronic analysis used in the study allow / permit...
- We have applied an alternative method which...

5. Describing your *findings*

- It was found that...
- Tha data obtained enables us to determine the nature of...
- Our findings provide evidence for...
- Our findings make possible the application of...
- An alalysis of...indicated that..., which made it possible...
- The principal advantage of the approach based on...
- Of special importance for...is...

- Of particular value for...is...
- The present observation supports the viewpoint...
- This phenomenon is closely connected with...
- The study has revealed a better understanding of...based on...
- Certain correlation between...and...has been established.

6. *Recommendations for further **application** and research*

- The findings may find practical application in...
- This approach is applicable to...
- The method can be used in the studies on...
- The findings are especially helpful when...
- The approach will make it possible to...
- Our observations can be particularly efficient when investigating.../
for the study of...

7. *Reporting on the **results** of your research, drawing **conclusions***

- It has been shown that...
- The results obtained show / confirm / indicate.../...made it possible to
conclude that...
- Thus, it may be stated that...
- Therefore, we came to a conclusion that...
- The above said led us to a conclusion...
- Results from experiments prove...
- As a result of the study some practical recommendations can be given.
- The results indicate that additional work is needed to improve...
- We reported our results at...

SCHEME – MODEL OF THE ENGLISH SCIENTIFIC ARTICLE

(Схема-модель английской научной статьи)

Субжанр (Subgenre)	Тематическое предложение (Moves)
Заглавие (Title)	
Автор (ы), организация, адрес (Author(s), Affiliation, Address)	
Аннотация (Abstract)	- Тема и цель исследования (Subject and Purpose of Study) - Методы (Methods) - Результаты (Results) - Общие выводы (General conclusion)
Введение (Introduction)	- Актуальность темы исследования / статьи (Importance of the Study / Paper) - Изложение истории вопроса (Background of study) - Нерешенные вопросы (Lack of Knowledge) - Постановка цели исследования (Focus / Purpose of Study/ Paper)
Основная часть (The main body) Методы (Methods)	- Описание методов и методик (Description of Methods and Techniques) - Описание оборудования и материалов (Description of Equipment and Materials) - Описание условий и хода эксперимента (Experimental Conditions and Procedure)
Основная часть	- Представление результатов (Presenting Results) (с использованием графиков и

(The main body) Результаты (Results)	таблиц) (Using Figures/Graphs and Tables)
Обсуждение (интерпретация результатов) (Discussion) (Interpretation of Findings)	- Анализ результатов на фоне имеющихся данных (Analysis of results) - Оценка результатов (Evaluation of Results) - Сравнение полученных результатов с ожидаемыми результатами (Comparison of Findings with the Expected Findings)
Заключение (Conclusion)	- Описание значения результатов/ исследования (Description of the Significance of Results / Study) - Общий вывод (General Conclusion) - Рекомендации для дальнейшего исследования (Recommendations for Further Study)
Благодарность (Acknowledgement)	- Благодарность за помощь в исследовании (Gratitude for Encouragement) - Благодарность за финансовую поддержку (Gratitude for Support)
Библиография (References)	
Приложение (Appendices)	

TOP 500 WORDS OF ACADEMIC VOCABULARY IN ENGLISH

1. study.n
2. group.n
3. system.n
4. social.j
5. provide.v
6. however.r
7. research.n
8. level.n
9. result.n
10. include.v
11. important.j
12. process.n
13. use.n
14. development.n
15. data.n
16. information.n
17. effect.n
18. change.n
19. table.n
20. policy.n
21. university.n
22. model.n
23. experience.n
24. activity.n
25. human.j
26. history.n

- 27. develop.v
- 28. suggest.v
- 29. economic.j
- 30. low.j
- 31. relationship.n
- 32. both.r
- 33. value.n
- 34. require.v
- 35. role.n
- 36. difference.n
- 37. analysis.n
- 38. practice.n
- 39. society.n
- 40. thus.r
- 41. control.n
- 42. form.n
- 43. report.v
- 44. rate.n
- 45. significant.j
- 46. figure.n
- 47. factor.n
- 48. interest.n
- 49. culture.n
- 50. need.n
- 51. base.v
- 52. population.n
- 53. international.j
- 54. technology.n

55. individual.n
56. type.n
57. describe.v
58. indicate.v
59. image.n
60. subject.n
61. science.n
62. material.n
63. produce.v
64. condition.n
65. identify.v
66. knowledge.n
67. support.n
68. performance.n
69. project.n
70. response.n
71. approach.n
72. support.v
73. period.n
74. organization.n
75. increase.v
76. environmental.j
77. source.n
78. nature.n
79. cultural.j
80. resource.n
81. century.n
82. strategy.n

83. theory.n
84. product.n
85. method.n
86. goal.n
87. likely.j
88. note.v
89. represent.v
90. general.j
91. article.n
92. similar.j
93. environment.n
94. language.n
95. determine.v
96. structure.n
97. section.n
98. common.j
99. occur.v
100. current.j
101. available.j
102. present.v
103. term.n
104. reduce.v
105. measure.n
106. involve.v
107. movement.n
108. specific.j
109. focus.v
110. region.n

111. relate.v
112. individual.j
113. quality.n
114. establish.v
115. author.n
116. seek.v
117. compare.v
118. growth.n
119. natural.j
120. various.j
121. standard.n
122. example.n
123. management.n
124. scale.n
125. argue.v
126. degree.n
127. design.n
128. concern.n
129. state.v
130. therefore.r
131. examine.v
132. pattern.n
133. researcher.n
134. task.n
135. traditional.j
136. finding.n
137. positive.j
138. central.j

139. act.n
140. impact.n
141. reflect.v
142. recognize.v
143. context.n
144. relation.n
145. maintain.v
146. African.j
147. concept.n
148. discussion.n
149. associate.v
150. design.v
151. particularly.r
152. purpose.n
153. address.v
154. define.v
155. particular.j
156. benefit.n
157. survey.n
158. effective.j
159. apply.v
160. contain.v
161. understanding.n
162. production.n
163. form.v
164. association.n
165. reveal.v
166. range.n

167. affect.v
168. attitude.n
169. status.n
170. necessary.j
171. function.n
172. indeed.r
173. present.j
174. global.j
175. conflict.n
176. achieve.v
177. conduct.v
178. critical.j
179. perform.v
180. discuss.v
181. exist.v
182. improve.v
183. observe.v
184. demonstrate.v
185. unit.n
186. total.j
187. modern.j
188. literature.n
189. result.v
190. experience.v
191. principle.n
192. element.n
193. challenge.n
194. control.v

195. historical.j
196. aspect.n
197. perspective.n
198. basic.j
199. measure.v
200. tradition.n
201. belief.n
202. western.j
203. procedure.n
204. test.v
205. category.n
206. tend.v
207. technique.n
208. outcome.n
209. significantly.r
210. generally.r
211. future.j
212. mean.n
213. importance.n
214. application.n
215. feature.n
216. influence.n
217. basis.n
218. interaction.n
219. refer.v
220. communication.n
221. negative.j
222. primary.j

223. characteristic.n
224. European.j
225. lack.n
226. obtain.v
227. potential.j
228. variety.n
229. component.n
230. following.j
231. access.n
232. contribute.v
233. assume.v
234. express.v
235. tool.n
236. promote.v
237. participate.v
238. labor.n
239. engage.v
240. review.n
241. additional.j
242. highly.r
243. appropriate.j
244. publish.v
245. encourage.v
246. successful.j
247. assess.v
248. view.v
249. client.n
250. instrument.n

251. relatively.r
252. meaning.n
253. limit.v
254. increase.n
255. directly.r
256. previous.j
257. demand.n
258. vision.n
259. female.j
260. attempt.n
261. influence.v
262. independent.j
263. solution.n
264. direct.j
265. conclusion.n
266. presence.n
267. scientific.j
268. ethnic.j
269. complex.j
270. active.j
271. male.n
272. claim.n
273. participation.n
274. focus.n
275. contrast.n
276. failure.n
277. internal.j
278. journal.n

279. multiple.j
280. facility.n
281. user.n
282. emerge.v
283. protection.n
284. extent.n
285. male.j
286. mental.j
287. explore.v
288. consequence.n
289. generate.v
290. content.n
291. device.n
292. requirement.n
293. broad.j
294. observation.n
295. visual.j
296. difficulty.n
297. regional.j
298. perceive.v
299. ie.r
300. urban.j
301. female.n
302. capacity.n
303. increased.j
304. ensure.v
305. select.v
306. moreover.r

307. emphasize.v
308. institute.n
309. extend.v
310. connection.n
311. sector.n
312. commitment.n
313. interpretation.n
314. evaluate.v
315. conclude.v
316. notion.n
317. increasingly.r
318. domestic.j
319. consist.v
320. reference.n
321. initial.j
322. adopt.v
323. comparison.n
324. depend.v
325. attempt.v
326. standard.j
327. predict.v
328. employ.v
329. definition.n
330. essential.j
331. contact.n
332. frequently.r
333. colleague.n
334. actual.j

335. account.v
336. dimension.n
337. theme.n
338. largely.r
339. link.v
340. desire.n
341. overall.j
342. useful.j
343. consistent.j
344. distribution.n
345. minority.n
346. analyze.v
347. range.v
348. psychological.j
349. unique.j
350. experiment.n
351. trend.n
352. exchange.n
353. percentage.n
354. objective.n
355. implication.n
356. contribution.n
357. enable.v
358. organize.v
359. specifically.r
360. currently.r
361. emotional.j
362. locate.v

363. primarily.r
364. scholar.n
365. enhance.v
366. improvement.n
367. flow.n
368. estimate.v
369. phase.n
370. rural.j
371. typically.r
372. above.r
373. long-term.j
374. core.n
375. volume.n
376. approximately.r
377. limited.j
378. propose.v
379. framework.n
380. existing.j
381. creation.n
382. code.n
383. emphasis.n
384. industrial.j
385. external.j
386. waste.n
387. potential.n
388. climate.n
389. explanation.n
390. technical.j

391. mechanism.n
392. description.n
393. vary.v
394. reduction.n
395. discipline.n
396. construct.v
397. equal.j
398. origin.n
399. rely.v
400. fundamental.j
401. transition.n
402. assumption.n
403. German.j
404. existence.n
405. formal.j
406. manner.n
407. assistance.n
408. combination.n
409. increasing.j
410. hypothesis.n
411. phenomenon.n
412. planning.n
413. error.n
414. household.n
415. cite.v
416. lack.v
417. judgment.n
418. constitute.v

419. relevant.j
420. typical.j
421. selection.n
422. incorporate.v
423. illustrate.v
424. cycle.n
425. depression.n
426. consideration.n
427. previously.r
428. arise.v
429. developing.j
430. separate.j
431. recognition.n
432. mode.n
433. similarly.r
434. resistance.n
435. furthermore.r
436. diversity.n
437. practical.j
438. anxiety.n
439. acquire.v
440. characterize.v
441. differ.v
442. review.v
443. interpret.v
444. creative.j
445. limitation.n
446. resolution.n

447. implementation.n
448. numerous.j
449. significance.n
450. revolution.n
451. philosophy.n
452. display.v
453. professional.n
454. publication.n
455. variation.n
456. derive.v
457. alternative.n
458. widely.r
459. permit.v
460. alternative.j
461. merely.r
462. initiative.n
463. employment.n
464. regard.v
465. estimate.n
466. effectively.r
467. cooperation.n
468. transform.v
469. absence.n
470. imply.v
471. comprehensive.j
472. observer.n
473. nevertheless.r
474. testing.n

475. link.n
476. evolution.n
477. intellectual.j
478. signal.n
479. passage.n
480. facilitate.v
481. discovery.n
482. biological.j
483. introduction.n
484. boundary.n
485. substantial.j
486. ratio.n
487. strongly.r
488. theoretical.j
489. gain.n
490. general.r
491. settlement.n
492. independence.n
493. yield.v
494. formation.n
495. insight.n
496. territory.n
497. conventional.j
498. inform.v
499. index.n
500. crucial.j

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