

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ
ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ ОБРАЗОВАТЕЛЬНОЕ
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«СЕВЕРО-КАВКАЗСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»

**Методические указания
к практическим занятиям
по дисциплине «Иностранный язык в сфере профессиональной
коммуникации»**

Направление подготовки	11.04.04 Электроника и наноэлектроника
Направленность (профиль)	Интеллектуальные программируемые системы и устройства
Год начала обучения	2026
Форма обучения	<u>очная</u>
Реализуется в семестре	<u>1-2</u>

Ставрополь

2026

MODULE ONE

SCIENTIFIC CAREER

UNIT ONE

THE AREA of YOUR SPECIALIZATION

1. WARM-UP

Discuss the following questions.

- a. Why did you choose a career in science?
- b. What field of science are you currently working or study in?
- c. What do you enjoy most about working in your scientific field?

2. Have a talk with someone on the area of your specialization.

A: Are you planning your scientific career? What is your field/ area of specialization?

B: I would like to take up ... as my special field / to make...my specialist field.

I'd like to do/to carry out/to conduct research in

A: What sort/kind/type of research would you like to do?

B: I'd like to do research in

A: Why? Would you really?

B: It seems very interesting /exciting /important /promising.

A: What is a graduation paper?

B: It is a small research project carried out by the student under the guidance of a supervisor / scientific adviser.

In many cases the graduation paper contains results valuable enough for professional journal and such publication is then recommended.

VOCABULARY

to provide a broad and solid foundation for professional training

to have ample time to discover one's interests before choosing one's special field
to specialize in ...

The syllabus (programme) offers a wide range of specialized (specialist) courses.

To acquire skills in research

to do research mainly for one's graduation paper

to successfully defend a graduation paper before an examination

to become a graduate

to get a graduation diploma

to acquire practical skills in one's field of knowledge

to do thorough/careful practical training in ...

to apply one's knowledge and display initiative

to work on one's graduation paper
 to choose one's graduation paper
 to submit/hand in a graduation paper
 to successfully defend a graduation paper before an examination board
 to introduce students to the latest achievements in science and engineering and help them to learn modern research methods and handle the most sophisticated equipment

SPEAKING

3. **Advertise the MA course you study at. Use the vocabulary list given above. Present it to your group mates.**

READING

4. **Read the text and speak about advantages and disadvantages of doing science.**

MAKING a DECISION on a CAREER

Making a decision on a career is not easy. Every university graduate is faced with it. There are many opportunities that are worth trying, and one of them is doing science.

The idea of taking up a post-graduate course is certainly very appealing and inviting, and no graduate can help being tempted by it. But not everyone is capable of withstanding all the difficulties involved in doing research. If you intend to become a post-graduate, you are advised to weigh all pros and cons, to look close into the advantages and disadvantages of the scientific career lest you should regret taking the step later.

It is no use asking other people's advice in this matter. Tastes differ, and one man's meat is sometimes another man's poison. People may have various hobbies: some are fond of dancing and light music, whereas others may be seriously interested in collecting stamps or match-box labels, still others may enjoy breeding or painting. By asking your friends for advice you may find yourself in a predicament, not knowing whose advice to follow. Remember the English saying: So many men, so many minds. Also your friend may not be interested in doing science at all, and you will be ill-advised.

Do not depend on your parents advising you either: they would naturally be tempered and flattered by such a prospect; they would insist on your doing science. Who would not like to see his son or daughter become a famous scientist? Most parents prefer their children choosing the career of a scientist rather than any other. Hence avoid consulting other people and try to make up your mind. And think hard.

You should realize there are many aspects of the problem. First of all, you should be absolutely sure that you will make a dedicated researcher, that you will give all your time and efforts to studying.

Then you must ask yourself if you are capable of doing scientific work, if you are interested enough in doing research to be ready to sacrifice all pleasures of life for science. It is the disadvantage of the work that you should consider first. They are numerous. And it is no good to deceiving yourself that they do not matter. They do. And very much so.

Try to analyze where your interests lie, make sure you will enjoy dedicating your life to science. Having embarked on the field of science, you will know no peace of mind, no leisure, no rest ,

day after day; your work will prevent you from visiting friends, from doing out, from playing with your children, from seeing relatives.

Moreover, your wife might (unless she is also a scientist) misunderstand your infatuation for work and take it for something else. She may start being jealous and unhappy, she might wish you would stop staying up at night, coming home late or not at all, wasting (as she would put it) your time, making all these numerous and pointless experiments of yours. In fact she might wish you gave up doing science altogether and took up some other trade or profession.

If you are a true scientist and enjoy working and living like that, if you do not mind sacrificing your life for science, if your work means everything to you, you will not give way, you will not give it up, you will carry on doggedly doing your job, you will aim at solving the problem concerned, until one day you will succeed in finding the solution you have been searching for all this time.

When the day comes, you will be the happiest man on Earth till you recognize another urgent problem awaiting its solution.

Whatever happens, you will never regret having chosen the career of a scientist. You will keep saying to your folks at home and to your friends: "It was worthwhile making all the efforts." But... There is always a but. The day of success may never come and you might be disappointed.

Now is the time for making a decision, for making your mind, for thinking it over. Once you have started, you must keep going, never resting, never satisfied with yourself, always busy, worried and very often tired.

And still I am saying this: "It is worthwhile trying."

What do you think?

But when you've made up your mind, if you're sure that you're capable of doing science, if you're interested in research, stick to the strategy: 1) collect information, 2) put forward a hypothesis, 3) make experiments, 4) confirm your theory with experimental data, and 5) submit your thesis to the Academic Board.

WRITING

5. **People take graduate courses for many different reasons (for example, new experiences, career preparation, increased knowledge). Why have you made up your choice to take a graduate course? Use specific reasons and examples to support your answer. Write your essay using no more than 300 words.**
- viii. **DO IT YOURSELF**
6. **Imagine that your friend has asked you to help him choose an MA course for his studies. Surf the net looking for information about several MA courses and compare them with your course. Find common and distinctive features of the courses. Make a recommendation to your friend. The phrases below may be of some help to you:**

The course offers a wide range of learning, career enhancement, and employment opportunities within the engineering sciences, research, and other technology areas.

The course provides...../is committed to providing.....

To address the need, the course conducts...

The goal of the programme is to ensure/to foster/to enhance....

9. Make a presentation about your MA course for foreign students.

UNIT TWO

PROMINENT SCIENTISTS AND RECENT DEVELOPMENTS IN YOUR SPECIALIZED FIELD OF RESERCH

i. WARM-UP

1. Discuss the following questions.

- a. What great scientists in your specialized field of research can you name?
- b. What are their achievements?

ii. READING

2. Read the text and answer the following questions.

1. When and where was Bohr born?
2. When did he graduate from the University?
3. Where did he go in 1912?
4. What idea did he put forward just before World War II ?
5. Did he advance this idea alone or working together with Wheeler?
6. Did he participate in atomic research?
7. When did he come back to Copenhagen?
8. When did Bohr's contribution win him international recognition?
9. Was he the first to receive the Atoms for peace award?
10. When did he give his lecture on the Philosophical Lessons of Atomic Progress?

NIELS BOHR

(1885 – 1962)

Bohr is a Danish physicist, one of the most ingenious interpreters of his generation of the problems of modern theoretical physics. Born in Copenhagen on October 7, 1885, he did physics at the University of Copenhagen, obtaining his doctor's degree in 1911 and proceeded immediately to Cavendish Laboratory at Cambridge for further study under Sir J.J. Thomson. In 1912 he moved to Manchester University, where he was associated with Ernest Rutherford in the latter's atomic research. In 1914, following a year as lecturer at the University of Copenhagen Bohr returned to Manchester, remaining there until 1916, when he was made professor of Theoretical Physics at the University of Copenhagen.

In 1920, largely due to Bohr's efforts, the Institute of Theoretical Physics was established at Copenhagen. He became its first head and under him the Institute has become an important centre for the development of theoretical and experimental physics. Prior to World War II Bohr's Institute had become the world centre for atomic physics.

Just before World War II, Bohr advanced the idea that the compound nucleus was fundamental to the phenomena of nuclear disintegration, a concept that proved fruitful in

later work. In collaboration with John Archibald Wheeler he proposed a theory of nuclear fission that led to atomic research which produced the atomic bomb.

In 1943, after the Nazis had occupied Denmark, Bohr escaped to England in a small boat. Making the way to the United States, he took a leading part in the atomic bomb project, working mainly at the laboratory established in early 1943 at Los Alamos in New Mexico. In 1944-1945 Bohr served as adviser to the Scientific Staff of the Manhattan project. In 1945 Bohr returned to Copenhagen to resume his duties as director of the Institute of Theoretical Physics.

Bohr's great achievement was recognized internationally by the Nobel prize award to him in 1922 for his study of atomic structure and radiation. In 1957 he was the first recipient of the Atoms for Peace award. That same year at the Massachusetts Institute of Technology, he delivered his lecture on the Philosophical Lessons of Atomic Progress.

VOCABULARY

Scientist X is a very clever man/a broad-minded person/a prominent scientist/good organizer/great expert in many fields/a resourceful and able executive and a charming personality/a very creative scientist/scientist with wide interests

X is interested in .../very enthusiastic about his work/actively engaged in research/known for introducing.../known internationally for one's contributions/awarded the Nobel Prize

famous for.../distinguished for...

X is engaged in administrative duties/science management/given the post of ...

X completes various research programmes/receives numerous honorary degrees from.../ has the highest academic degree/receives rewards/advances the most fundamental ideas of .../advances a new theory/works out a new method/gives quite a new approach to the problem/finds a suitable technique for .../advances the most fundamental ideas of ...

His fixed idea is to create .../to make a great contribution to the development of world science and technology/to make great advances in bridging the gap between theory and practice/to make great advances in accelerating the process of applying scientific innovation in industry.

SPEAKING

3. **Surf the Net looking for information on the contribution of some scientists in your special field / on the development of Russian/world science and technology. Stick to the plan. Use the phrases mentioned above.**

Birthdate and birthplace

Family background

Early life

Education, training

Qualities that make up a person's character

Inventions, discoveries

Published writings

Contribution to science and technology

Recognition

Personal life

Professional and nonprofessional interests

vi. **WRITING**

4. **Imagine that your university newspaper has asked you to write an article about the latest achievements in your special field. Use the information from the net, books, and any other information you can find, to write your article. Use 300-350 words.**

DO IT YOURSELF

6. **Make a presentation about the latest achievements in your special field. Stick to the following structure.**

Introduction

Introducing yourself Greeting, name, position

Introducing your talk: I'm going to talk about ...

I'd like to talk about ...

Title /

subject:

My topic / my subject is ...

The subject of this talk / my talk is ...

I'd like to talk to you about ...

I'm going to present the recent... / explain our position on ... / inform you about ... / describe ...

The focus of my presentation / paper (academic) / topic / speech (usually to public audience)

We are here today to / decide / agree, learn about ...

Purpose /
objective

The purpose of this talk is to show / take a look at / report on / outline / give an overview / discuss / review

This talk is designed to act as a springboard for discussion / start the ball rolling

Length

I shall take (...) minutes of your time

I plan to be brief

This should last (...) minutes

Outline /
main
parts

I've divided my presentation into (four) parts / sections. They are

The subject can be looked at under the following headings...

We can break this area down into the following fields:

Firstly / first of all/ Secondly / then/ next .Thirdly/ and then we come to ...

Finally / lastly/ last of all ...

Questions I'd be glad to answer any questions at the end of my talk.
 If you have any questions, please feel free to interrupt.
 Please interrupt me if there's something, which needs
 clarifying. Otherwise, there'll be time for discussion at the
 end.

Main part

<u>Sequencing</u>	First / next / then / after that
Ordering points	Let's turn to ...
Transition / Changing topic	The / my next point is The next thing is After all, Last of all Finally, ... Now let's look at / move on / turn to ...
Referring to an earlier point / departing from your plan / digressing	Going back to ... By the way, ...
<u>Giving examples /</u>	For example / for instance / such as / One example of this is /
<u>Introducing and commenting on visuals</u>	Let's look at / Take a look at ... / Have a look at / Let's take / have a look at
(graphs, charts, diagrams, tables, pictures, handouts)	I'd like you to look at ... If you take a closer look at ..., you'll notice ... I'd like to focus your attention on ... I'd like to draw you attention to ... I'd like you to look at ... in more details / In the picture we can see / As you can see from the picture The graph chart shows / presents

Conclusions

<u>summary</u>	Let me just run over the key points again. I'll briefly summarize the main issues. To sum up. ... Briefly ... In brief ... In short ...
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Conclusion or recommendations (if appropriate)	So, / In conclusion ... / We've seen that As you can see, there are some very good reasons... I'd like to leave you with the following thought / idea ... So, I would suggest that we ... / I'd like to propose (more formal) / In my opinion, the only way forward is ...
a signal to end	That brings me to the end of my presentation. That completes my presentation. Before I stop / finish, let me just say ... That covers all I wanted to say today.

Questions

an invitation for	I'd be glad to try and answer any questions.
questions /	So, I'd now be glad to answer any questions.
to make comments, or start a discussion	So, let's throw it open to questions. / Any questions? / I'd like to suggest we start the discussion now.

Close

Thank you for your attention.
 Thank you for listening.
 I hope you will have gained an insight into ...

UNIT THREE

HISTORICAL BACKGROUND of RESEARCH PROBLEM

i. WARM-UP

1. Discuss the following questions.

- Has your research problem attracted much attention in recent years?
- Who was the first to recognize/point out the problem?
- When did the interest in this problem increase?

ii. VOCABULARY

at that time
 the first studies/investigations on the problem
 to be the first/to pioneer/to initiate
 to date back to/to go back to
 to pay attention to

to observe/to consider
 to give rise to
 to remain unsolved
 to require further effort/study
 to stimulate interest in
 to add greatly to our knowledge
 to lay the foundation for

2. Complete the sentences

1. In recent years.... has greatly increased.
2. Over the past few years the interest in has considerably....
3. X was the first to... the problem of....
4. The first studies/observations/experiments.... .
5. At present, research is concentrated on....
6. Many aspects of the problem still remain...

iii. SPEAKING

3. **Prove that your research problem is very urgent and up-to-date. Use the vocabulary list given above.**

iv.

READING

4. **Read the title of the article. Can you guess what it deals with?**
5. **Read the article to find the answers to the following questions.**
 1. What was the discovery of *penicillin/ gravity /making a good inexpensive paper/ saccharin* due to?
 2. Who discovered *penicillin/ gravity/ how to make a good inexpensive paper/ saccharin*?
 3. How did it happen?
 4. What did these discoveries lead to?
 5. In what way are these discoveries used at present?
 6. How might these discoveries be used in future?

WHY DON'T SCIENTISTS ADMIT THEY ARE HUMAN?

W. Furness Thompson

Did you ever read a scientific paper that begins, "For no good reason at all I had a hunch that..." or "I was just fooling around one day when..."? No sir! Seldom does a trace of anything haphazard, anything *human*, appear in published reports of research experiments. The scientific paper will more likely begin: "In view of recent evidence concerning the Glockenspiel theory, it seemed advisable to conduct...." And the report will go on to describe a carefully thought-out experiment that followed not only a logical but also a chronological order. *This* was done, *this* resulted, therefore *these* conclusions were suggested. Scientific tradition demands that scientific papers follow that formal progression: method first, results second, conclusion third. The rules permit no hint that, as often happens, the method was really made up as the scientist

went along, or that accidental results determined the method, or that the scientist reached certain conclusions before the results were all in, or that he *started out* with certain conclusions, or that he started doing a different experiment.

Much scientific writing not only misrepresents the workings of science but also does a disservice to scientists themselves. By writing reports that make scientific investigations sound as unvarying and predictable as a pavan, scientists tend to promulgate the curious notion that science is infallible. That many of them are unconscious of the effect they create does not alter the image in the popular mind. We hear time and again of the superiority of the "scientific method." In fact, the word "unscientific" has almost become a synonym for "untrue." Yet the final evaluation of any set of data is an individual, subjective judgment; and all human judgment is liable to error. Thoughtful scientists realize all this; but you wouldn't gather so from reading most scientific literature. A pompous, stilted style too often seizes the pen of the experimenter the moment he starts putting words on paper.

Words direct our lives, after all. And if the words in which we read the scientist's own unfolding story of his science are all cold and calculated, empty of foible or failing, above even mention of mistake, how are we to divine that in the vast majority of moments when he is not writing, the scientist is a genial, sensible, rather humble man? By what occult power are we to recognize that his "objective evaluations" in the scientific journals are actually not magnificent infallibilities but fortunate conclusions of persistently pursued hunches, exhaustively explored intuitions, and unexpected observations?

Editors of scientific publications are not without their reasons for the current style of scientific writing. Their journals aren't rich. Paper and printing are expensive. Therefore, it is expedient to condense articles as much as possible. Under pressure of tradition, the condensation process removes the human elements first. And few scientific writers rebel against the tradition. Even courageous men do not go out of their way to publicize their deviations from accepted procedures. Then, too, there is an apparent objectivity and humility attached to the third person, passive voice writing technique adopted in the preparation of most scientific papers. So, bit by bit, the true face of science becomes hidden behind what seems to the outsider to be a smug all-knowing mask. Is it any wonder that in the popular literature the scientist often appears as a hybrid superman-spoiled child?

No small contribution to modern culture could be the simple introduction, into the earliest stage of our public-school science courses, of a natural style of writing about laboratory experiments as they really happen. This is something that could be done immediately with the opening of classes this fall. It requires no preparation except a psychological acknowledgment of the obvious fact that the present form of reporting experiments is a mental strait jacket whose very appearance is calculated to repel the imaginative young minds science so sorely needs.

Dare the local schoolteacher depart from the stereotype imposed by tradition? I think he should. It would be foolish to expect every scientist to become a composite of, say, Pasteur and Hemingway. But the teacher could point out that a writing tradition which removes a portion of humanity is also liable to remove a portion of truth. He could encourage his students to report

facts as they see them, including facts that convention might regard as "unscientific" and, therefore, out of place in a written report. The giants of science could serve as guides. Let me quote from the article in the June, 1929, issue of the *British Journal of Experimental Pathology* in which Sir Alexander Fleming, the English bacteriologist, announced the discovery of penicillin: «While working with staphylococcus variants [types of bacteria] a number of culture plates were set aside on the laboratory bench and examined from time to time. In the examination, these plates were necessarily exposed to the air and they became contaminated with various microorganisms. It was noticed that around a large colony of the contaminated mold the staphylococcus colonies became transparent and were obviously undergoing lysis [dissolution]».

This paragraph is far from a literary masterpiece, but it does illustrate a straight-forwardness which is infrequently present in scientific writing. Did Fleming report anything that happened according to plan? Not unless necessary exposure to air is counted as planning. The whole business was an accident, and Fleming said so.

Fleming did not discover penicillin because he was hunting for it. He made the discovery because he was *curious* about something he saw. He saw the germs on his plates being killed by an air-borne mold. What was the mold and how did it kill?

This penicillin episode is an instructive example of how wrong the popular conception of "scientific method" can be. Even after he isolated penicillin Fleming was unable to make more than a meager quantity of it that was useful. Ten years were to pass before the antibiotic was mass-manufactured, and then the job could not be done in the discoverer's native England. Penicillin did not become a practical reality until Dr. Alfred Newton Richards, Chairman of the National Research Council's Committee on Medical Research in this country, persuaded United States manufacturers to go into speculative development of the drug.

Our firm—Smith, Kline, and French—was one of the companies Richards approached. We were interested. We thought a mushroom outfit might be a good place to grow the mold. I was sent to talk to the mushroom man. As I explained the process of growing molds and extracting penicillin, he paled. He got rid of me as fast as he could. Much later, I found out that mushroom growers *plan* their science on the principle that all molds are evil and should be destroyed. Only those mushroom men who ignored their own traditional "method" were able to benefit the world, and incidentally, become rich themselves, by growing penicillin.

Science, in practice, depends far less on the experiments it prepares than on the preparedness of the minds of the men who watch the experiments. Sir Isaac Newton supposedly discovered gravity through the fall of an apple. Apples had been falling in many places for centuries and thousands of people had seen them fall. But Newton for years had been curious about the cause of the orbital motion of the moon and the planets. What kept them in place? Why didn't they fall out of the sky? The fact that the apple fell down toward the earth and not up into the tree answered the question he had been asking himself about those larger fruits of the heavens, the moon and the planets.

How many men would have considered the possibility of an apple falling *up* into the tree?

Newton did because he was not trying to predict anything. He was *just wondering*. His mind was ready for the unpredictable. Unpredictability is part of the essential nature of research. If you don't have unpredictable things, you don't have research. Scientists tend to forget this when writing their cut and dried reports for the technical journals, but history is filled with examples of it.

In 1925 William Mason, a mechanical engineer, hit upon the idea of heating wood until it exploded and then using the fibers to make a good inexpensive paper. He was in a factory drying some of the fibers when a friend asked him to lunch. After turning off the steam valve that regulated the heat, Mason left the place. He had a leisurely lunch followed by a few extra cups of coffee. When he returned to the factory he discovered to his horror that the valve he thought he had closed was defective—the heat had remained on all the time he was away. The wood fibers weren't merely dry; they were baked! Mason's first reaction was to throw the fibers away. Before he did so, however, he took a long close look at them. He found a smooth sheet not of paper but of a new very special kind of grainless wood.

Another man made a valuable discovery because he forgot to wash his hands. He knocked off work in a laboratory to eat a roast beef sandwich, took one bite and gagged. The sandwich was sickeningly sweet! In reaching for a glass of water, he noticed his hands were dirty. Could the dirt have anything to do with the unexpected sweetness of that sandwich? He examined the stuff he had been handling in the laboratory before lunch and thereby discovered saccharin. Serendipity is the high-sounding name for this kind of happy accident.

In talking to some scientists, particularly younger ones, you might gather the impression that they find the "scientific method" a substitute for imaginative thought. I've attended research conferences where a scientist has been asked what he thinks about the advisability of continuing a certain experiment. The scientist has frowned, looked at the graphs, and said "the data are still inconclusive." "We know that," the men from the budget office have said, "but what *do you* think? Is it worthwhile going on? What do *you* think we might expect?" The scientist has been shocked at having even been asked to speculate.

What this amounts to, of course, is that the scientist has become the victim of his own propaganda. He has put up the infallible objective front so consistently that he not only believes it himself, but has convinced industrial and business management that it is true. If experiments are planned and carried out according to plan as faithfully as the reports in the science journals indicate, then it is perfectly logical for management to expect research to produce results measurable in dollars and cents. It is entirely reasonable for auditors to believe that scientists who know exactly where they are going and how they will get there should not be distracted by the necessity of keeping one eye on the cash register while the other eye is on the microscope. Nor, if regularity and conformity to a standard pattern are as desirable to the scientist as the writing of his papers would appear to reflect, is management to be blamed for discriminating against the "odd balls" among researchers in favor of more conventional thinkers who "work well with the team."

All of us who actually have to do with research know that the "odd ball" often is a 17 more

valuable scientist than his well-adjusted colleague. "Odd ball" may be too strong a phrase. I'm not talking about the man who is extremely unusual—who wears a Napoleon hat. No, I mean the man who doesn't conform, who doesn't always think the way most of us are thinking, who doesn't always act the way most of us are acting.

I can remember an extremely valuable senior scientist of ours who made many important contributions to our research program but who apparently did very little work, and who took privileges which were quite conspicuous. He was a flower fancier. He spent so much time growing flowers in his laboratory that it began to look like the beginning of a small greenhouse. We were worried about the effect of this man on the morale of those who worked with and for him. But when we looked into the situation we found that our fears were groundless. He was not resented. The others around him realized that if they were contributing as much as he, they too could grow flowers in the lab or design Rube Goldberg apparatus.

At least a large part of the nonscientist's hostility to or fear of the scientist rises from 19 the stereotyped idea of the scientist as a man, the myth that the scientist himself perpetuates. This imaginary person does not quite belong to the same species as other human beings; he lives in a different world; he thinks in a different way.

Actually, the scientist thinks in much the same way that the rest of us do. The problems he encounters in his work are different from our problems, but his method of arriving at solutions is much the same as ours. The scientist is not necessarily smarter or more creative than the nonscientist. The psychological process of creativity—whether a man is creating a new vaccine, a novel, a painting, or a piece of sculpture—is much the same for everybody.

If the scientist, in writing about his work, will present himself as a fellow fallible 21 human, he will lead us all to be receptive of his accomplishments, tolerant of his failures, and far less likely to demand of him more than he can possibly give.

Find the key sentences to each paragraph. Summarize the content of the article using the phrases:

- 1) The headline of the article is ... (The article is headlined ..., The headline of the article I've read is...)
- 2) The author of the article is...
- 1) The object (purpose) of this paper is to present (to discuss, to describe, to show, to develop, to give)...
- 2) The paper (article) puts forward the idea (attempts to determine) ...
- 1) The paper (article) discusses some problems relating to (deals with some aspects of, considers the problem of, presents the basic theory, provides information on, reviews the basic principles of) ...
- 2) The paper (article) is concerned with (is devoted to) ...
- 1) The paper (article) begins with a short discussion on (deals firstly with the problem of) ...
- 2) The first paragraph deals with ...
- 3) First (At first, At the beginning) the author points out that (notes that, describes)...
- 1) Then follows a discussion on ...
- 2) Then the author goes on to the problem of ...
- 3) The next (following) paragraph deals with (presents, discusses, describes) ...
- 4) After discussing ... the author turns to ...
- 5) Next (Further, Then) the author tries to (indicates that, explains that) ...
- 6) It must be emphasized that (should be noted that, is evident that, is clear that, is interesting to note that) ...
- 1) The final paragraph states (describes, ends with) ...
- 2) The conclusion is that the problem is ...
- 3) The author concludes that (summarizes the) ...
- 4) To sum up (To summarize, To conclude) the author emphasizes (points out, admits) that ...
- 5) Finally (In the end) the author admits (emphasizes) that ...
- 1) In my opinion (To my mind, I think) ...
- 2) The paper (article) is interesting (not interesting), of importance (of little importance), valuable (invaluable), up-to-date (out-of-date), useful (useless)...

vi. **WRITING**

8. Write an abstract to the article "Why don't scientists admit they're human?" use the following phrases:

The paper deals with

The investigation (the research) is carried out

The experiment (analysis) is made

The research includes (covers, consists of)

The data (the results of ...) are presented (given, analyzed, compared with, collected).

The purpose of the research is to prove (test, develop, summarize, find)

Special attention is paid (given) to

Some factors are taken into consideration (account)

The scientists conclude (come to conclusion)

The paper (instrument) is designed for
 A brief account is given of
 The author refers to ...
 Reference is made to
 The author gives a review of
 There are several solutions of the problem
 There is some interesting information in the paper
 It is expected (observed) that
 It is reported (known, demonstrated) that
 It appears (seems, proves) that
 It is necessary to introduce
 It is impossible to account for
 It should be remembered (noted, mentioned)

viii. **DO IT YOURSELF**

10. Write a short abstract of an article which:

- a. **you have written for an scientific journal**
- b. **you have recently read**

Think of the book you have recently read. Summarize its content and say whether this book was worth reading and why.

MODULE TWO

SCIENTIFIC COMMUNICATION UNIT ONE

THE ENGLISH LANGUAGE – LANGUAGE of INTERNATIONAL SCIENTIFIC COMMUNICATION

i. WARM-UP

- 1. Complete the following sentences. Use the words in the box if you like. Then compare with other people in the class.**

“For me, learning English is _____.”

a pleasure, a hobby, an opportunity, a necessity, an effort, a problem, a pain, a nightmare

Why are you learning English? Complete the sentences below and number them in order of importance for you. Compare with a partner.

In general, I want to:

learn write read improve feel make

- a _____ more confident when I speak.
- b _____ my listening skills.
- c _____ lots of new vocabulary.
- d _____ fewer grammar mistakes.
- e _____ better clear English.
- f _____ without using a dictionary.

In particular, I need English for:

taking travelling, socializing, doing, giving writing

3. Are you learning English for some other reasons? Add them to the list above.

ii. READING

4. How much do you know about the world's major language? Try the quiz. Then check your answers in the article "English Inc."

Test your knowledge...

1. Approximately how many languages are there in the world?
 - a. 650 b. 6,500 c. 65,000 d. 650 000
2. Order the world's top ten languages according to the number of native speakers.

Portuguese _ Arabic _

Chinese _ Japanese _

Russian _ German _

English _ Spanish _

Hindi _ Bengali _

3. How many people speak English as a first, second or third language?
 - a. 0,5 billion b. 1 billion c. 1,5 billion d. 2 billion
4. In a recent survey, how many Europeans said everyone should speak English?
 - a. 49% b. 69% c. 89% d. 99%
5. How much of the world's mail is written in English?
 - a. 25% b. 50% c. 75% d. 90%
6. How much of the world's mail is written in English?
 - a. 50% b. 60% c. 70% d. 80%
7. How many languages disappear every year?
 - a. 2 b. 5 c. 10 d. 20
8. What is the world record for the most foreign languages spoken by one person?
 - a. 14 b. 24 c. 44 d. 64
9. Where is the record holder in 8 from?
 - a. the USA b. Singapore c. Holland d. Nigeria

ENGLISH INC.

English is to international communication what VHS is to video, Microsoft to software and Pentium to the microchip. It is, for better or worse, the “industry standard”. And those who don’t speak at least a little risk losing business to the increasing number who do. A quarter of the planet currently speaks English. That is one and a half billion people, two-thirds of whom speak it as a foreign language.

In a recent survey, 69% of Europeans said they thought everyone should speak English. More than half of them already do. For most, it’s not a question of choice but of necessity, as English has rapidly become the first language of business, science and popular culture. Three-quarters of the world’s mail is in English. So are four out of five e-mails and most of what you find on the Internet.

However not everyone welcomes the linguistic monopoly. The French Ministry of Finance, for instance, recently surprised the international business community by banning English terms like e-mail and Internet. In fact seven teams of language experts have been employed to come up with French alternatives. *Le Web* is not acceptable. *La toile* is. And when the French president himself referred to start-up companies as *les start-upistes* in a televised speech, he was strongly criticized for failing to defend France against the advance of the English language.

The French have a point. Twenty languages disappear every year because nobody speaks them anymore. At that rate, by the end of the 21st century almost a third of the world’s six and a half thousand languages will be dead. Even in Germany, where *Denglish* is fashionable, and phrases like *Jointventure*, *Powerpartner* and *Fitness-training* are common, the leader of Free Democrats has expressed concern about the “flood of Anglicism descending on us from the media, advertising, product description, and technology”. Some go so far as to call it “a form of violence”.

Maybe it is, and big business certainly accelerates the process. As Professor David Crystal, author of the *The Cambridge Encyclopedia of Language*, puts it, “wave dollar bills in front of someone, and they will learn complicated spelling and grammar”.

But what about people who learn foreign languages just for fun? A 37-year-old American, Gregg Cox, has taken this simple pleasure to extremes. He holds the world record for speaking the most foreign languages – sixty-four at the last count! He would undoubtedly be an asset to any company doing international business. But for those of us who are less gifted linguistically, the power of the American dollar means there may soon be only one foreign language we need to learn, and that language will be English.

The number of native speakers of the world’s top ten languages:

1. Chinese 726m 6. Portuguese 165m
2. English 427m 7. Bengali 162m
3. Spanish 266m 8. Russian 158m
4. Hindi 182m 9. Japanese 124m
5. Arabic 181m 10. German 121m

UNIT TWO

SCIENTIFIC CONFERENCES

i. WARM-UP

1. In pairs, discuss the following questions:

- a. Which of these methods of communications do you usually use: an academic journal, a conference, an online forum or science blog, a newspaper, a popular science book?
- b. Why is it important for scientists to keep in touch with:
 - other people in their field?
 - people in other fields of science?
- c. Have you ever been to a conference?
- d. What might be difficult about attending a conference where the main language is English?

ii. READING

2. Read the text and compile a guide-paper for a conference participant.

HOW TO PARTICIPATE IN AN INTERNATIONAL MEETING

How to participate in International Meetings? If you don't know, here are some bits of advice. At an international meeting you do not only represent yourself, your own aspirations or even your own professional organization. You are also representing your country and should endeavour to do so with appropriate dignity. The only way of participating in an international congress is to do so whole-heartedly and intelligently. It is the behavior and active participation of the congress-goers which above all ensures the success of a congress. Don't be the type of participant who cannot adapt himself.

Think about what you hope from the meeting. Remember that its duration is limited to a few days. Remember that the other participants expect you to contribute something. Be active, ready to listen to the ideas of others. Don't be self-centered or quick-tempered. Familiarize yourself with the rules of the congress, but with a view to respecting them, not to causing difficulties.

Do not stay in an ivory tower, but do not take part in discussions just for the pleasure of hearing your own voice or of having your name written down in the minutes.

Make sure that by your own behavior you are helping the chairman and other organizers in their difficult task of guiding the proceedings successfully to concrete conclusions, in an atmosphere of co-operation and friendship between the participants of each country. Contact with the other participants.

If you wish to draw the greatest benefit from an international congress, make contact with persons whom you already know, but also make a point of meeting as large a number of unfamiliar faces as possible.

Take advantage of meals, receptions and excursions, change to another group instead of staying with your compatriots, or at the same table, or in the same coach.

Discretion is all very well, but timidity is useless and annoying. Remember that others are in the

same position as you, and many may be even more isolated. Introduce yourself to other people and make as many introductions as possible between other participants. Taking part in a discussion be clear and brief. Don't overstep your allotted time. This may annoy the chairman and other participants. Make use of your own notes but don't simply read them out. A well-prepared impromptu speech will interest listeners far more than one reads from notes.

Speak in the official congress language you know best and don't try to display your multilingual talents. It should never be necessary for you to be translated into your mother tongue.

Don't change your mind without good reasons.

iii. **VOCABULARY**

to be engaged in ...

to write a paper on ...

to give a talk on ...

to give the floor to someone

to take the floor

to give a paper at the conference

to be a contributing participant

to have an inquisitive mind

to be highly competent in one's field

to speak on ...

to take notes

to look through notes

to keep/to stick to the point

to do very well in many fields of scientific and public life

His ambition is to become ...

to get acquainted with ...

Mathematicians are not in great demand nowadays.

The aim of his investigations is observation of...

Participants of the Conference are invited to proceed to the Conference Hall.

The session starts in ten minutes.

The first paper is

It is followed by the second one ...

The paper was presented in a rather peculiar way.

The speaker followed the classical principle "Stand up, speak up, shut up"

A number of slides were shown and even some jokes were told.

As to the second paper, the subject was a bit boring, the presentation monotonous, the translation poor.

A room has been booked for you at the hotel Hilton.

An official invitation and the programme have been sent to you.

Plane tickets will be booked as soon as you give your consent.

You are expected to read a paper.

The theses of your paper are to be sent to our address as soon as possible.

In case you'd like to come with your wife her expenses (plane tickets, hotel accommodation and service, excursions, receptions, etc.) are to be covered by you.

iv. **SPEAKING**

3. Answer the questions using the phrases given above. Speak on participating in a scientific gathering.

Have you ever attended a scientific congress/conference/symposium?
 What is the purpose of this gathering?
 What problem was it devoted to?
 When and where was it held?
 Who was its president?
 What was the approximate number of the participants?
 Were there any foreign delegates invited and if so, in what way were language difficulties dealt with?
 Where was the opening ceremony held?
 Who lectured in the opening plenary session and what was the subject under discussion?
 What was the number of sessions at work and how many sessions were usually held simultaneously?
 Were the abstracts of the main communications available to the delegates before the meetings?
 Which of the problems touched upon attracted general attention and why?
 Who was the most significant communication at this conference given by?
 What problems did it deal with?
 Have you given a contribution at this conference?
 How much time were you allowed to develop your subject?
 How much time was set aside for discussions?
 Did this time prove adequate?
 Were the discussions lively?
 Did you take part in any of these discussions?
 When were the proceedings closed?
 What was this conference especially noteworthy for?
 Were there any interesting tours or excursions arranged for its participants?
 How were the delegates accommodated?
 Was there any banquet given to the participants and guests of this conference?
 Who addressed the banquet?
 Are you going to attend any other scientific gathering of this kind in the nearest future?
 When and where is it going to be held?
 What are you going to talk about?
 What was on the agenda?
 What is the subject?

4. Your friend has never participated in a conference. He wants to know about your experience. Make up a comprehensive account of your participation in the work of some scientific gathering. Tell him what the most difficult thing for you was and what you liked the most.

v. WRITING

5. You have received an invitation to an international conference:

Dear Colleague,

Strategic Studies Institute invites you to take part in the 4th international scientific conference "Science, Technology and Higher Education" which will take place on April 17. It is a remote conference.

For participation in conference we invite scientific and pedagogical workers, doctoral candidates, graduate students, and also all persons who have interest in these problems.

The purpose of the 4th International Conference is to provide an opportunity for academicians and professionals from various fields from all over the world to acquaint each other with their scientific surveys. An additional goal of the conference is to issue a collection of scientific articles by researches with cross-disciplinary interests related to modern European science and technology and to provide an interaction with the members of different disciplines.

After conference the collection of scientific articles with international standard book number – ISBN with output data of publishing house in Canada (Westwood, Canada) will be published.

You can look at the materials of the international conference "Science, Technology and Higher Education" on our site in the section "Archive".

Please send the registration form and your paper completed according to the publication requirements to the Organizing Committee sciencic.com@gmail.com. You will be notified of acceptance/rejection and terms of payment with an email within three working days.

Final Regular Paper Submission and Registration: April 8, 2013
Yours faithfully,

Dr. Rush

Program Committee Chairman

6. **Look at the examples below, use them as the models and write a letter in which you:**
 - a. **acknowledge the receipt of the invitation (Ex.5) to submit a paper for publication;**
 - b. **express gratitude for the invitation;**
 - c. **give the title of your paper.**

Example 1.

Dear Sir,

I wish to inform you that I have received your letter of 10 February, 2013 in which you invited me to participate in the 3rd International Congress on... to be held in..., July 3-7, 2013.

It gives me pleasure to accept your invitation. From the list of topics enclosed I have chosen And will present a title ...

Yours faithfully,

Name

Example 2

Dear Dr. ...,

It is a pleasure to receive your letter dated March 17, 2013. We greatly appreciate your kind

invitation to participate in the International Conference to be held in London, September 2-3, 2013. The title of my paper is “.....”. This is a review of the latest research data obtained in our laboratory.

Sincerely yours,

Name

Useful phrases how to accept an invitation

I am delighted to accept an invitation to participate in the conference on.....

I am pleased to accept an invitation to the Congress on Nano materials and would like to contribute to the session on

I appreciate very much your invitation to...

UNIT THREE

SCIENTIFIC PUBLICATIONS

i. WARM-UP

1. In pairs, discuss the following questions.

- a. Have you ever published a paper?
- b. What advice would you give to someone who wanted to get an article published?

ii. READING

2. Read the texts and be ready to tell your partner the main points in the articles. Say what is common about them

SCIENTIFIC COMMUNICATION

For scientific research communication is essential. Science is to be characterized as “public knowledge”. In other words the aim of the scientist is to create, criticize, or contribute to a rational consensus of ideas and information. If you accept this as a general notion, you will agree that the results of the research only become completely scientific when they are published.

Our present system of scientific communication depends almost entirely on the “primary” literature. This has three characteristics: it is fragmentary, derivative, and edited. These characteristics are quite essential.

a.

A regular journal carries from one research worker to another the various discoveries, deductions, speculations and observations which are of common interest. Although the best and most famous scientific discoveries seem to open whole new windows of the mind, a typical scientific paper has never pretended to be more than another little piece in a large jigsaw - not significant in itself but

as an element in a greater scheme. Primary scientific papers are not meant to be final statements of indisputable truths; each is merely a tiny tentative step forward, through the jungles of ignorance.

b.

Scientific papers are derivative, and very largely unoriginal because they lean heavily on previous research. The evidence for this is plain to see, in the long list of citations that must always be published with every new contribution. It is very rare to find a reputable paper that contains no references to other research. Indeed, one relies on the citations to show its place in the whole scientific structure.

c.

The editing of the scientific literature is a more delicate matter. The author presents entirely false picture of his actual procedure of discovery. All the false starts, the mistakes, the unnecessary complications, the difficulties and hesitations, are hidden. All is made easy, simple and apparently inevitable. Considering all this, external censorship of scientific papers is an essential element of our system of scientific publication. We must be able to rely on the basic accuracy and honesty of what we read in other people's papers, for we are always using their results in the constructions or arguments for ourselves. The communication problem would be ten times worse if there were no scrutiny by expert referees.

WHY DO SCIENTISTS TALK?

Herman Bondi

There are two main methods for scientists to communicate with each other. The publication of scientific research papers is the method of the greatest long-term importance. For this reason a large number of journals exist throughout the world appearing at more or less frequent intervals, containing original papers submitted by scientists. These scientific journals are the very essence of science. It is through them and through the study of papers by other scientists in detail and at leisure that we can learn to understand each other's work sufficiently to extend it, to criticize it, to check it, and to communicate it further to our students and colleagues.

The importance of this permanent record of scientific work cannot be overestimated in the growth of scientific subjects, and modern developments have tended all the time to increase this importance. At one time, a hundred years ago or so, a great deal of scientific communication was in the form of books. Some of these, like Darwin's *Origin of Species*, communicated ideas of the very first importance to the scientific world at large. A great disadvantage of books, however, is that they tend to be rather massive and therefore the writing up of the work usually extends through many years. With the intensive and co-operative efforts of large numbers of scientists, which is the rule nowadays, a far more frequent means of communication is desirable, and provided by scientific journals. For them too, there is the standard of scientific publications that has been established over the years. Few journals will accept a paper unless it is a complete piece of work.

Thus most scientific journals when the author sends them his paper for publication, first send it to a referee, a man making roughly the same field as the author, who is able to judge whether the contribution is an original or duplicated work already published, whether it is likely to be of importance for the subjects to deserve inclusion in the next issue of the journal, whether there are obvious errors that the authors may have not noticed, and finally, perhaps the most important criticism of all, whether the paper is clear.

Another characteristic of the printed record is its impersonal nature. Over the years, a highly impersonal style has grown up in scientific publishing, which from the many points of view is very desirable, especially in order to keep down the emotional overtones that are always present

in human co-operation and that are no less common among scientists than among others.

Now, at last, I was approaching the core of my subject, for this other means of communication is talking. Talking not on a platform but in the most informal way conceivable, talking across a coffee table, at a bar, while going for a swim, and so on. It is only by personal talk between scientists that unformed ideas can travel from one mind into another and that the motivation for different lines of attack can be discussed. It is only by talking that a scientist can discover which point of his approach seemingly so clear to himself, others find particularly hard to understand. Of course, for talking personal confidence contact is essential. Unfortunately, many meetings are overorganized with far too much time taken by set talks with little left for the discussions, and hardly any time or energy for the purely informal personal contacts that are so vital.

3. Read the second text again and answer the questions

1. What methods of communication for scientists do you know?
2. Why are scientific journals the very essence of science?
3. What is the great disadvantage of books?
4. What standard of scientific publications has been established?
5. Why is the paper first sent to a referee?
6. Do you also think that an impersonal style of papers is very desirable?
7. Why does the author think that talking is an essential means of communication?
8. What kind of talking is desirable and why?

4. Below are eight extracts from an article which gives advice on publishing your research. Match the headings (1-8) to the extracts (A-H).

1. Write your cover letter
5. What to do if your paper is accepted
2. Choose your journal carefully
6. Reacting to a journal response
3. Submitting your paper
7. What happens next
4. Follow the guidelines
8. What to do if your paper is rejected

A _____

Talk to other researchers in your field. They will be able to suggest journals for your work and will know whether the journal has any rules that make it particularly easy.

B _____

Read the journal's instructions for authors before you submit. These are usually available on the journal's website. Look at the format of the journal's papers.

C _____

Different journals have different rules about the number of copies to submit and whether to submit electronically or in hard copy. Make sure your manuscript is submitted correctly.

D _____

Keep your cover letter short as the editor who will read it probably receives many papers.

E _____

The journal will probably contact you to say they have received your article. If you don't hear anything, send the editor a short e-mail asking for acknowledgement of receipt and a reference number. When your paper has been read, the editor will write to you with a decision.

F _____

The editor's letter will clearly explain how you should revise your paper before resubmitting it, if any points are not clear, write back to the editor asking for explanations.

G_____

If the journal rejects your paper, discuss this with a colleague. It might be better if you submit your paper to another journal. Do not send angry or abusive letters (!).

H_____

Ask the editor about the journal's rules about copyright and any other conditions. Finally, thank all those who have helped you, letting them know when and where the research will be published.

6. Translate from Russian into English.

Уважаемые коллеги!

Оргкомитет и Программный комитет IX Международной заочной научно-практической конференции "ТЕОРИЯ И ПРАКТИКА СОВРЕМЕННОЙ НАУКИ" приглашают вас принять участие в конференции.

Конференция состоится 26-27 марта 2013 г. и пройдет в дистанционном формате. Материалы конференции будут опубликованы в форме сборника научных статей и разосланы авторам, а также доступны в электронном виде на сайте.

Сборнику будут присвоены ISBN, УДК, ББК.

Заявки подаются в электронном виде по форме, размещенной на нашем сайте, и состоят из двух файлов в формате WinWord: 1) анкета заявителя; 2) текст статьи; тезисы для публикации высылаются на e-mail оргкомитета rf-conf@bk.ru

MODULE THREE

BUSINESS COMMUNICATION

(written and oral)

UNIT ONE

BUSINESS EVENTS

i. WARM-UP

1. **In pairs, discuss the purpose of trade fairs and other business events** (to promote business, to inform people, to train people, to make contacts, to socialize, etc.)
2. **Interview your partner and complete the questionnaire.**

1. Have you ever been to ... ?
A a trade fair/exhibition **B** a seminar **C** a conference **D** a training course

4. Were you there as ...
A an exhibitor **B** a presenter **C** a participant **D** a visitor **E** a trainee

5. When did you last go to a business event? _____

6. Where was it?
A a conference center **B** a hotel **C** university **D** a company's office

7. Think about a business event you attended. Check the statements that are true for you.
 A I learnt a lot. E I'm pleased I went.
 B I made some good contacts. F It was a waste of time.
 C The social side was good. G It was expensive for my company.
 D I met some interesting people. H I had to write a report afterwards.

ii. **READING**

2. **Study the text as an example to write an article about the exhibition Students' Achievements in Science and Technology.**

EXHIBITION

This is the headquarters of the Information Centre of the exhibition Students' Achievements in Science and Technology which is in Moscow now. The exhibition is sponsored by the Ministry.... 34 higher educational establishments are taking part in it.

The exhibition draws attention to research (both pure and applied) done by the students in the fields of physics, chemistry, mechanics, cybernetics, electric and metallurgical engineering, economics and other areas.

The Information Centre has been set up to enable one to obtain information on any exhibit (object on show) easily and in the shortest possible time.

The exhibition is to open in a few days' time and now all sorts of last-minute preparations are under way. It is necessary to assemble, install, mount, check, adjust and fix different devices, machines, mechanisms, meters, apparatus and installations and to make special demonstration stands.

I am responsible for technical services at the exhibition. I think I understand the fundamentals of mechanics, cybernetics and other sciences well enough to be able to handle any mechanical or electric equipment. I've got specialized laboratory training and can now fix the trouble in case of equipment failure. I myself have a piece of research equipment here on display. It's a microprocessor. People say it's ahead of its time but I don't think so.

The present exhibition is more representative than the previous one. Its object is to exchange experience in scientific and technical work done by the students, to encourage their initiative and stimulate interest in research. A feature of this year's exhibition is a great number of participants and a great variety of exhibits. A special office has been set up for discussions and there is a hall for demonstrating films and giving lectures, conferences, seminars. Meetings (Get-togethers) with prominent scientists are also on the programme.

The section of the exhibition dealing with laser technique and holography is extremely interesting. There are a lot of remarkable exhibits there demonstrating the use of lasers in industry, medicine and research.

And in all the exhibits one can see the latest achievements of science: electronics, solid-state physics, quantum mechanics, nuclear physics, electrodynamics and computer sciences, not to mention mathematics.

iii. VOCABULARY

3. The phrases and questions below may guide you in preparing your talk on participating in a seminar or arranging it.

Seminar – a meeting for discussion or training (a one-day management seminar)

Exhibition - the act of showing sth, for example works of art, to the public

I've had some experience in arranging seminars.

We are supposed to 1) make up the agenda, 2) keep in touch with mass media, 3) inform the people concerned by letter or phone, 4) make the administration provide the necessary facilities, 5) have the theses and proceedings published.

When and where is the seminar to be held?

How many people are expected to speak?

What events ought the seminar to have bearings on?

Who is supposed to speak on ... ?

Who is the agenda supposed to be approved by?

Is the seminar likely to be covered by the press?

Who will provide all the necessary facilities?

Who is appointed the chairperson?

How long will the seminar last?

What's the subject –matter of the seminar?

What's the aim/motto of the seminar?

What are the purposes of the seminar and the tasks of the participants?

7. Translate into Russian (in writing).

Cabex-2013 is launched!

Today, on March 12, 2013 Sokolniki Exhibition and Convention Centre witnessed the opening ceremony of Cabex, the XII International Exhibition of cables, wires, and accessories. This is a large-scale professional event for the industry, that annually reflects the Russian cable market trends and unites Russian and foreign leading manufacturers within one exhibition space. Cabex continues to attract hundreds of professionals and experts in the field – manufacturers, engineers and big clients for cables, wires, and accessories.

The opening ceremony was attended by Mikhail Basheleishvili, CEO, MVK, part of the ITE Group; Aleksandr Tatarnikov, Deputy Head of the Moscow City Energy Department; Aleksandr Volchenko, Deputy Director of the Entrepreneurship and Investment Department under the Chamber of Commerce and Industry of the Russian Federation; Vladimir Lavrukhin, Counselor to the President of the Moscow Chamber of Commerce and Industry, and other distinguished guests. The exhibition will be running in Pavilion 4 until March 15 inclusive.

CABEX (Cable, wire and accessories)

Exhibition Themes:

- Cables

- Wires
- Accessories
- Special equipment
- Testing means and methods
- Scientific researches and developments
- Mounting and installation technologies
- Repairing means and methods for cable and wire industry
- Cable and wire in electric motor-building industry
- Standardization, certification of cable and wire products
- Environmental stewardship

Organizer: MVK

Venue: pavilion 4, Sokolniki Exhibition and Convention Centre, Moscow, Russia
Date: 3/12/2013 — 3/15/2013

Official site: www.cabex.ru

Official support: Russian Academy of Sciences, Intercable International Association, Svyazstroy Concern, Roselectromontazh Association; Mosenergo, PC; Svyazinvest, PC; Electrotechnics Academy of the Russian Federation.

UNIT TWO

MEANS of COMMUNICATION

i. WARM-UP

1. In pairs, discuss the following questions.

1. How often do you...
 - a. use the telephone?
 - b. send and receive faxes?
 - c. send things by a courier?
 - d. use internet mail?
 - e. use the postal service?
 - f. have face-to-face meetings?
2. What are the advantages and disadvantages of the different methods of communications mentioned in question 1? Think about the following:
bulk and weight, reliability, confidentiality, convenience, technology, image, cost, speed, quality
3. Are there any rules in writing e-mails, letters, faxes?

ii. **READING**

2. **Read the following article in a business magazine and discuss the questions below with a partner.**

DOES GRAMMAR MATTER?

According to report published recently, standards in written English are failing. This is mainly because people see the e-mail as an informal way of communicating where the normal rules of grammar and punctuation do not apply. In a survey by MSN, two-thirds of those aged 18-24 admitted that they were more concerned about the content than the grammatical correctness of their e-mails.

One in four of older users also said they were not concerned about grammatical correctness in their messages.

Surprisingly, in the same survey, most people said they were annoyed by errors in the e-mails they received. This intolerance is even greater when it comes to conventional letters. In another survey by the UK's Royal Mail, bosses said they would not do business with companies whose correspondence had mistakes in it. Unbelievably, they thought it was worse than overcharging. The survey calculated that bad writing skills could be costing offending firms two billion pounds in lost contracts.

1. Do you see e-mails as an informal way of communicating?
 2. If someone sends you a badly written e-mail, do you find it annoying? Are you more tolerant if you know they are not writing in their first language?
 3. Do you think bosses in the survey were right? Why?
3. **There are no universally accepted rules for writing e-mail, but here are some useful guidelines. Match each rule (a-g) to the reason (1-7) why it is useful.**
- a** Create a subject line with impact.
 - b** Write short sentences.
 - c** Keep paragraphs short.
 - d** Don't always trust your spell check.
 - e** Put your signature on the message.
 - f** Proofread the message before sending it.
 - g** Use headings, bullets, numbering.
1. It saves people scrolling down to see if there's more text.
 2. These will guide the reader and make the message easier to grasp.
 3. It can't tell the difference between *your* and *you're*, or *there's* and *theirs*.
 4. It is more likely that someone will read your e-mail.
 5. There's less chance the reader will miss anything.
 6. It creates a more professional image if there are no silly errors.
 7. You don't need complex grammar or punctuation.

iii. **WRITING*****Tips for writing formal letters:***

1. Write your own address in the top right-hand corner.
2. The date can go on either the left or the right.
3. Write the address, name and position of the person you are writing to.
4. Use Sir or Madam if you do not know the name of the person you are writing to, and use the person's title (Mr, Ms, etc.) and their surname if you do.
5. In your application use the word **post, position or vacancy, not job.**
6. Avoid contractions.
7. In British English end your letter **Yours sincerely** if you have begun it with a person's title and family name. If you have begun **Dear Sir or Madam**, then end your letter **Yours faithfully**.
8. Sign your name and print it in full afterwards.
9. **Encl. or enc.** shows you have enclosed something.

Example

22 Rocks Lane
 Bristol BS8 9DF
 20 April 2005
 Ms Patricia Wright
 Personnel Department
 Multimedia Design
 4 Albiton Road

London SE1 8DD

Dear Ms Wright,

I am writing to apply for the post of assistant designer advertised in the Evening Post of 18 April.

Please find enclosed a copy of my CV.

Since graduating from Cardiff University I have been working for EMS Corporate Imaging on a contract basis.

I have begun particularly interested in interactive and multimedia work and now wish to develop my career in that direction.

I would welcome the chance to work as part of a small dynamic team where I could make a significant contribution while developing my skills yet further. I would be happy to show you a portfolio of my work.

I am available for interview next week and look forward for hearing from you.

Yours sincerely

Mark Wallace

Enc. CV

Type of business letters**Useful phrases**

Letter of Enquiry

Thank you Letter

Letter of Complaint

Congratulation Letter

Letter Giving Information

Reference Letter

Invitation Letter

Letter of Apology

Confirm Letter

MODULE FOUR**MASTER's RESEACH
UNIT ONE****EDUCATION and CAREER
WARM-UP****1. In pairs, discuss the following questions.**

- a. What is the importance of education in a career?
- b. What is the purpose of science in your opinion?

ii. READING

2. **Read the text to answer the question “What does the author mean when he says ...?”**

- *the fundamental aim of science is to describe the facts of nature and natural events and not to “explain things”.*
- *every new discovery seems to widen the horizon and increase the extend of our contact with unexplored areas.*

THE PURPOSE of SCIENCE

We may ask what we have a right to expect of science in its relation to our natural world. We shall list two general purposes that it may be said to have.

The fundamental aim of science is to describe the facts of nature and natural events and not, as is so commonly thought, to “explain things”. Confusion on this point has probably been the case of the so-called conflict between science and religion.

The basic of science is the belief that natural events have natural causes. Consequently, when science looks for the cause of any given natural phenomenon, it is simply looking for a set of circumstances which gave rise to the event, circumstances which themselves grew out of a still earlier set of conditions. It makes this search by observing facts, by organizing these facts. It does not attempt to say why the chain of events originated.

For example, it is within the province of science to build a picture of the universe with its myriad celestial bodies, a picture or theory which to be satisfactory must agree with all of the observed facts about the motions, positions, and other attributes of these bodies. It is not a part of the business of science to say why a sequence of occurrences was begun which led to the present astronomical organization. Such a problem involves factors which do not lend themselves to the collection of experimental data.

A secondary purpose of science is the formulation, on the basis of experimental facts, of principles and theories which are generalizations and which will lead to new studies and increased knowledge.

There would seem to be no need to fear that we will soon have solved all the problems and made known the entire unknown. In fact the reverse is much more probable since every new discovery seems to widen the horizon and increase the extent of our contact with unexplored areas.

There can be little doubt that man’s technical intelligence rating is very high; whether he is also smart enough to benefit permanently from these advances or so stupid that he will let them destroy his civilization will probably be decided shortly.

i. **SPEAKING**

3. **What is the purpose of science according to the author?**

i. **WRITING**

4. **You have been asked to write an article presenting advantages and disadvantages of doing science. Write your article using 300-350 words.**

i. **DO IT YOURSELF**

5. **Imagine that you are going to participate in a conference “Modernization of Russian Higher Education”. Choose any topic you like and prepare a report for the conference.**
1. Advantages of modernization of Russian higher education.
 2. Disadvantages of modernization of Russian higher education.
 3. Specific features of two main cycles (undergraduate/graduate).
 4. Differences in scientific statuses in Russia and abroad.

UNIT TWO

UNIVERSITY DEGREE WORK

i. **WARM-UP**

1. **In pairs, discuss the following questions.**
 What parts should your thesis consist of? What are they?
 What is the purpose of each part?

ii. **READING**

2. **Read the text and speak on your manuscript structure.**

MANUSCRIPTS: GUIDE for AUTHORS

Manuscript is a copy of a book before it has been written (Oxford Advanced Learner's Dictionary).

Manuscripts should in general be organized in the following order:

- a. Title;
- b. Name(s) and affiliation(s) of author(s);
- c. Abstract; (abstract is a short piece of writing containing the main ideas in a document; summary is a short statement that gives only the main points of sth, not the details; the abstract should be no longer than 500 words)
- d. Introduction;
- e. Methods, techniques, material studied, and area descriptions;
- f. Results;
- g. Conclusions;
- h. Acknowledgements;
- i. References;
- j. Tables;
- k. Figure captions

iii. VOCABULARY

3. The following phrases can be used to signal the purpose of each part of your thesis. Divide the phrases (a-l) into four groups according to their functions (1-4).

- 1 state the research question
- 2 present the hypothesis
- 3 introduce the method
- 4 introduce key results

- a. An investigation was undertaken to explore...
- b. It seems likely that...
- c. Results show that...
- d. The aim of the study was to...
- e. The data suggest that...
- f. The present study investigates...
- g. The study provides strong evidence that...
- h. We demonstrate that...
- i. We expected that...
- j. We investigated a new method of +V-ing
- k. The method involved +V-ing
- l. ...was found to...

4. Study the list of words and phrases to speak on the contents of your Master's Research /University degree work.

Предмет исследования

study, investigate, examine, analyze, consider, deal with, describe, discuss, outline	изучать, исследовать, рассматривать, анализировать, описывать, обсуждать, кратко описывать
--	--

The investigation deals with the nature of DNA.

The author/the paper studies some physiological effects.

The case of the thin crystals is analyzed.

obtain, determine, find, establish	получать, определять, находить, устанавливать
------------------------------------	--

Preliminary data have been obtained.

The existence of two levels has been established.

derive equation/formulae	получать уравнение/ формулу/соединение/вещество
produce a compound/substance	
calculate, compute, estimate, evaluate, measure	вычислять, подсчитывать, оценивать, измерять
<i>The energy of Stark sublevels has been calculated.</i>	
<i>The intensity of living organisms in the lake Ontario was computed.</i>	
<i>The pulse intensity has been estimated.</i>	
<i>The system performance was evaluated.</i>	
develop method, technology, device	разрабатывать метод, технологию, прибор
design device, scheme	проектировать прибор, схему
construct, fabricate, create	изготавливать, создавать, строить, сооружать
собирать прибор	assemble device
solve problem, equation	решать задачу, уравнение
make, carry out, perform experiment/study/work	проводить/делать/ставить опыт/изучение/работу

Цель, назначение исследования

The aim (object, purpose, task) of the study is to determine (test, establish, measure, describe, explain)...

The study is intended (designed) to establish temperature dependence.

Методы исследования

method, technique, procedure, approach	метод исследования
Technique	метод, способ, методика, техника проведения опыта

Procedure	метод, прием, процедура, операция
apparatus, instrument, equipment	прибор
approach to	метод, подход, рассмотрение
device, apparatus, equipment, construction, set, set up	приспособление, устройство
set, set up, apparatus	установка

Область применения

use, employ, apply to, utilize	применять
be used (employed, applied to, utilized)	использовать
find use, find (have) application, be applicable	находить применение

Результаты исследования

give/provide/report/check/test/verify/treat/sum up/search for/find/extend to... result/findings/data/evidence/fact	Получать/распространять на результат/данные/находки/доказательства/ свидетельства/факт
The results obtained can be: simple, complicated, accurate, exact, excellent, good, satisfactory, preliminary, final, important, contradictory, convincing	полученные результаты могут быть: простыми, сложными, точными, хорошими, удовлетворительными, предварительными, окончательными, существенными, противоречивыми, убедительными
<i>The results: show, indicate, demonstrate, confirm, verify, support, favour, contradict, prove</i>	результаты: дают, показывают, объясняют, подтверждают, поддерживают, говорят в пользу, противоречат, опровергают, доказывают

Выводы, заключения

conclude , make/draw/reach a conclusion, come to a conclusion that..., it is concluded that..., lead to a conclusion, make it possible to conclude that, it may be noted/stated that

приходить к заключению/выводу, делать заключение относительно, приводить к заключению, давать возможность заключить, что..., на основании полученных результатов приходить к выводу , что..., можно отметить , что...

Прилагательные, характеризующие способ, методику,

приспособление, прибор:

main, chief, basic, principal, general, additional, modern, current, up-to-date, out-of-date, usual, conventional, unconventional, important, valuable, satisfactory, useful, convenient, appropriate, reliable, sensitive, exact, rigorous, accurate, crude, direct, straightforward, indirect, effective, elaborate, efficient, expensive, versatile, valid, adequate, promising, perspective, improved, modified

Существительные **feature, characteristics, peculiarity** могут определяться прилагательными **important, main, chief, basic, essential, remarkable, distinguished, notable, specific, characteristic, peculiar**

Предмет исследования **дает, создает, производит, обеспечивает give, produce, provide, yield, create, generate**

Метод, прибор, вещество **может: can, be capable of, allow, permit, enable, make it possible**

Оценка:иметь, обладать, давать достоинства, преимущества /have, present, offer advantage/s, merit

Advantage определяется следующими прилагательными **fundamental, chief, main, great, important, essential, marked, obvious, distinct, certain**

iv. **SPEAKING**

5. **Think of your research and say:**

- One or two sentences which provide the key background to the research
- A sentence which states your research question
- A sentence which presents your hypothesis
- Two or three sentences outlining the main methods used
- One or two sentences presenting the key results
- A sentence which states the key implication of your findings

v. **WRITING**

6. **Write a short project summary of about 150 words for your research. Use the vocabulary in Ex.4 and instructions (1-6) below.**

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

vi. **DO IT YOURSELF**

7. **Prepare a presentation of your research.**

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное образовательное учреждение
высшего образования
«СЕВЕРО-КАВКАЗСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»

МЕТОДИЧЕСКИЕ УКАЗАНИЯ

по организации и проведению самостоятельной работы

ИНОСТРАННЫЙ ЯЗЫК В СФЕРЕ ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ
(АНГЛИЙСКИЙ)

Направление подготовки

11.04.04 Электроника и наноэлектроника

Направленность (профиль)

Интеллектуальные программируемые
системы и устройства

Ставрополь, 2026

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Введение

Самостоятельная работа студентов по иностранному языку является неотъемлемой составляющей процесса освоения программы обучения иностранному языку.

Самостоятельная работа студентов (СРС) охватывает все аспекты изучения иностранного языка и в значительной мере определяет результаты и качество освоения дисциплины «Иностранный язык в сфере профессиональной коммуникации (английский)». В связи с этим планирование, организация, выполнение и контроль СРС по иностранному языку приобретают особое значение и нуждаются в методическом руководстве и методическом обеспечении.

Настоящие методические указания освещают виды и формы СРС по всем аспектам языка, систематизируют формы контроля СРС и содержат методические рекомендации по отдельным аспектам освоения английского языка: произношение и техника чтения, лексика, грамматика, текстовая деятельность, устная и письменная речь, использование учебно-вспомогательной литературы. Содержание методических указаний носит универсальный характер, поэтому данные материалы могут быть использованы студентами всех специальностей при выполнении конкретных видов СРС.

Основная цель методических указаний состоит в обеспечении студентов необходимыми сведениями, методиками и алгоритмами для успешного выполнения самостоятельной работы, в формировании устойчивых навыков и умений по разным аспектам обучения английскому языку, позволяющих самостоятельно решать учебные задачи, выполнять разнообразные задания, преодолевать наиболее трудные моменты в отдельных видах СРС.

Используя методические указания, магистранты должны овладеть следующими навыками и умениями:

1. правильного произношения и чтения на английском языке;
2. продуктивного активного и пассивного освоения лексики английского языка;
3. овладения грамматическим строем английского языка;
4. работы с учебно-вспомогательной литературой (словарями и справочниками по английскому языку);

5. подготовленного устного монологического высказывания на английском языке в пределах изучаемых тем;
6. письменной речи на английском языке.

Целенаправленная самостоятельная работа студентов по английскому языку в соответствии с данными методическими указаниями, а также аудиторная работа под руководством преподавателя призваны обеспечить уровень языковой подготовки студентов, соответствующий требованиям ФГОС по дисциплине «Иностранный язык в сфере профессиональной коммуникации».

В курсе обучения английскому языку используются различные виды и формы СРС, служащие для подготовки студентов к последующему самостоятельному использованию иностранного (английского) языка в профессиональных целях, а также как средства познавательной и коммуникативной деятельности.

РАЗДЕЛ I. РАБОТА НАД ПРОИЗНОШЕНИЕМ И ТЕХНИКОЙ ЧТЕНИЯ

1.1. Формы СРС над произношением и техникой чтения:

- 1) фонетические упражнения по формированию навыков произнесения наиболее сложных звуков английского языка;
- 2) фонетические упражнения по отработке правильного ударения;
- 3) упражнения по освоению интонационных моделей повествовательных и вопросительных предложений;
- 4) упражнения на деление предложений на смысловые отрезки, правильную паузацию и интонационное оформление предложений;
- 5) чтение вслух лексического минимума по отдельным темам и текстам;
- 6) чтение вслух лексических, лексико-грамматических и грамматических упражнений;
- 7) чтение вслух текстов для перевода;
- 8) чтение вслух образцов разговорных тем.

1.2. Формы контроля СРС над произношением и техникой чтения:

- фронтальный устный опрос на занятиях по отдельным формам СРС;
- выборочный индивидуальный устный опрос на занятиях по отдельным формам СРС. 7

1.3. Методические рекомендации по самостоятельной работе над произношением и техникой чтения:

При работе над произношением и техникой чтения следует обратить внимание на несоответствие между написанием и произношением слов в

английском языке. Это различие объясняется тем, что количество звуков значительно превышает число букв: 26 букв алфавита обозначают 44 звука, поэтому одна и та же буква в разных положениях в словах может читаться как несколько разных звуков.

При подготовке фонетического чтения текста рекомендуется:

- ☐ ☐ освоить правильное произношение читаемых слов;
- ☐ ☐ обратить внимание на ударение и смысловую паузацию;
- ☐ ☐ обратить внимание на правильную интонацию;
- ☐ ☐ выработать автоматизированные навыки воспроизведения и употребления изученных интонационных структур;
- ☐ ☐ отработать темп чтения

РАЗДЕЛ 2. РАБОТА С ЛЕКСИЧЕСКИМ МАТЕРИАЛОМ

2.1. Формы СРС с лексическим материалом:

- 1) составление собственного словаря в отдельной тетради;
- 2) составление списка незнакомых слов и словосочетаний по учебным и индивидуальным текстам, по определённым темам;
- 3) анализ отдельных слов для лучшего понимания их значения;
- 4) подбор синонимов к активной лексике учебных текстов;
- 5) подбор антонимов к активной лексике учебных текстов;
- 6) составление таблиц словообразовательных моделей.

2.2. Формы контроля СРС с лексическим материалом:

- фронтальный устный опрос лексики на занятиях;
- выборочный индивидуальный устный опрос лексики на занятиях;
- словарный диктант (с английского языка на русский, с русского языка на английский);
- проверка устных лексических заданий и упражнений на занятиях;
- проверка письменных лексических заданий и упражнений преподавателем / студентами.

2.3. Методические рекомендации по самостоятельной работе с лексикой

- 1) При составлении списка слов и словосочетаний по какой-либо теме (тексту), при оформлении лексической картотеки или личной тетради-словаря необходимо выписать из англо-русского словаря лексические единицы в их исходной форме, то есть:

имена существительные – в именительном падеже единственного числа (целесообразно также указать форму множественного числа, например: shelf - shelves, man - men, text – texts;

глаголы – в инфинитиве (целесообразно указать и другие основные формы глагола – Past и Past Participle, например: teach – taught – taught, read – read – read и т.д.).

2) Заучивать лексику рекомендуется с помощью двустороннего перевода (с английского языка – на русский, с русского языка – на английский) с использованием разных способов оформления лексики (списка слов, тетради-словаря, картотеки).

3) Для закрепления лексики целесообразно использовать примеры употребления слов и словосочетаний в предложениях, а также словообразовательные и семантические связи заучиваемых слов (однокоренные слова, синонимы, антонимы).

4) Для формирования активного и пассивного словаря необходимо освоение наиболее продуктивных словообразовательных моделей английского языка.

РАЗДЕЛ 3. РАБОТА СО СЛОВАРЕМ

3.1. Формы СРС со словарем:

- поиск заданных слов в словаре;
- определение форм единственного и множественного числа существительных;
- выбор нужных значений многозначных слов;
- поиск нужного значения слов из числа грамматических омонимов;
- поиск значения глагола по одной из глагольных форм.

3.2. Формы контроля СРС со словарем:

- устная проверка домашних заданий на занятиях;
- проверка заданий в тетрадях;
- контрольные задания по отдельным формам СРС в аудитории (в тетради или на доске);
- перевод предложений, абзацев, текстов с использованием методик поиска слов и их значений в словаре.

3.3. Методические рекомендации по самостоятельной работе со словарем

1) При поиске слова в словаре необходимо следить за точным совпадением графического оформления искомого и найденного слова, в противном случае перевод будет неправильным (ср. plague - бедствие, plaque - тарелка; beside –

рядом, besides – кроме того; desert – пустыня, dessert – десерт; personal – личный, personnel – персонал).

2) Многие слова являются многозначными, т.е. имеют несколько значений, поэтому при поиске значения слова в словаре необходимо читать всю словарную статью и выбирать для перевода то значение, которое подходит в контекст предложения (текста).

Сравните предложения:

а) Red Square is one of the biggest squares in Europe.

б) You must bring this number to a square. 13

в) If you want to get to this supermarket you must pass two squares.

г) He broke squares.

Изучение всей словарной статьи о существительном square и сопоставление данных словаря с переводимыми предложениями показывает, что в предложении а) существительное Square имеет значение «площадь» («Красная площадь - одна из самых больших площадей в Европе»), в предложении б) – «квадрат» («Вы должны возвести это число в квадрат»), а в предложении в) - «квартал» - («Если Вы хотите добраться до этого супермаркета, Вам нужно пройти два квартала»); в предложении

г) употребляется выражение “brakesquares” – «нарушать установленный порядок» («Он нарушил установленный порядок»).

3) При поиске в словаре значения слова в ряде случаев следует принимать во внимание грамматическую функцию слова в предложении, так как некоторые слова выполняют различные грамматические функции и в зависимости от этого переводятся по-разному.

Сравните:

а) The work is done = Работа сделана (work выполняет функцию подлежащего);

б) They work in a big company = Они работают в большой компании (work – выполняет функцию сказуемого).

4) При поиске значения глагола в словаре следует иметь в виду, что глаголы указаны в словаре в неопределенной форме (Infinitive) – sleep, choose, like, bring, в то время как в предложении (тексте) они функционируют в разных временах, в разных грамматических конструкциях. Алгоритм поиска глагола зависит от его принадлежности к классу правильных или неправильных глаголов. Отличие правильных глаголов от неправильных заключается в том, что правильные глаголы образуют форму Past Indefinite и Past Participle при помощи прибавления окончания -ed к инфинитиву.

Present Indefinite Past Indefinite Past Participle

to look looked looked

to smile smiled smiled

Неправильные глаголы образуют Past Indefinite и Past Participle другими способами и:

- путём изменения корневых гласных формы инфинитива Present Indefinite Past Indefinite Past Participle

to begin began begun

to speak spoke spoken

-

путём изменения корневых гласных и прибавления окончания к форме инфинитива Present Indefinite Past Indefinite Past Participle

to write wrote written

to give gave given

- путём изменения конечных согласных формы инфинитива Present Indefinite Past Indefinite Past Participle

to send sent sent

to build built built

- у некоторых неправильных глаголов все три формы совпадают Present Indefinite Past Indefinite Past Participle

to cut cut cut

to put put put

РАЗДЕЛ 4. РАБОТА С ГРАММАТИЧЕСКИМ МАТЕРИАЛОМ

4.1. Формы СРС с грамматическим материалом:

- устные грамматические и лексико-грамматические упражнения по определенным темам;
- письменные грамматические и лексико-грамматические упражнения по определенным темам;
- составление карточек по отдельным грамматическим темам (части речи; основные формы правильных и неправильных глаголов и т. д.);
- поиск и перевод определенных грамматических форм, конструкций, явлений в тексте;
- синтаксический анализ и перевод предложений (простых, сложносочиненных, сложноподчиненных, предложений с усложненными синтаксическими конструкциями);
- перевод текстов, содержащих изучаемый грамматический материал.

4.2. Формы контроля СРС с грамматическим материалом:

- устная проверка грамматических и лексико-грамматических заданий на занятиях;

- выборочная проверка заданий на доске;
- проверка письменных заданий в тетрадях преподавателем / студентами;
- самостоятельная работа в аудитории по определенной теме с последующей проверкой;
- контрольная работа (в соответствии с рабочей программой).

РАЗДЕЛ 5. РАБОТА С ТЕКСТОМ

5.1. Формы СРС с текстом:

- анализ лексического и грамматического наполнения текста;
- устный перевод текстов небольшого объема (до 1000 печатных знаков) по краткосрочным заданиям;
- письменный перевод текстов небольшого объема (до 1000 печатных знаков) по краткосрочным заданиям;
- устный перевод текстов по долгосрочным заданиям (домашнее чтение);
- изложение содержания текстов большого объема на русском и иностранном языке (реферирование – на продвинутом этапе обучения).

5.2. Формы контроля СРС с текстом:

- устный опрос по переводу на занятиях;
- проверка письменных работ по переводу или реферированию текстов;
- устный опрос по реферированию текстов с последующим обсуждением;
- контрольный устный (письменный) перевод текста на занятиях.

5. 3. Методические рекомендации по самостоятельной работе с грамматическим материалом и с текстом

При изучении определенных грамматических явлений английского языка рекомендуется использовать схемы, таблицы из справочников по грамматике и составлять собственные к конкретному материалу, тщательно выполнять устные и письменные упражнения и готовить их к контролю без опоры на письменный вариант, чтобы обеспечить прочное усвоение грамматического материала.

Следует отметить, что английский язык – это язык твёрдого порядка слов в предложении, т. е. каждый член предложения имеет своё определённое место.

Порядок слов в вопросительном предложении отличается от порядка слов в повествовательном предложении. Это отличие заключается в том, что глагол-связка, вспомогательный или модальный глагол, входящий в состав

сказуемого, ставится в начале предложения перед подлежащим. Сказуемое, таким образом, расчленяется на две части, отделяемые одна от другой подлежащим:

Ishegoingtoschoolnow? = Он сейчас идёт в школу?

Когда в составе сказуемого повествовательного предложения нет вспомогательного глагола, т. е. когда сказуемое выражено глаголом в PresentIndefinite и PastIndefinite, то перед подлежащим ставятся соответственно формы do/does или did, смысловые же глаголы ставятся в форме инфинитива (без частицы to) после подлежащего. Порядок остальных членов предложения остаётся таким же, как и в повествовательном предложении.

Правильное понимание и осмысление прочитанного текста, извлечение информации, перевод текста базируются на навыках по анализу иноязычного текста, умений извлекать содержательную информацию из форм языка. При работе с текстом на английском языке рекомендуется руководствоваться следующими общими положениями.

1. Работу с текстом следует начать с чтения всего текста: прочитайте текст, обратите внимание на его заголовок, постарайтесь понять, о чем сообщает текст.
2. Затем приступите к работе на уровне отдельных предложений. Прочитайте предложение, определите его границы. Проанализируйте предложение синтаксически: определите, простое это предложение или сложное (сложносочиненное или сложноподчиненное), есть ли в предложении усложненные синтаксические конструкции (инфинитивные группы, инфинитивные обороты, причастные обороты).

РАЗДЕЛ 6. РАБОТА НАД УСТНОЙ РЕЧЬЮ

6.1. Формы СРС над устной речью:

- фонетические упражнения по определенной теме;
- лексические упражнения по определенной теме;
- фонетическое чтение текста-образца;
- перевод текста-образца;
- речевые упражнения по теме;
- подготовка устного монологического высказывания по определенной теме (объем высказывания – 15-20 предложений).

6.2. Формы контроля СРС над устной речью:

- проверка фонетических упражнений по теме;
- проверка лексических упражнений по теме;
- контроль лексики по теме;
- контрольное чтение вслух текста-образца;
- контроль перевода текста-образца;
- устный опрос по теме.

6.3. Методические рекомендации по самостоятельной работе над устной речью

Работу по подготовке устного монологического высказывания по определенной теме следует начать с изучения тематических текстов-образцов. В первую очередь необходимо выполнить фонетические и лексические и лексико-грамматические упражнения по изучаемой теме, усвоить необходимый лексический материал, прочитать и перевести тексты-образцы, выполнить речевые упражнения по теме. Затем на основе изученных текстов нужно подготовить связное изложение, включающее наиболее важную и интересную информацию. При этом необходимо произвести обработку материала для устного изложения с учетом индивидуальных возможностей и предпочтений студента, а именно:

1) заменить трудные для запоминания и воспроизведения слова известными лексическими единицами:

All people are proud of their magnificent capital - All people are proud of their great capital;

2) сократить «протяженность» предложений:

Culture is a term used by social scientists for a people's whole way of life. - Culture is a term used for the whole people's way of life.

3) упростить грамматическую (синтаксическую) структуру предложений: I felt I was being watched I felt somebody was watching me.

3) произвести смысловую (содержательную) компрессию текста: сократить объем текста до оптимального уровня (не менее 12-15 предложений).

Обработанный для устного изложения текст необходимо записать в рабочую тетрадь, прочесть несколько раз вслух, запоминая логическую последовательность освещения темы, и пересказать.

РАЗДЕЛ 7. РАБОТА НАД ПИСЬМЕННОЙ РЕЧЬЮ

7.1. Формы СРС над письменной речью:

- письменные задания по оформлению тетради-словаря;
- письменные лексические, лексико-грамматические, грамматические задания и упражнения;
- письменные задания по подготовке к монологическому сообщению на английском языке;
- письменные задания по реферированию текстов на английском языке;
- письменный перевод с русского языка на английский.

7.2. Формы контроля СРС над письменной речью:

- орфографический диктант (словарный, текстовый);
- проверка письменных заданий в тетрадях;
- упражнения на доске;
- контрольные задания по навыкам письменной речи на английском языке.