

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

**ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
 «ДОНСКОЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ»**

**(ДГТУ)**

**КАФЕДРА**

**«Иностранный язык в сфере социогуманитарных наук»**

**МЕТОДИЧЕСКИЕ УКАЗАНИЯ**

**И КОНТРОЛЬНАЯ РАБОТА №1**

ПО ДИСЦИПЛИНЕ

**«ПРОФЕССИОНАЛЬНАЯ КОММУНИКАЦИЯ НА ИНОСТРАННОМ ЯЗЫКЕ»**

ДЛЯ МАГИСТРАНТОВ ЗАОЧНОЙ ФОРМЫ ОБУЧЕНИЯ

НАПРАВЛЕНИЕ ПОДГОТОВКИ

**42.04.05 Медиакоммуникации**

Ростов-на-Дону

2022

**Составитель: Морозова Я.С.**

«Профессиональная коммуникация на иностранном языке» для магистрантов заочной формы обучения направление подготовки 42.04.05 Медиакоммуникация.

Данные методические указания предназначены для магистрантов первого года обучения по направлению «Медиакоммуникация». Методические указания определяют основные направления самостоятельной работы магистров. Контрольные задания позволяют продемонстрировать у магистрантов способность к коммуникации в устной и письменной формах на иностранном языке для решения задач профессиональной деятельности.

Методические указания содержат требования к зачёту, рекомендации по выбору варианта и оформлению контрольной работы №1.

Рецензент д.ф.н., профессор Муругова Е.В.

**МЕТОДИЧЕСКИЕ УКАЗАНИЯ МАГИСТРАМ**

**Порядок выполнения контрольных заданий**

1. Все контрольные задания, предусмотренные планом, следует выполнять в отдельной тетради. На титульном листе укажите факультет, курс, номер группы, фамилию, имя и отчество, дату, номер контрольного задания и варианта. Обязательно на левой стороне тетради переписывается или перепечатывается оригинальный вариант с заданиями. Выполняются задания на правой стороне тетради.

2. Контрольные задания следует выполнять четким почерком с соблюдением полей, оставленных для замечаний, комментария и методических указаний преподавателя.

3. Строго соблюдайте последовательность выполнения заданий.

4. В конце работы поставьте свою личную подпись.

5. Все контрольные работы регистрируются в деканате, а затем сдаются преподавателю кафедры во время проведения консультаций или лаборанту лично в руки.

5. Контрольная работа, выполненная не полностью или не отвечающая предъявляемым к ней вышеперечисленным требованиям, возвращается без проверки и не засчитывается.

6. Полученная от преподавателя проверенная контрольная работа с замечаниями иметодическими указаниями должна быть переработана для получения допуска к промежуточной аттестации.

7. Контрольные работы сдаются за две недели до промежуточной аттестации. Контрольные работы, принесенные непосредственно на промежуточную аттестацию, не проверяются преподавателем во время зачета или экзамена.

8. Выполненная правильно контрольная работа является допуском к промежуточной аттестации, сохраняется преподавателем до конца сессии и сдается в архив.

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**Выбор варианта контрольной работы**

Для того чтобы определить свой вариант, Вам необходимо обратить внимание на последнюю цифру Вашей зачетной книжки:

цифры **0—2-4-6-8** соответствуют варианту **№1,**

цифры 1-**3-5-7-9** соответствуют варианту **№2,**

**Требования к зачету**

**1**. Правильно выполненная контрольная работа, проверенная преподавателем.

2. Составленный глоссарий терминов (не менее 30 терминов), отобранных магистрантом в ходе работы с аутентичными профессиональными текстами (статьи, монографии, учебные материалы) по теме научно-исследовательской работы. Литература для работы с терминами может быть предложена научным руководителем или выбрана самостоятельно по согласованию с преподавателем иностранного языка.

**Содержание зачёта**

**В зависимости от уровня владения иностранным языком по согласованию с преподавателем иностранного языка магистрант может выбрать:**

**1 способ (базовый):**

1. Реферирование и письменное аннотирование профессионального текста (объем 1500 печатных знаков).

2. Беседа по научно-исследовательской работе магистранта

2 способ:

1. Написание макета статьи на иностранном языке согласно требованиям международных изданий, с последующей возможностью апробации на конференции и устное представление презентации результатов работы.

**ЦЕЛИ И ЗАДАЧИ**

**Основной целью** изучения иностранного языка магистрантами является совершенствование иноязычной коммуникативной компетенции в устной и письменной формах для решения задач профессиональной деятельности, достижение уровня практического владения языком, позволяющего использовать его в научной работе и вести профессиональную деятельность в иноязычной среде.

**Задачи:**

- совершенствование и дальнейшее развитие коммуникативных навыков и умений во всех видах речевой деятельности (чтение, говорение, аудирование, письмо), в том числе в профессиональной области на английском языке;

- способностью обобщать и критически оценивать результаты, полученные отечественными и зарубежными исследователями, делать реферативный обзор на иностранном языке зарубежных источников, представлять результаты исследования в виде докладов (научных статей) и оформлять аннотацию к своей научно-исследовательской работе;

- развитие у магистрантов умений и навыков самостоятельной работы по повышению уровня владения английским языком с целью его использования для осуществления научной деятельности для последующего обучения в аспирантуре.

**ОСНОВНОЕ СОДЕРЖАНИЕ ПРОГРАММЫ**

Концептуально-понятийное содержание языковой коммуникации, в том числе в профессиональной сфере. Основные виды коммуникации. Особенности вербальной и невербальной коммуникации. Основные характеристики профессионального текста. Научный стиль речи. Основы реферирования и аннотирования текста. Языковая реализация специфических черт научного стиля в профессиональной речи.

**ОСНОВНЫЕ ТРЕБОВАНИЯ К РЕФЕРИРОВАНИЮ ТЕКСТОВ**

Одной из базовых профессиональных компетенций магистрантов является компетенция в научной речи: готовность формировать презентации, оформлять результаты исследования в виде статей и докладов на научно-технических конференциях, представлять материалы в виде научных публикаций, рефератов. В лингвистике принято деление текстов на первичные (оригинальные) и вторичные. К первичным текстам относятся художественные произведения, научные исследования (монографии), учебники, учебные пособия, труды вузов и научно-исследовательских учреждений, отдельные публикации, журналы и журнальные статьи, газетные статьи, выступления и материалы научных конференций и др.

Избранная из первичного текста информация воссоздается в виде нового текста. Такие тексты (документы) именуются вторичными или производными. Вторичными документами являются реферат, аннотация, краткое изложение, конспект, пересказ содержания (устного выступления и публикации), аннотационный перевод, консультативный перевод, критическая статья, комментарий и др.

Вторичные документы представляют собой смысловую переработку содержания первичного текста и имеют своей целью не только передать то, что изложено в первоисточнике, но и дать ответ на главный вопрос: в чем состоит основная идея и новизна материала, изложенного в данном первичном документе. Вторичные тексты служат для хранения, накопления, переработки и совершенствования первичной информации. Нахождение и передача именно этой информации определяет ценность вторичного документа.

Реферирование статьи (от лат. refero – сообщаю, докладываю) – это краткое изложение содержания отдельного документа, его части или совокупности документов, включающее основные сведения и выводы, а также количественные и качественные данные об объектах описания. В высшем учебном заведении реферирование – это индивидуальная научно-исследовательская работа студента, раскрывающая суть исследуемой проблемы с различных позиций и точек зрения, с формированием самостоятельных выводов.

Основной чертой языка реферата является информативность, которую можно рассматривать как на уровне лексическом, так и синтаксическом.

На лексическом уровне отличительной чертой языка реферата является наличие в нем так называемых емких слов, т. е. слов с наибольшей семантической нагрузкой. Емкие слова имеют способность обобщать содержание текста оригинала. К ним относятся чаще всего термины и терминологические устойчивые сочетания, многие абстрактные существительные. В языке реферата максимально выражена тенденция к субстантивизации. Здесь преобладают существительные над другими частями речи и ослаблена роль глаголов, употребляются, как правило, глаголы с общим значением типа «считать, рассматривать, описывать, изображать» и т. д.

Синтаксис реферата характеризуется однообразием. Материал подается не в развитии, а в статике. Поэтому в тексте преобладают констатирующие перечисления и сообщения, оформленные в простые распространенные предложения. Назначение реферирования как вида учебной деятельности оправдывается тем, что здесь формируются навыки трансформирования различных языковых средств, а также перефразировки и обобщения.

Текст реферата должен составлять ориентировочно 5% объема статьи. Для текстов до 500 слов следует определять объем реферата сокращением оригинала в 3-4 раза.

Методика работы со специальным текстом состоит в последовательном выполнении шагов, помогающих в рамках практического модуля «Работа с научным текстом» подготовиться от понимания и интерпретации чужого научного текста к созданию собственного проекта, реферата с соблюдением культуры устной и письменной речи на английском языке.

1. **Основное содержание**

**План реферативного изложения:**

1. Библиографические сведения.

* The headline of the article (text).
* The author of the article
* The article is taken from the newspaper (book).
* The central idea of the article

1. Сжатое освещение главной проблемы, являющейся предметом данной статьи, работы или нескольких статей, подлежащих реферированию.

* Give a summary of the article (not more than 10-20 sentences).
* Find the answers to the major questions:
* What'? Where? When'? Why? and How?

1. Передача в обобщенном виде основных положений, выдвигаемых автором, (несколькими авторами): фактический материал, способы доказательства, обоснования и т. п.

* State the main problem discussed in the article and mark off the passages of the article that seem important to you.
* Look for minor peculiarities of the article.
* Point out the facts that turned out to be new for you.
* Look through the text for figures, which are important for general understanding.

4) Дается общая оценка, включающая как выводы и суждения автора, так и референта.

* State what places of the article contradict your former views.
* State the questions, which remained unanswered in the article and if it is possible add your tail to them.
* Speak on the conclusion the author comes to.
* Express your own point of view on the problem discussed.

**Алгоритм реферирования**

1) Беглый просмотр текста и ознакомление с его общим смыслом.

2) Более внимательное чтение текста, определение значения незнакомых слов по контексту или словарю.

3) Смысловой анализ текста, выделение ключевых фрагментов и распределение материала статьи на 3 группы по степени важности.

4) Ключевые фрагменты. Наиболее важные сообщения, требующие

полного и точного отражения в реферате.

5) Второстепенная информация, передаваемая в сокращенном виде.

6) Малозначимая информация, которую можно опустить.

7) Организация отобранного материала (логический план), языковая обработка и изложение.

**ТРЕБОВАНИЯ К АННОТАЦИИ (Abstract)**

Аннотация по своей сути является очень кратким изложением общих характеристик того или иного издания. Аннотация (авторское резюме) в периодическом издании является источником информации о содержании статьи и изложенных в ней результатах исследований.

Аннотация к статье должна быть:

* информативной (не содержать общих слов);
* оригинальной (не быть калькой русскоязычной аннотации с дословным переводом);
* содержательной (отражать основное содержание статьи и результаты исследований);
* структурированной (следовать логике описания результатов в статье);
* компактной (укладываться в объем от 100 до 250 слов), по ГОСТУ – 850 знаков, не менее 10 строк.

**Основные цели и задачи аннотации**

Аннотация является кратким резюме большей по объему работы, имеющей научный характер. По аннотации к статье читателю должна быть понятна суть исследования.

По аннотации читатель должен определить, стоит ли обращаться к полному тексту статьи для получения более подробной, интересующей его информации.

Аннотация к статье является основным источником информации в отечественных и зарубежных информационных системах и базах данных, индексирующих журнал.

Аннотация на английском языке включается в англоязычный блок информации о статье, который загружается на англоязычный вариант сайта журнала и подготавливается для зарубежных реферативных баз данных и аналитических систем (индексов цитирования). При переводе аннотаций должна использоваться англоязычная специальная терминология.

**Структура, содержание и объем**

Аннотация должна излагать существенные факты работы, и не должна преувеличивать или содержать материал, который отсутствует в основной части публикации.

Следует вкратце описать основную тему исследования, объект и предмет работы, а также те задачи, которые выполнил в исследовании автор. Можно сказать об актуальности подобной работы для практического применения в социальном, экономическом или культурном аспекте, а также в углублении теоретического научного знания. По желанию автора, аннотация может содержать также сделанные в процессе подведения результатов работы выводы. Приветствуется структура аннотации, повторяющая структуру статьи и включающая введение, цели и задачи, методы, результаты, заключение (выводы).

Результаты работы описывают предельно точно и информативно.

Сведения, содержащиеся в заглавии статьи, не должны повторяться в тексте аннотации.

**Список литературы и источников**

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**ВАРИАНТ 1**

Part 1 Reading

Text 1

Questions 1–8

Look at the statements below and the extracts from an article on premise of media effect.

Which section (A, B, C or D) does each statement 1–8 refer to?

For each statement 1–8 mark one letter (A, B, C or D).

You will need to use some of these letters more than once.

1. The media today is a powerful factor in influencing people's minds.
2. Most public attention is focused on the impact of the media in the controversial areas of morality, opinion and deviant behavior.
3. Sometimes the media distort information and negatively affect consumers.
4. Society offers the content of materials for the media and gets them back through the media.
5. Much money is invested in various spheres and areas of the media..
6. A lot of studies prove that the media significantly influence public opinion.

| A  The entire study of mass communication is based on the assump­tion that the media have significant effects, yet there is little agreement on the nature and extent of these assumed effects. This uncertainty is the more surprising since everyday experience provides countless, if minor, examples of influence. We dress for the weather as forecast, buy something because of an advertisement, go to a film mentioned in a newspaper, react in countless ways to media news, to films, to music on the radio, and so on. Good or bad economic news clearly affects business and consumer confidence. There are many cases of negative media publicity concerning, for instance, food contamination or adulteration, leading to significant changes in food consumption behaviour, sometimes with large eco­nomic impact. Acts of violence or suicide appear to be copied or stimulated by media portrayals. Much policy and regulation are directed at preventing the media from causing harm, and some even expect media to do some good. |
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| B  Our minds are full of media-derived information and impressions. We live in a world saturated by media sounds and images, where politics, government and business operate on the assumption that we know what is going on in the wider world. Few of us cannot think of some personal instance of gaining significant information or of forming an opinion because of the media. Much money and effort are also spent on directing the media to achieve such effects, especially by way of advertising and public relations, and it is hard to believe that this would happen without a conviction that it works, more or less according to plan. Certainly the media themselves seem confident of their capacity to achieve intended effects. |
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| C  And yet considerable doubt remains. The paradox can partly be explained in terms of the difference between the general and the particular. We can be sure that particular effects are occurring all the time without being able to see or predict the aggregate outcome or to know after the event how much was attributable to the media. There can be many effects, without any overall pattern or direction. The media are rarely likely to be the only necessary or sufficient cause of an effect, and their relative contribution is extremely hard to assess. There are many good theoretical reasons for this uncertainty, and even common sense and 'prac­tical knowledge' waver when faced with questions of media effect in the con­tested areas of morals, opinion and deviant behaviour which have attracted most public notice. |
| --- |

| D  On many such matters there can be no question of the media being a primary or sufficient cause, and it is impossible to take full account of all the possible psychological, social and cultural factors involved. Furthermore, it makes little sense to speak of 'the media' as if they were one thing rather than the carriers of an enormously diverse set of messages, images and ideas. Most of this material does not originate with the media themselves but 'comes from society' and is 'sent back' to society by way of the media. |
| --- |

Text 2

Questions 9–13

Read the article below about mediating process.

Choose the best sentence from A–E below to fill each of the gaps.

For each question 9–13 , mark one letter.

Do not use any letter more than once.

Work on media texts (especially news) and audiences, and also on media orga­nizations, beginning in the late 1970s, brought about a new approach to media effects which can best be termed 'social constructivist' (Gamson and Modigliani, 1989).

(9)\_\_\_\_\_\_\_\_\_\_.These constructs are then offered in a system­atic way to audiences, where they are incorporated (or not), on the basis of some form of negotiation, into personal meaning structures, often shaped by prior collective identifications.

Meanings (thus effects) are constructed by receivers themselves. This mediating process often involves strong influence from the immediate social context of the receiver. (10)\_\_\_\_\_\_\_\_\_\_\_ An early practitioner of effect research has even referred to the 'bank­ruptcy of behaviourism' as an explanation of media effects (Mendelsohn, 1989).

(11)\_\_\_\_\_\_\_\_\_\_\_\_\_\_The thinking has some points of similarity with early 'powerful media' theory, including, for example, the theory of ideology and false consciousness, Gerbner's cultivation theory (Signorielli and Morgan, 1990) and the ideas elab­orated by Noelle-Neumann (1974) in her 'spiral of silence' theory. This emerg­ing paradigm of effects has two main thrusts.

(12)\_\_\_\_\_\_\_\_\_\_.

Secondly, people in audi­ences construct for themselves their own view of social reality and their place in it, in interaction with the symbolic constructions offered by the media. (13)\_\_\_\_\_\_.

A First, media 'construct' social formations and even history itself by framing images of reality

(in fiction as well as news) in predictable and patterned ways.

B In essence, this involves a view of media as having their most significant effects by constructing meanings.

C The break with 'all-powerful media' is also marked by a methodological shift, especially away from

quantitative survey methods.

D The approach allows both for the power of media and for the power of people to choose,

with a terrain of continuous negotiation in between, as it were.

E The origins of the last research phase are diverse and lie quite deep in the past.

**Text 3**

**Read and translate the text**

Levels and Kinds of Effects

Media 'effects' are simply the consequences of what the mass media do, whether intended or not. The expression 'media power', on the other hand, refers to a general potential on the part of the media to have effects, especially of a planned kind. 'Media effectiveness' is a statement about the *efficiency* of media in achiev­ing a given aim and always implies intention or some planned communication goal. Such distinctions are important for precision, although it is hard to keep to a consistent usage. Even more essential for research and theory is to observe the distinction between 'levels' of occurrence, especially the levels of individual, group or organization, social institution, national society, and culture. Each or all can be affected by mass communication, and effects at any one level (especially a 'higher' level) often imply some effects at other levels. Most media effect research has been carried out, methodologically, at the individual level, though often with the aim of drawing conclusions relating to collective or higher levels.

Perhaps the most confusing aspect of research on effects is the multiplicity and complexity of the phenomena involved. Broad distinctions are normally made between effects which are cognitive (to do with knowledge and opinion), effects which are affectual (relating to attitude and feelings) and effects on behaviour. This threefold distinction was treated in early research as following a logical order from the first to the third, and with an implied increase in significance (behaviour counting more than knowledge). In fact, it is no longer easy to sustain the distinction between the three concepts or to accept the unique logic of that particular order of occurrence (see p. 472). Nor is behaviour (such as acts of voting or purchasing) necessarily more significant than other kinds of effect.

There are several ways of differentiating between the types of media effect. Klapper (1960) distinguished between *conversion*, *minor change* and *reinforcement*, which are respectively: change of opinion or belief according to the intention of the communicator; change in form or intensity of cognition, belief or behaviour; and confirmation by the receiver of an existing belief, opinion or behaviour pattern. The two effect types that imply absence of any effect involve different conceptions of media processes. In the case of an individual, rein­forcement is a probable consequence of selective and persistent attention on the part of the receiver to content that is congruent with his or her existing views.

**Text 4**

**Read the article and write down the review using the patterns below:**

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...

3) The article is taken from the newspaper...

4) The central idea of the article is about... (The main idea of the article is... the article is devoted to... the article deals with... the article touches upon... the purpose of the article is to give the reader some information on... the aim of the article is to provide a reader with some material on...)

5). Speak on the conclusion the author comes to.

6). Express your own point of view on the problem discussed**..**

**Social Networks**

Do the names [Facebook](https://www.thoughtco.com/who-invented-facebook-1991791), Instagram, or Twitter ring a bell? They probably do because they are some of the most popular sites on the internet today. They're called [social networking sites](https://www.lifewire.com/top-social-networking-sites-people-are-using-3486554) because they allow people to interact by sharing news and personal information, photos, videos, as well as communicate through chatting or messaging one another.

There are hundreds, if not thousands of social networking sites on the internet. Facebook is the most popular, with about a billion people using it every day. [Twitter](https://www.lifewire.com/what-exactly-is-twitter-2483331), a microblogging site that limits "tweets" (short text posts) to 280 characters, is also very popular (President Donald Trump is especially fond of Twitter and tweets multiple times daily). Other popular sites include Instagram, where people share photos and videos they've taken; [Snapchat](https://www.lifewire.com/what-is-snapchat-3485908), a mobile-only messaging app; [Pinterest](https://www.lifewire.com/how-to-use-pinterest-3486578), which is like a giant online scrapbook; and YouTube, the mega-video site.

The common thread between all of these social networks is that they provide a place for people to interact, share content and ideas, and stay in touch with one another.

The first social networking site, Six Degrees, launched in May 1997. Like Facebook today, users could create profiles and connect with friends. But in an era of dial-up internet connections and limited bandwidth, Six Degrees had only limited impact online. In the late '90s, most people didn't use the web to interact with other people. They just browse' the sites and took advantage of the information or resources provided.

Of course, some people did create their own sites to share personal information or show off their skills. However, creating a site was difficult; you needed to know basic HTML coding. It certainly wasn't something most people wanted to do as it could take hours to get a basic page just right. That began to change with the emergence of LiveJournal and Blogger in 1999. Sites like these, first called "weblogs" (later shortened to blogs), allowed people to create and share journals online.

In 2002 a site named Friendster took the internet by storm. It was the first true social networking site, where people could post personal information, create profiles, connect with friends, and find others with similar interests. It even became a popular dating site for many users. The following year, MySpace debuted. It incorporated many of the same features as Facebook and was especially popular with bands and musicians, who could share their music with others for free. Adele and Skrillex are just two musicians who owe their fame to MySpace.

Soon everyone was trying to develop a social networking site. The sites didn't provide prepackaged content to people, the way a news or entertainment site might. Instead, these social media sites helped people create, communicate and share what they loved including music, images, and videos. The key to the success of these sites is that they provide a platform on which users create their own content.

As internet connections became faster and computers more powerful, social media became more popular. Facebook was launched in 2004, first as a social networking site for college students. YouTube launched the following year, allowing people to post videos they made or found online. Twitter launched in 2006. The appeal wasn't just being able to connect and share with others; there was also a chance you could become famous. (Justin Bieber, who began posting videos of his performances in 2007 when he was 12, was one of YouTube's first stars).

The debut of Apple's iPhone in 2007 ushered in the era of the smartphone. Now, people could take their social networking with them wherever they went, accessing their favorite sites at the tap of an app. Over the next decade, a whole new generation of social networking sites designed to take advantage of the smartphone's multimedia capabilities emerged. Instagram and Pinterest began in 2010, Snapchat and WeChat in 2011, Telegram in 2013. All of these companies rely on the desire of users to communicate with each other, thereby creating the content that others want to consume.

[*Kenneth Beare*](https://www.thoughtco.com/kenneth-beare-1208921)

*March 27, 2018*

Text 5

Read the text below about media sphere.

**Use each word or phrase once to fill in the gaps.**

**Media Quiz**

*editorials, bylines, scoop, prime time, public service announcement, embedded reporters, paparazzi, sponsors, copy editors, target audience, anchormen and anchorwomen, journals, tabloids, public TV, cable TV, billboard*

There’s no doubt that the media plays a huge role in everyone’s life. From driving down the freeway and seeing a \_\_\_\_\_\_\_\_\_\_\_\_\_ to looking at photos of celebrities taken by \_\_\_\_\_\_\_\_\_ in the \_\_\_\_\_\_\_\_\_ at your local supermarket, everyone is someone’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_ for advertising. You would think that one way to avoid ads would be by watching \_\_\_\_\_\_\_\_\_\_\_. Yet, many TV stations have \_\_\_\_\_\_\_\_\_\_\_\_ as well. For example, if you watch \_\_\_\_\_\_\_\_\_\_\_\_ during \_\_\_\_\_\_\_\_\_\_\_\_, you’ll be bombarded with the paid-for commercials.

However, some media isn’t so bad. You can subscribe to quarterly academic \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Their articles are reviewed by \_\_\_\_\_\_\_\_\_\_\_\_\_, and the writing is often excellent. In newspapers, feel free to check the \_\_\_\_\_\_\_\_\_\_\_\_\_ on the articles. They will provide you with the author's name and sometimes even with a link to his or her social media. Or, you can read \_\_\_\_\_\_\_\_\_\_\_\_\_ to get important opinions on trending news. Another idea is to follow certain TV stations, as many of them have great news coverage. They often have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ who visit war zones and cover the news on the scene. It is called a \_\_\_\_\_\_\_\_\_\_\_ if a TV channel is the only one reporting on a story. To get an overview of the day’s news, you can also listen to the \_\_\_\_\_\_\_\_\_\_\_ presenting the main stories of the day. Finally, many people also depend on the TV stations to provide \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in case of an emergency.

**Text 6**

**Read the article and write down an abstract.**

**The inconsistent Europe 2020 and research strategy**

Ramon Marimon

12 June 2015

The European Parliament is currently in talks over new ways to fund research. This column argues that unless the current proposal is changed, funding for research in social sciences will almost completely disappear from the main ‘cooperative research’ (now ‘Societal Challenges’) programme.

The European Parliament and EU member states are now discussing the Framework Programme (2014–2020), proposed by the European Commission. Unless the current text is properly amended, funding for research in social sciences will almost completely disappear from the main ‘cooperative research’ (now ‘Societal Challenges’) programme. But I argue that the growth and governance of the European Union is a ‘Societal Challenge’ in need of excellent socio-political and economic research.

The Europe 2020 strategy sets four priorities: three on growth (it must be ‘smart’, ‘sustainable’ and ‘inclusive’) and one on economic governance. It also sets five targets: on employment, on R&D and innovation, on climate change and energy, on education, and on poverty and social exclusion. The new Framework Programme for Research and Innovation (2014–2020) – proposed by the European Commission (Council of the European Union, 2 December 2011) and now under discussion – should, in itself, help to attain one of these targets (R&D and innovation), and it also assigns 38.5% of its proposed €87,749.402 million to fund research that “responds directly to the policy priorities and societal challenges identified in the Europe 2020 strategy”.

Europe 2020 priorities and targets are, to a large extent, socioeconomic and political issues. They are also complex and difficult to attain. Today, the European Union, far from being “the most competitive and dynamic knowledge-based economy in the world (…) with a 3% expenditure on R&D over GDP by 2010” (Lisbon 2000 and Barcelona 2002), is not yet even in the aftermath of its main crisis.

The same European Commission forecasts that “real GDP is expected to stagnate in the EU and to shrink by 0.3% in the euro area in 2012,” (European Commission 2012a) and the EU has had to change many rules of the game while trying to survive the crisis:

The monetary union has changed, since the ECB is no longer just following its ‘price stability’ mandate; and

The new Treaty on Stability, Coordination and Governance(see European Council 2012) opens the door to a new form of fiscal union.

Traditional forms of welfare states which characterised ‘the Eurpean model’ are under threat by the same fiscal restraint that the new treaty imposes – in particular, the targets on education and on poverty and social exclusion are far from trivial in the new framework. The European Union and Eurozone governance are being questioned by the crisis, in that the main decisions have been intergovernmental more than ‘communautaire’, with a German lead more than a European Commission or European Parliament lead. The same national parliaments have seen their powers eroded, while the need to ‘save the financial sector’ has taken priority, and Europe is reaching record times in unemployment levels, the threat of major social conflicts, and loss of power in the world. The phantom of a euro breakup still has not disappeared.

With these lofty aims set against the dismal reality, one would expect the European Commission to be calling upon the best social scientists to better understand what is happening and how to achieve ‘smart, sustainable and inclusive growth’ in this context. Instead, research funding for social sciences and humanities has basically disappeared from the main cooperative research programme.

According to the new Framework Programme, the six Societal Challenges are:

Health, demographic change, and wellbeing;

Food security, sustainable agriculture, marine and maritime research, and the bio-economy;

Secure, clean and efficient energy;

Smart, green, and integrated transport;

Climate action, resource efficiency and raw materials, and

Inclusive, innovative and secure societies.

One can even agree that these are among the challenges that Europe does face (I will not go into details here) and that, as the European Commission concedes “social sciences and humanities research is an important element for addressing all of the challenges” (European Commission 2011). However, the same closed list, and the supporting role given to social sciences research, read as a research agenda for a Europe that has already resolved its current socioeconomic and political crisis and is in an advanced stage of smart transport and climate action – a most wishful Brussels perspective…

Unfortunately, I am not surprised by this wishful thinking by European Commission. Let me provide a couple of somewhat personal final remarks. When I was chairing the committee to evaluate the financial mechanisms of Framework Programme 6, I asked the Director General of DG Research why there was almost no funding for research on employment issues. He replied that this was what the member states had decided. I felt trapped, since as Spanish Secretary of State for Science and Technological Policy I had been not only responsible for the Spanish position, but also for the FP6 negotiations between the European Commission, Council, and Parliament. But I understood the trap. In discussing all the long EC documents, there was always something more urgent, for example, whether to provide funding for stem-cell research.

In the autumn of 2008 I joined the Expert Advisory Group for Socioeconomic Sciences and Humanities, whose task was to advise DG Research in the drafting of the corresponding Work Programmes, which for the first time included main ‘challenges’. The first thing I said was: if ours had been a Life Sciences Advisory Group in the middle of a global viral plague, the spotlights would have been on us for having provided so little funding for research on the virus. However, being social scientists maybe no one would check on us in the middle of the main financial crisis since the 1930s. Fortunately, FP7 permitted the introduction of the issue as a ‘challenge’ in the 2011 calls. But even in 2009 one had to strongly argue that ‘the future of macro-economic and monetary integration in Europe’ was a ‘challenge’, to finally see it recognised as a ‘collaborative project’ (small- or medium-scale focused research project) in the 2011 calls.

I am no longer an expert advisor for DG Research, but I can see that FP8 (also called Horizon 2020) moves a step further away from the focus on socioeconomic research with its six Societal Challenges. If approved in its current format, it will not even be possible to address Europe’s main socioeconomic and political challenges, even if they are part of the Euro 2020 strategy, or among the main concerns of European citizens (e.g. unemployment). Fortunately, the best social scientists understand the importance of these issues and in the end FP8 may finance the corresponding research through the European Research Council (16.1% of the proposed PF8 budget, i.e. less than half of Societal Challenges). But then, if the menu of Societal Challenges is not changed, probably the best move would be to substantially increase the funding for “excellent social sciences and humanities research,” at the expense of the current Societal Challenges budget. I am confident this will stimulate excellent research – beyond what the current Horizon 2020 envisions – on a particular Societal Challenge called “the growth and governance of the European Union”.

**ВАРИАНТ 2**

**Text 1**

**7 points**

**Questions 1–7**

Look at the statements below and the extracts from an article on mobile devices.

Which section (A, B, C) does each statement 1–7 refer to?

For each statement 1–7 mark one letter (A, B, C.

You will need to use some of these letters more than once.

1 Mobile phones were invented in Japan.

2 You can exchange data and collaborate with other learners through mobile devices.

3 Most forms of media content were introduced on various portable devices.

4 Mobile media content includes a wide range of entertainment industry tools

5 Mobile technology provides a combination of flexibility, accessibility and interactivity with online resources.

6 Many researchers note the following properties of mobile devices: portability, social interactivity, connectivity.

7 The technical advances of mobile devices are actively used in the classroom.

A Mobile phones were introduced in Japan in 1979 but became a mass media only in 1998 when the first downloadable ringing tones were introduced in Finland. Soon most forms of media content were introduced on mobile phones, tablets and other portable devices, and today the total value of media consumed on mobile vastly exceeds that of Internet content. The mobile media content includes mobile music (ringing tones, ringback tones, truetones, MP3 files, karaoke, music videos, music streaming services etc.); mobile gaming; and various news, entertainment and advertising services. Similar to the Internet, mobile is also an interactive media.

B Mobile handheld devices have been improved to function as miniature computers utilized by teachers and students for personal use. In recent years, the technical advancements of mobile devices have garnered educators’ attention for the unique affordances they can offer in a classroom setting. This technology provides a combination of flexibility, accessibility, and interactivity with online resources unlike other typical classroom technologies such as desktop computers. With the accelerated development of mobile technology and its growing popularity, as well as the potential benefits of mobile devices for learning, empirical research his much needed (Prensky, 2010; Traxler, 2011).

C These days mobile devices such as PDAs, phones, and other handheld devices, are used everywhere for doing everything ranging from voice calling to making short message, video chat, listening to audio (Mp3, Mp4, Mpeg), web surfing, shopping, and the like.

Klopfer (2002) and his colleagues state the following properties of mobile devices:

1. portability: such devices can be taken to different places due to small size and weight;
2. social interactivity: exchanging data and collaboration with other learners is possible through mobile devices;
3. context sensitivity: the data on the mobile devices can be gathered and responded uniquely to the current location and time;
4. connectivity: mobile devices can be connected to other devices, data collection devices, or a common network by creating a shared network;
5. individuality: activities platform can be customized for individual learner.

**Text 2**

**5 points**

**Questions 8–12**

Read the article below about Global Volunteers.

Choose the best sentence from A–E below to fill each of the gaps.

For each question 8–12, mark one letter.

Do not use any letter more than once.

Are you bored with the nine to five routine? Are you looking for a new challenge? (8) \_\_\_\_ If you answered ‘yes’ to any of these, then you are who we are looking for.

We need enthusiastic, qualified and passionate people of all ages to work with us to help in the developing world. We send volunteers all over the world on one-year placements to train local people in your skills. When you return home, your skills remain and enrich the lives of the people you worked with – how’s that for job satisfaction? (9) \_\_\_\_

We need experts in many different sectors – from accountancy to project management to teaching. You will receive a local salary and housing, as well as flights and medical insurance. And we aren’t just looking for professional skills. Your personal integrity, strength and fitness are important, as well. (10) \_\_\_\_ Working closely with local people, you will find the experience extremely satisfying, and you will return home having really achieved something.

This is a really exciting opportunity. You’ll be able to test yourself and your knowledge in demanding conditions. (11) \_\_\_\_

When you return home you’ll find employers really take a positive attitude to these experiences on your CV. You’ll be seen as being more mature and responsible. (12) \_\_\_\_

A Your investment in the lives of the people you work with will be an investment in yourself.

B You’ll really find out what your strengths and weaknesses are.

C This is an opportunity for you to work with a passion, where you can make a real difference.

D Would you like to make a valuable contribution in an underprivileged area of the world?

E You will be working in difficult situations which are physically demanding.

**Text 3**

**Read and translate the text**

**10 points**

**MEDIA REGULATION**

Technology enabled English Language learning tools are available in some schools, it is quite imperative for teachers to use resources which are available to them, including mass media distributed by its new media form. In planning a lesson using Internet, the teacher should take into consideration the length of the article, paragraph, video, the complexity of the language, the density of information, the subject matter and content, the time available and the level of the students (Tafani, 2009).

Innovations in the educational system, connected with the development of the high technology, outline a new  way for learning define media education as a pedagogical field to innovate and innovative practices. In this sense, the teacher is challenged to organize and manage a more flexible and efficient process of training. The teacher has the main role to build social, psychological, common cultural, moral and ethical conditions in adolescents for their successful involvement in media communication. In this sense, the teacher’s information competence for solving training, educational and professional tasks in the context of media education is seen as a part of the professional competence. The teacher’s informational culture is characterized by his ability to form and use informational resources, modern means of informatics and information technology in interest his students and their development. One of the most important roles of the teacher is to mentor and support young people in their activities to successful navigate in the sea of media information to help and solve emerging problems (Neminska, 2015).

Systems of media regulation vary from country to country, and operate with varying degrees of success. Most systems – those supervised by the state and the media industries – include special mention of the vulnerability of children and the need to protect them. Few take a stand on children’s participation in media. Media professionals have a role to play in developing media literacy programmes within schools, as well as a vested interest in ensuring that future generations trust the mass media as a source of reliable information (Jempson, 2013).

This is high time that scholars must work out a strategy on developing a new teaching model about using the English new media as an effective tool to improve English as a language. Hence, the students are expected to be trained in such a manner so that they can be able to use the Internet in the English classes in an organized manner and avail the optimal mileage to hone their English language skills.

**Text 4**

**10 points**

**Read the article and write down the review using the patterns below:**

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...

3) The article is taken from the newspaper...

4) The central idea of the article is about... (The main idea of the article is... the article is devoted to... the article deals with... the article touches upon... the purpose of the article is to give the reader some information on... the aim of the article is to provide a reader with some material on...)

5). Speak on the conclusion the author comes to.

6). Express your own point of view on the problem discussed**..**

**The Role of Aesthetics in Contemporary Web Design**

While the relationship between functionality and aesthetics has been discussed for a long time, a renewed discussion that focuses on aesthetic effects in Web design in a broader perspective is desirable. There are several reasons for this.

Firstly, the fast development in IT-technology and the introduction of broadband in present times have made it possible to accommodate the users who wish to receive communication in the form of multisensory aesthetic experiences, without necessarily sacrificing content and function because of long downloading times. And just as people today are increasingly expected to be up-to-date on IT-development, it will also be expected that people who work with Web design possess not only knowledge of functional aspects, but also understand how to communicate through aesthetic means. We have reached an era where the technical and functional aspects of a Web site are taken for granted. People just expect it to work. The technology is viewed as a basic foundation for aesthetic experiences. According to Ida Engholm, the discussion of function and aesthetics in Web design resembles the shift in design styles during the consumption growth in the post war era, when many of the products that were marketed – from bicycles to electrical appliances – only differed from each other by minor variations of the basic concepts. All technical and functional problems were in reality solved; people expected that the product worked and utilized the latest version of the technology. Next followed an interest in ”differentiating” through external aesthetic and image-related signals (Engholm 2003, p. 134).

Secondly, the growing tendency to replace language with visual symbols in the 20th century, especially in the marketing of products, seems to have exploded in the 21st century. Life style expert Henrik Vejlgaard states in his book “Forbrug i Designersamfundet” [Consumption in the Designer Society]: “In a world where a picture means more than words, no one has the time or bothers to read lengthy advertising copy.” (Vejlgaard 2004, p. 49). Visual symbols have become an integral part of our daily lives; therefore, it is increasingly relevant to understand their communicative effects. The orientation towards visual communication is not only prevalent in marketing, but in all forms of professional communication, including the Web site as a medium. In particular, young people communicate – and want to be communicated to – through visual symbols.

It is important – especially for Web designers – to be able to differentiate between the different ways in which visual aesthetics play a role in the creation of Web sites.

1) The aesthetic effects have an important role in all types of Web sites concerning how the sender is perceived, i.e. the image that is conveyed of the organization or individual behind the information. All Web sites have a sender or information source, and all the linguistic, functional, and aesthetic effects on a Web site communicate something about that source.

2) The aesthetic effects must support the content and the functional aspects. Web sites are more user-friendly when they contain aesthetic effects that support the navigation and interaction functions.

3) The aesthetic effects must be adapted to the genre of Web site. For example, we expect an entertainment Web site to offer a reasonable amount of aesthetic experiences, whereas our primary expectation of an information search Web site is that we can get the desired information as efficiently as possible.

4) The aesthetic effects should be adapted to the target audience. A presentation site targeting a young audience must be designed in accordance with the contemporary trends in visual aesthetics and should differ from a presentation site that targets the general adult population. The most successful Web sites are therefore the sites where the Web designer has created the aesthetic aspects in accordance with the four above-mentioned areas: sender image, functionality, genre and target audience.

*LISBETH THORLACIUS*

*Nordicom Review 28*

*8 February 2014*

**Text 5**

**15 points**

**Questions 18–32**

Read the text below about colour packaging.

Choose the best word to fill each gap from A, B, C or D below.

It’s been a busy quarter.You (18) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ one of your main products and it’s been a disaster. (19) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ are down 10%. What went wrong? Did you try to

(20) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ your product too much from the competition? Or not enough?

Have you thought about the (21) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ colour? In your redesign you changed a lot – perhaps too much?

Colour is a key factor in packaging, especially in today’s highly (22) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ marketplace. When a consumer walks along the supermarket shelves they will take a few seconds to decide what to buy and you need to (23) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the worth of your product from three metres away. The packaging should be (24) \_\_\_\_\_\_\_\_\_\_\_\_\_\_. It should grab the (25) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the consumer and shout ‘Buy me!’. It’s not just a case of putting yellow and red ‘new and improved’ labels on. The whole colour combination of the product and packaging should be considered. The colour combination should be (26) \_\_\_\_\_\_\_\_\_\_\_\_\_\_, as some colours are not (27) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ when put together. The colour should suit the contents of the package – the background colour of the package should reflect the colour or properties of the product itself.

Green is seen as environmentally friendly. White and blue indicate freshness, while purple, gold and black reflect luxury.

Colour should be a prime consideration in product development right from the initial (28) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and should be thoroughly tested with focus (29)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and during

(30) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ studies. Only when you have a package with the right combination of colours, which reflects the product’s qualities and is (31) \_\_\_\_\_\_\_\_\_\_\_\_\_\_, should you go into (32) \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

18 A replaced B relaunched C retried D returned

19 A sales B losses C products D stocks

20 A change B alter C adapt D differentiate

21 A pack B box C packaging D product

22 A competitive B competition C compete D uncompetitive

23 A tell B communicate C make D show

24 A eye-opening B eye-watering C eyeful D eye-catching

25 A attend B attentive C attention D attended

26 A efficient B attractive C affect D impact

27 A working B contrasting C impacting D effective

28 A specifications B drawings C mock-ups D prototypes

29 A people B sets C groups D meetings

30 A focus B market C shop D group

31 A distinctive B distinct C distinction D indistinct

32 A producing B production C productive D product

**Text 6**

**Read the article and write down an abstract**

**INTERNET**

The Internet (also known simply as "the Net" or less precisely as "the Web") is a more interactive medium of mass media, and can be briefly described as "a network of networks". Specifically, it is the worldwide, publicly accessible network of interconnected computer network that transmit date by packet switching using the standard Internet Protocol (IP). It consists of millions of smaller domestic, academic, business, and governmental networks, which together carry various information and services, such as email, online chat, file transfer, and the interlinked web pages and other documents of the World Wide Web.

Mass communications researchers have overlooked the potential of the Internet for several reasons. The Internet was developed in bits and pieces by hobbyists, students, and academics.

What is new media?

New media is defined as “a generic term for the many different forms of electronic communication that are made possible through the use of computer technology. The term is in relation to "old" media forms, such as print. The term is in relation to "old" media forms, such as print newspapers and magazines that are static representations of text and graphics. Some of researchers see new media as a term that will in general refer to those digital media that are interactive, incorporate two-way communication, and involve some form of computing as opposed to “old media” such as the telephone, radio, and TV. Mass media their study therefore focuses more on the Web 2.0 component of the Internet with specific emphasis on social media, mass media plays a crucial role in connecting the world of individuals. The mass media has at least three important roles to play: to inform, educate and influence opinion. According to Mittal and Mittal mass media can be divided into two main categories: traditional media (Folk, TV, Radio, and Newspaper etc.) and New Media (Internet).

There are several possible reasons for using the Internet in language teaching. One rationale is found in the belief that the linguistic nature of online communication is desirable for promoting language learning. It has been found, for example, that electronic discourse tends to be more lexically and syntactically more complex than oral discourse (Warschauer, 1996) and features a broad range of linguistic functions beneficial for language learning (Chun, 1994; Kern, 1995; Wang, 1993). Another possible reason for using the Internet is that it creates optimal conditions for learning to write, since it provides an authentic audience for written communication (Janda, 1995). A third possible reason is that it can increase students' motivation (Warschauer, 1996c). A fourth possible reason is the belief that learning computer skills is essential to students' future success; this reason suggests that it is not only a matter of using the Internet to learn English but also of learning English to be able to function well on the Internet.

Task 7

10 points

A colleague of yours wants to rewrite their CV. Write some advice for him or her on how they should lay out their CV, and give reasons. Use the notes below to help you. Write about 120 words.

Name, address, nationality at top.

Work experience since leaving university. Latest job first.

Include details of job and responsibilities – why?

Education and qualifications– start with university.

Voluntary roles/positions of responsibility – why?

Additional skills – why? For example?

References – where? How many?