



ДОНСКОЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ  
УПРАВЛЕНИЕ ДИСТАНЦИОННОГО ОБУЧЕНИЯ И ПОВЫШЕНИЯ  
КВАЛИФИКАЦИИ

Кафедра «Иностранные языки»

## **Учебное пособие**

по дисциплине  
«Иностранный язык»

# **«Academic communication for the young scholars»**

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## Аннотация

Учебное пособие предназначено для аспирантов, соискателей, а также магистрантов гуманитарных и технических специальностей. Включает в себя основные тематические разделы, необходимые для подготовки к сдаче кандидатского экзамена по английскому языку.

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## МЕТОДИЧЕСКАЯ ЗАПИСКА К УЧЕБНИКУ “ACADEMIC ENGLISH”

Целью данного учебника является учебно-методическое обеспечение системы постдипломного образования. Оно предназначено для аспирантов, соискателей, а также магистрантов гуманитарных и естественных специальностей. Учебник включает в себя основные тематические разделы, необходимые для подготовки к сдаче кандидатского экзамена по английскому языку. Он составлен в соответствии с программными требованиями и с учетом кросскультурных особенностей научной деятельности в вузах нашей страны и за рубежом.

Учебник включает в себя две части – “Oral Communication” и “Academic Writing”, каждая из которых в свою очередь подразделяется на модули и блоки. Блоки содержат списки терминов, которые должны быть усвоены в процессе работы над текстами и упражнениями.

Каждый текст снабжен предтекстовыми заданиями, направленными на формирование навыков просмотрового, ознакомительного и изучающего чтения. Настоящий учебник предназначен для аспирантов и соискателей, прошедших курс обучения иностранному языку в вузе по общеобразовательным программам в соответствии с Государственным стандартом Высшего профессионального образования.

Основными задачами обучения иностранному языку и изучения его аспирантами (соискателями) являются:

- формирование коммуникативных компетенций для практического владения иностранным языком;
- развитие у аспирантов (соискателей) умений и навыков самостоятельной работы по повышению уровня владения иностранным языком с целью его использования для осуществления научной и профессиональной деятельности;
- реализация приобретенных речевых умений в процессе поиска, отбора и использования материала на иностранном языке для написания научной работы (научной статьи, диссертации) и устного представления исследования.

Данная дисциплина предусматривает стартовое владение иностранным языком на одном из уровней – B1, B2, C1.

Программа основывается на следующих концептуальных положениях:

## Academic communication for the young scholars

- владение иностранным языком является обязательным компонентом профессиональной подготовки современного специалиста;
- аспирантский курс иностранного языка представляет собой звено многоэтапной системы «школа – вуз – послевузовское обучение»;
- курс иностранного языка для аспирантов предполагает достижение профессионального делового уровня владения иностранным языком.

По итогам освоения курса обучающиеся должны уметь:

- владеть лексическим минимумом до 5500 лексических единиц с учетом вузовского минимума и потенциального словаря, включая примерно 500 терминов по профилирующей специальности;
- владеть грамматикой (морфологическими категориями и синтаксическими единицами и структурами) в объеме, определенном программой, с учетом специфики лексико-грамматического оформления технических документов и научных текстов по технической тематике;
- уметь осуществлять взаимосвязанные виды иноязычной профессионально ориентированной речевой деятельности в области исследования, в том числе:
  - *в говорении*: владеть подготовленной, а также неподготовленной монологической речью, делать резюме, сообщения, доклад на иностранном языке; владеть диалогической речью в ситуациях научного, профессионального и бытового общения в пределах изученного языкового материала и в соответствии с избранной специальностью;
  - *в аудировании*: понимать на слух оригинальную монологическую и диалогическую речь по специальности, опираясь на изученный языковой материал, фоновые страноведческие и профессиональные знания, навыки языковой и контекстуальной догадки, воспринимать специфику композиционной структуры научного (специального) текста, уметь оценить содержание аудиотекста с точки зрения степени системных связей между фактами и явлениями, аргументированности и важности информации с определенных научных позиций в аспекте научных и профессионально-корпоративных интересов;
  - *в чтении*: свободно читать, понимать и использовать в своей научной работе оригинальную научную литературу по специальности, опираясь на изученный языковой материал, фоновые

страноведческие и профессиональные знания и навыки языковой и контекстуальной догадки, владеть всеми видами чтения (изучающее, ознакомительное, поисковое и просмотровое);

- *В письме:* владеть письменной речью в пределах изученного языкового материала, в частности уметь составить план (конспект) прочитанного, изложить содержание прочитанного в форме резюме, подготовить в письменной форме сообщение или доклад по проблематике научного исследования, с четкой композиционной структурой в соответствии с лексико-грамматическими и стилистическими нормами изучаемого языка; уметь составлять документы, отчеты; вести научную переписку; составлять заявку на участие в научной конференции, зарубежной стажировке, получение гранта;

- *В переводе:* уметь оформлять извлеченную из иностранных источников информацию в виде полного и реферативного перевода, резюме в соответствии с нормами и узусом, типологией текстов на языке перевода; уметь осуществлять письменный перевод научного (специального) текста с иностранного на русский язык в пределах, определенных программой; уметь пользоваться словарями, справочниками и другими источниками информации.

В процессе освоения дисциплины у аспирантов (соискателей) развиваются следующие компетенции:

*Лингвистическая (или языковая) компетенция* предполагает владение системой сведений об изучаемом языке по его уровням: фонетика, лексика, состав слова и словообразование, морфология, синтаксис простого и сложного предложения, основы стилистики текста. Учащийся обладает лингвистической компетенцией, если он имеет представление о системе изучаемого языка и может пользоваться этой системой на практике. На качество языковой компетенции в изучаемом языке влияет не только степень владения им, но и *уровень компетенции аспирантов (соискателей) на родном языке.*

*Коммуникативная (или речевая) компетенция* предполагает знания речевых ситуаций и умения в области четырех основных видов речевой деятельности (говорения, аудирования, чтения и письма). Коммуникативная компетентность подразумевает умение осуществлять иноязычное общение во всех сферах человеческой деятельности с соблюдением социальных норм речевого поведения. Одно из основных умений, формируемых в рамках коммуни-

кативной компетенции, – это умение продуцировать и воспринимать, понимать иноязычные тексты, устные и письменные.

Коммуникативные умения и навыки – это умения и навыки речевого общения, формирование которых возможно только на базе лингвистической или языковой компетенции.

*Межкультурная компетенция* является важным компонентом современной подготовки аспирантов (соискателей) всех специальностей. Это обусловлено межкультурным аспектом профессиональной деятельности современного специалиста любой области, возникающим как следствие интеграции нашей страны в мировое образовательное, информационное, экономическое пространство и ведущего к реальной практической необходимости эффективно осуществлять межкультурную иноязычную коммуникацию в профессиональной сфере.



## INTRODUCTION

Academic language is the language used in instruction, textbooks and exams. Academic language differs in structure and vocabulary from the language used in daily social interactions. Academic language includes a common vocabulary used in all disciplines, as well as a vocabulary inherent to each individual discipline. Academic English is based more upon Latin and Greek roots than is common spoken English. In addition, academic language features more complex language and precise syntax than common English. Low academic language skills are associated with low performance in educational institutions. Modern dictionaries define academic language as follows:

*"Academic language is the language needed by scholars to understand and communicate in the academic disciplines. Academic language includes such things as specialized vocabulary, conventional text structures within a field of essays, lab reports and other language-related activities typical of classrooms, expressing disagreement, discussing an issue, asking for clarification."*

*Oxford Dictionaries, English matters.*

[www.oxforddictionaries.com](http://www.oxforddictionaries.com)



## PART 1

### ORAL COMMUNICATION

*"There are only two types of speakers in the world.  
The nervous and liars."  
Mark Twain*

### MODULE I

#### ACADEMIC SELF PRESENTATION

#### BLOCK 1 THE SYSTEM OF HIGHER EDUCATION

##### Higher Education in England, Wales and Northern Ireland

***Read and compare the system of higher education in the UK states and in Scotland.***

In England, Wales and Northern Ireland, higher education institutions are independent, self-governing bodies, active in teaching, research and scholarship. They are established by Royal Charter or legislation and most are part-funded by government.

Higher education is provided by many different types of institution. In addition to universities and university colleges, their charters and statutes are made through the Privy Council which advises the Queen on the granting of Royal Charters and incorporation of universities. There are also a number of publicly-designated and autonomous institutions within the higher education sector. Publicly funded higher education provision is available in some colleges of further education by the authority of another duly empowered institution. Teaching to prepare students for the award of higher education qualifications can be conducted in any higher education institution and in some further education colleges.

*Degree awarding powers and the title 'university'.*

All universities and many higher education colleges have the legal power to develop their own courses and award their own degrees, as well as determine the conditions on which they are awarded. Some HE colleges and specialist institutions without these powers offer programmes with varying extents of devolved authority, leading to the degrees of an institution which does have them. All universities in existence before 2005 have the power to award

degrees on the basis of completion of taught courses and the power to award research degrees. From 2005, institutions in England and Wales that award only taught degrees ('first' and 'second cycle') and which meet certain numerical criteria, may also be permitted to use the title 'university'.

Higher education institutions that award only taught degrees but which do not meet the numerical criteria may apply to use the title 'university college', although not all choose to do so. All of these institutions are subject to the same regulatory quality assurance and funding requirements as universities; and all institutions decide for themselves which students to admit and which staff to appoint. Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state.

#### *Qualifications*

The types of qualifications awarded by higher education institutions at sub-degree and undergraduate (first cycle) and postgraduate level (second and third cycles) are described in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland. This also includes qualification descriptors that were developed with the HE sector by the Quality Assurance Agency for Higher Education. The FHEQ was self-certified as compatible with the Framework for Qualifications of the European Higher Education Area, the qualifications framework adopted as part of the Bologna Process, in February 2009.

Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001. In terms of the European Higher Education Area they are "short cycle" qualifications within the first cycle. The FHEQ is one component of the Credit and Qualifications Framework for Wales.

The Qualifications and Curriculum Authority, the Department for Children, Education, Lifelong Learning and Skills, Wales and the Council for Curriculum Examination and Assessment, Northern Ireland have established the Qualifications and Credit Framework to replace, in time, the National Qualifications Framework. These authorities regulate a number of professional, statutory and other awarding bodies which control VET and general qualifications at all levels. The QCF is also incorporated into the CQFW. There is a close association between the levels of the FHEQ and the NQF, and other frameworks of the UK and Ireland.

#### *Quality Assurance*

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## Academic communication for the young scholars

Academic standards are established and maintained by higher education institutions themselves using an extensive and sophisticated range of shared quality assurance, approaches and structures. Standards and quality in institutions are underpinned by the universal use of external examiners, a standard set of indicators and other reports, by the activities of the QAA, and in professional areas by relevant professional, statutory and regulatory bodies. This ensures that institutions meet national expectations described in the FHEQ: subject benchmark statements, the Code of Practice and programme specifications.

QAA conducts peer-review based audits and reviews of higher education institutions with the opportunity for subject-based review as the need arises. The accuracy and adequacy of quality-related information published by the higher education institutions is also reviewed. QAA also reviews publicly funded higher education provision in further education colleges.

### *Credit Systems*

Most higher education institutions in England and Northern Ireland belong to one of several credit consortia and some operate local credit accumulation and transfer systems for students moving between programmes and/or institutions. A framework of national guidelines, the Higher Education Credit Framework for England, was launched in 2008. Credit is also an integral part of the CQFW and the QCF. It may be possible for credit awarded in one framework to be recognised by education providers whose qualifications sit within a different framework. HE credit systems in use in England, Wales and Northern Ireland are compatible with the European Credit Transfer System for accumulation and transfers within the European Higher Education Area, and are used to recognise learning gained by students in institutions elsewhere in Europe.

### *Admission*

The most common qualification for entry to higher education is the General Certificate of Education at 'Advanced' (A) level. Other appropriate NQF level 3 qualifications and the kite-marked Access to HE Diploma may also provide entry to HE. Level 3 qualifications in the CQFW, including the Welsh Baccaulaureate, also provide entry, as do Scottish Highers, Advanced Highers or qualifications at the same levels of the Scottish Credit and Qualifications Framework. Part-time and mature students may enter HE with these qualifications or alternatives with evidenced equivalent prior formal and/or experiential

learning. Institutions will admit students whom they believe to have the potential to complete their programmes successfully.

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*pay attention to the following acronyms in the text*

HE	Higher education
FHEQ	Framework for Higher Education Qualifications in England, Wales and Northern Ireland
CQFW	Credit and Qualifications Framework for Wales
QCA	Qualifications and Curriculum Authority
DCELLS	Department for Children, Education, Lifelong Learning and Skills, Wales
CCEA	Council for Curriculum Examination and Assessment, Northern Ireland
NQF	National Qualifications Framework
ECTS	European Credit Transfer System

### ***Discussion***

- Characterize the types of institutions providing the system of higher education in the UK states?
- State the Higher Education Qualifications in the framework of the UK states.
- Define the Quality Assurance in the present day system of higher education in the UK states.
- Elaborate main features of the most higher educational institutions in England and Northern Ireland.

## **The U.S. Higher Education System**

***Read the texts and define the types of US higher education system.***

### **Types of U.S. higher education**

#### *State College or University*

A state school is supported and run by a state or local government. Each of the 50 U.S. states operates at least one state university and possibly several state colleges. Many of these public universities schools have the name of the state, or the actual word "State" in their names: for example, Washington State University and the University of Michigan.

#### *Private College or University*

These schools are privately run as opposed to being run by a branch of the government. Tuition will usually be higher than state

schools. Often, private U.S. universities and colleges are smaller in size than state schools. Religiously affiliated universities and colleges are private schools. Nearly all these schools welcome students of all religions and beliefs. Yet, there are a percentage of schools that prefer to admit students who hold similar religious beliefs as those in which the school was founded.

#### *Community College*

Community colleges are two-year colleges that award an associate's degrees (transferable), as well as certifications. There are many types of associate degrees, but the most important distinguishing factor is whether or not the degree is transferable. Usually, there will be two primary degree tracks: one for academic transfer and the other prepares students to enter the workforce straightaway. University transfer degrees are generally associate of arts or associate of science. Not likely to be transferrable are the associate of applied science degrees and certificates of completion.

Community college graduates most commonly transfer to four-year colleges or universities to complete their degree. Because they can transfer the credits they earned while attending community college, they can complete their bachelor's degree program in two or more additional years. Many also offer ESL or intensive English language programs, which will prepare students for university-level courses. If you do not plan to earn a higher degree than the associate's, you should find out if an associate's degree will qualify you for a job in your home country.

#### *Institute of Technology*

An institute of technology is a school that provides at least four years of study in science and technology. Some have graduate programs, while others offer short-term courses.

### **Levels of Study**

***Read the texts and define the levels of study of US higher education system.***

#### *First Level: Bachelor's Degree*

A student who is attending a college or university and has not earned a bachelor's degree, is studying at the undergraduate level. It typically takes about four years to earn a bachelor's degree. You can either begin your studies in pursuit of a bachelor's degree at a community college or a four-year university or college.

Your first two years of study you will generally be required to take a wide variety of classes in different subjects, commonly known

as prerequisite courses: literature, science, the social sciences, the arts, history, and so forth. This is so you achieve a general knowledge, a foundation of a variety of subjects prior to focusing on a specific field of study.

Many students choose to study at a community college in order to complete the first two years of prerequisite courses. They will earn an Associate of Arts (AA) transfer degree and then transfer to a four-year university or college. A "major" is the specific field of study in which your degree is focused. For example, if someone's major is journalism, they will earn a Bachelor of Arts in Journalism. You will be required to take a certain number of courses in this field in order to meet the degree requirements of your major. You must choose your major at the beginning of your third year of school.

A very unique characteristic of the American higher education system is that you can change your major multiple times if you choose. It is extremely common for American students to switch majors at some point in their undergraduate studies. Often, students discover a different field that they excel in or enjoy. The American education system is very flexible. Keep in mind though that switching majors may result in more courses, which means more time and money.

#### *Second Level: Graduate in Pursuit of a Master's Degree*

Presently, a college or university graduate with a bachelor's degree may want to seriously think about graduate study in order to enter certain professions or advance their career. This degree is usually mandatory for higher-level positions in library science, engineering, behavioral health and education. Furthermore, international students from some countries are only permitted to study abroad at a graduate level. You should inquire about the credentials needed to get a job in your country before you apply to a postgraduate university in the USA. A graduate program is usually a division of a university or college. To gain admission, you will need to take the GRE (graduate record examination). Certain master's programs require specific tests, such as the LSAT for law school, the GRE or GMAT for business school, and the MCAT for medical school. Graduate programs in pursuit of a master's degree typically take one to two years to complete. For example, the MBA (master of business administration) is an extremely popular degree program that takes about two years. Other master's programs, such as journalism, only take one year. The majority of a master's program is spent in classroom study and a graduate student must prepare a long research paper called a "master's thesis" or complete a "master's project."

### *Third Level: Graduate in Pursuit of a Doctorate Degree*

Many graduate schools consider the attainment of a master's degree – the first step towards earning a PhD (doctorate). But at other schools, students may prepare directly for a doctorate without also earning a master's degree. It may take three years or more to earn a PhD degree. For international students, it may take as long as five or six years.

For the first two years of the program most doctoral candidates enroll in classes and seminars. At least another year is spent conducting firsthand research and writing a thesis or dissertation. This paper must contain views, designs, or research that have not been previously published.

A doctoral dissertation is a discussion and summary of the current scholarship on a given topic. Most U.S. universities awarding doctorates also require their candidates to have a reading knowledge of two foreign languages, to spend a required length of time "in residence," to pass a qualifying examination that officially admits candidates to the PhD program, and to pass an oral examination on the same topic as the dissertation.

### ***Discussion***

- Innumerate and describe types of higher educational institutions in the US.
- Characterize the levels of study in the system of higher education in the US.
- Elaborate main features of the most higher educational institutions in US.
- Define the difference between private and public higher educational institutions.

### ***Read the text and concern the main features of modern Russian higher education system.***

#### **The Russian Higher Education System**

In the Russian Federation, all educational programmes are of two types: general education and professional education.

General education is aimed at the intellectual, moral, emotional, and physical development of the individual; at shaping his or her general cultural level; at developing his or her ability to adapt himself or herself to life in society, and at the setting of the foundations which will enable individuals to make a conscious choice of a professional

education programme and to cope with it. General education comprises: pre-school education; primary general education; basic general education; secondary (complete) general education.

Professional education is aimed at the continued development of an individual in the process of which he or she acquires a professional qualification and at the preparation of graduates to exercise a profession. Since in the Russian Federation all programmes, except general education programmes, lead to diplomas or to diplomas and degrees as well as to professional qualifications and give the right to exercise professions, they are called professional education programmes.

#### *Forms of education*

There are different forms of education: full-time, part-time (evening and correspondence course programmes), and so-called externat (a form of education that enables individuals to study independently and to take examinations). The Government of the Russian Federation establishes a list of specialities for which part-time study and externat are forbidden. The minimum requirements as to the content of education and to the knowledge and skills of graduates, set up by the State educational standard, do not depend on the form of education, and for part-time education and externat, they are the same as for full-time studies. The number of part-time students constitutes about one third of the total number of students. Part-time students devote the majority of their time to independent studies. In order to compensate in part-time studies for the decrease in contact time, specific education technologies are used: special instructional materials and aids, forms of distance education, modern communication and information technologies, and individual and collective consultations. The number of part-time students studying in a given group is smaller than that of full-time students.

#### *Kinds of higher education*

There are two kinds of higher education in the Russian Federation: non-university level higher education. It is presented by educational programmes not leading to academic degrees. The second one is university level higher education – educational programmes leading to academic degrees. Despite the different levels of education, these two kinds of higher education have the following common features:

- the lists of specialities available through both kinds of higher education are interlinked;
- the educational programmes are convergent in particular



with regard to the list and the volume of specialized disciplines;

- state requirements as to the minimum content of education and to the knowledge and skills of graduates are developed for both kinds of higher education on the basis of secondary (complete) general education;
- teaching technologies typical of universities are introduced in non-university level higher education.

#### *University Level Higher Education*

According to the Standard Statute for University Level Higher Education Establishments adopted by the Government of the Russian Federation on 26 June 1993 and based on the Law On Education, higher education in the country is built upon the following typology of establishments: Universities: higher education institutions the activities of which are aimed at the development of education, science, and culture through the conducting of fundamental and applied research and the offering of training programmes at all levels of higher, postgraduate, and continuing education in a wide range of natural and social sciences and the humanities. A university must be the leading research and methodological centre in the areas of its activity.

Universities are now subdivided into the following groups: Universities for Humanities and Sciences, Pedagogical Universities, Medical Universities, Agricultural Universities, Technical Universities.

Academies are higher education institutions the activities of which are aimed at the development of education, science, and culture through the conducting of fundamental and applied research and the offering of training programmes at all levels of higher, postgraduate, and continuing education in a single major area of science, technology, or culture. An academy must be the leading research and methodological centre in its area of activity.

Institutes are independent higher education institutions or divisions of universities or academies, which offer educational programmes at all levels of higher, postgraduate, and continuing education in a number of fields of science, technology, and culture and conduct research.

#### *Admission Requirements*

Traditionally, a diploma granting admission to university level higher education institutions may be earned at institutions offering secondary (complete) general education and non-university level higher education. Admission to higher education establishments is competitive. The selection is based on entrance examinations, school

leaving certificates, interviews. The entrance examinations are the major component of the selection procedure. The number and the list of entrance tests are stipulated by the admission regulations of given educational institutions. The subjects of the entrance examinations are set by the individual institutions according to the requirements of the faculties to which admission is sought.

#### *Course Programme Structure*

Since 1992, Russian higher education has had a multi-level structure, and higher education institutions may confer the following degrees and diplomas:- Intermediate Diploma (at least two years of study);Bakalavr Diploma (at least four years of study);Specialist Diploma (five to six years of study); Magistr Diploma (six years of study).

In order to establish the relationship between these qualifications in the future, the Government of the Russian Federation adopted the State Educational Standard of Higher Professional Education of 12 August 1994. It designates three levels of studies: The first level comprises the first two years of studies for the Bakalavr or Specialist Diplomas and is concentrated on compulsory fundamental courses in the given speciality. After this period, students may either continue their studies or, if they do not want to do so, leave the institution with an Intermediate Diploma. The second level is the continuation of studies for the *Bakalavr* degree the duration of which is at least another two years. It leads to the four-year *Bakalavr* degree. The third level represents an educational level common both to the *Magistr* Diploma and to the *Specialist* Diploma. *Magistr* degree programmes are based on *Bakalavr* degree programmes, while *Specialist* Diploma programmes are not.

#### *The Intermediate Diploma*

The first function of the Intermediate Diploma (Diplom o nepolnom vysshem obrazovanii) awarded after at least two years of studies for the *Bakalavr* or *Specialist* Diplomas, is to certify that the student has successfully finished the first two years of basic higher education in a particular field of study. This Diploma is conferred in all fields of study. Courses follow a curriculum that imparts the fundamental contents of the education offered in the appropriate field of study. The Diploma is not a degree; it is only an intermediate qualification. However, the Diploma gives its holder the right to exercise a professional activity in accordance with the level of education it represents. The Diploma is issued at the request of the student. The Diploma supplement lists the results of the normal

examinations taken during the first two years of study. The Intermediate Diploma is called upon to facilitate mobility among the different types of higher education institutions.

#### *The Bakalavr Degree*

The Bakalavr degree is conferred after at least a four-year course of study. Bakalavr programmes can cover all disciplines except medicine. The function of the Bakalavr degree is to provide a more academically rather than professionally oriented education. The Bakalavr degree is a prerequisite for admission to Magistr studies. Defense of the thesis Bakalavr programmes reflect the State educational standard regarding the state requirements for the compulsory minimum of the content of education for the Bakalavr degree in the appropriate field of study.

In the meantime, the State Committee for Higher Education has published for the *Bakalavr* degree the *State Educational Standard of Higher Professional Education*, Moscow, 1995, that describes the structure, aims, and contents of education. Each Bakalavr programme contains a defined portion of fundamental education with courses taken from the humanities, the social sciences and economics, and the natural sciences. The continuing stages provide basic professional and specialized education as well as fieldwork relating to professional training.

Examinations must be taken and passed at the end of each semester. The State final attestation includes the defense of a thesis prepared over a period of four months and State final examinations. Following a successful attestation, a State Diploma is issued attesting conferral of the Bakalavr degree. The supplement to the Diploma includes the list of disciplines taught during the period of education, the number of hours, the grades, the practical training, and the results obtained on the final state examinations and in the defense of the thesis or project.

#### *The Specialist Diploma*

The traditional qualification of Specialist Diploma has two functions. It opens access to professional practice (e.g., to engineers, teachers, chemists, etc.), and it is also the traditional prerequisite for admission to doctoral studies. The qualification of Specialist Diploma is conferred after studies lasting five to six years. The diploma is awarded in all fields of study (specialities). Students are required to take and to pass examinations at the end of each semester. The State final attestation for a Specialist Diploma covers the defense of a project or a thesis and State final examinations. The procedure for the

State final attestation and for the award of the Diploma as well as the content of the supplement to the Diploma are the same as for the *Bakalavr* degree.

#### *The Magistr Degree*

A Magistr programme is at least a two-year course programme centred more around research activities than the Specialist Diploma. The license to conduct Magistr studies is granted by the Ministry for General and Professional Education only to those higher education institutions that are accredited and possess adequate academic staff and facilities. The State educational standard defines only general requirements for Magistr educational programmes and not the requirements regarding the content of education. Higher education establishments in Russia interested in introducing Magistr degree programmes are free to make their own decisions regarding the contents of programmes. The recommendations prepared by the teaching and methodological associations of higher education institutions are taken into consideration.

Access to Magistr studies is open to the holders of the *Bakalavr* degree. For the holders of the *Bakalavr* degree wishing to pursue a Magistr programme in the same field of study, the higher education institutions themselves set up admission procedures (examinations, interviews, etc.). Those holders of the *Bakalavr* degree wishing to pursue the Magistr programme in another field of study (speciality) must pass an additional test, which reflects the requirements for the *Bakalavr* programme in the speciality corresponding to the chosen Magistr programme.

Each Magistr programme consists of two equal components: the course component and the independent research component. Magistr studies are completed by a State final attestation that includes the defense of a dissertation and the passing of State final examinations. The Magistr dissertation is a piece of independent research prepared under the guidance of a supervisor. The procedure for State final attestation and for the award of the Diploma as well as the content of the supplement to the Diploma are the same as for the *Bakalavr* degree.

The university level higher education curriculum stipulates thirty-six weeks of study a year. Depending on the field of study (speciality), the proportions of mandatory and optional courses in a curriculum are around the following: mandatory courses: 80 to 85 percent; optional courses: 15 to 20 percent. The total workload of a student should not exceed fifty-four hours a week including class work

and independent studies. A student's total workload of class work is, on average, twenty-seven hours a week (for the Magistr programme, fourteen hours a week). For part-time education, class work should not be less than ten hours a week. In the case of correspondence education, students are offered the possibility of having no less than 160 hours a year of contact classes.

The academic year begins on the 1. September and ends at the beginning of June. University level higher education diplomas (the Bakalavr Diploma, the Specialist Diploma, and the Magistr Diploma) give their holders the right to exercise professional activities in accordance with the qualifications indicated on the diplomas. Specialist and Magistr Diplomas entitle their holders to be admitted to doctoral study programmes.

#### *Doctoral Programmes*

The hierarchy of advanced degrees in Russia traditionally includes doctor's degrees of two levels: the Candidate of Sciences and the Doctor of Sciences. The Candidate of Sciences degree normally requires at least three years of study beyond graduation from a university level higher education institution and the award of the Specialist or the Magistr diploma. The Doctor of Sciences degree can be earned after a period of further study following the award of the Candidate of Sciences degree. In reality, to earn a Doctor of Sciences degree requires five to fifteen years beyond the award of the Candidate of Sciences degree. Both university level higher education establishments and research institutions have the right to set up doctoral study programmes.

Two national bodies, the Ministry for General and Professional Education of the Russian Federation and the Russian Academy of Sciences are responsible for the general supervision of doctoral studies in higher education establishments and research institutions, respectively. Upon the decision of these two bodies, doctoral study programmes can be opened in those higher education establishments and research institutions that possess the required personnel as well as scientific and financial resources. Higher education institutions must be accredited, and research institutions must have a license granting them the right to carry out educational activities. The two doctoral degrees can be earned in two ways: as a result of studies in the aspirantura and doctorantura or independently.

#### ***Discussion***

- Define the University level of higher education.

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- Define the Institute level of higher education.
- Define the Academy level of higher education.
- Characterize course programme structure.
- Describe the main features of the Bakalavr degree.
- Describe the main features of the Magistr degree.
- Describe the main features of the Doctorate degree.

***Pay attention to English and Russian definitions of the following academic terms:***

First Degree	степень бакалавра
Bachelor's Degree	степень бакалавра
Bachelor of Science (B.Sc./B.S.)	бакалавр в области естественных наук
Bachelor of Arts (A.B./B.A.)	бакалавр в области гуманитарных наук
Bachelor of Fine Arts (B.F.A.)	бакалавр в области искусств
Bachelor of Business Administration	бакалавр в области управления (B.B.A.)
Diploma	диплом
Degree	диплом о высшем образовании.
Doctoral candidate	соискатель
graduate/postgraduate student	аспирант
doctoral student	аспирант
graduate student (American)	магистрант
postgraduate student (British)	магистрант
Advanced / graduate / higher degree	степени магистра и доктора
Ph. D. Program / studies	специальный учебный курс
Thesis	диссертация
doctoral thesis / dissertation	диссертационная работа
honorary/higher/senior doctorates	почетные докторские степени
Doctor of Science (D.Sc.)	доктор естественных наук
Doctor of Letters (Litt.D.)	доктор гуманитарных наук
Doctor of Laws (L.L.D.)	доктор в области права
Senior Doctorate	степень доктора наук
Doctorate	ученая степень кандидата наук
Doctor of Philosophy (Ph.D.)	степень доктора философии
doctoral degree	степень доктора философии

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doctor's degree/doctorate		степень доктора философии
research degrees		исследовательские степени
professional degrees		профессиональные
Doctor of Medicine (M.D.)		докторские степени
		специалист в области
		медицины
Juris Doctor (J.D.)		специалист в области
		юриспруденции
internship		интернатура
research assistant		исследователи,
senior research assistant		претендующие
research associate	⇒	на
senior research associate		получение
research fellow		докторской
senior research fellow		степени
postdoctoral research fellow		исследователь с докторской
		степенью
postdoctoral research associate		исследователь с докторской
		степенью
postdoctoral fellow		исследователь с докторской
		степенью
Fellowship		специальная стипендия
Professor / full professor		профессор
emeritus professor/professor emeritus		почетный профессор
Docent		доцент
Senior Instructor		старший преподаватель
Assistant Lecturer (British)		ассистент
Instructor (American)		преподаватель
Head of Department		заведующий кафедрой
department		кафедра
department of modern languages		кафедра современных
		языков
department of physics		кафедра физики
chair		пост заведующего кафедрой
Faculty (British)		факультет
college / school (American)		факультет
Dean		декан
sub-dean /associate dean/		
assistant dean		заместитель декана
academic/teaching staff		преподавательский состав
chancellor (British)		ректор



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president (American)	ректор
rector	ректор
vice-chancellor	проректор
provost	проректор по науке
prorector for academic affairs	проректор по учебной работе
prorector for research	проректор по научной работе
scientific associate	младший научный сотрудник
senior scientific associate	старший научный сотрудник
head of laboratory	заведующий лабораторией
head of department	заведующий отделом
head of group	руководитель группы
medals, prizes, awards	награды
The Nobel Prize	Нобелевская премия
The Royal Society	Королевское общество
The American Academy of Arts and Sciences	Американская Академия наук и искусств
The National Academy of Science	Национальная академия наук
Russian Academy of Science	Российская Академия наук
corresponding members	члены-корреспонденты
full members / academicians	действительные члены

**Matching Exercises:**

***a) Make up English-Russian pairs of words equivalent in meaning:***

1. to be awarded	A. включать
2. to participate	B. разрабатывать
3. department	C. важность
4. to prove a thesis (dissertation);	D. предприятие
5. scientific adviser	E. данные (информация)
6. to collaborate	F. обучаться в аспирантуре
7. branch	G. исследовательская группа
8. to encounter	H. сотрудничать
9. to develop	I. ученая степень
10. importance	J. кафедра
11. sphere	K. научный руководитель
12. scientific degree	L. область



13. research	M. опубликовать
14. enterprise	N. отрасль
15. to include	O. встречать(ся)
16. research team	P. участвовать
17. data	Q. (научное) исследование
18. to take post-graduate courses	R. быть награжденным
19. to publish	S. защищать диссертацию

***b) Find antonyms in the list below, arrange them in pairs:***

1. theory	A. to disable
2. rapidly	B. old
3. experimentator	C. inexperienced
4. unknown	D. theoretician
5. wide	E. slowly
6. to increase	F. practice
7. to finish	G. famous
8. passive	H. to decrease
9. to obtain	I. low
10. to enable	J. simple
11. high	K. to give
12. complicated	L. to start
13. experienced	M. narrow
14. new	N. active

***Answer the following questions:***

1. What are the similarities between the notion of a postgraduate student in Russia and the USA?
2. What are the differences between the notion of a postgraduate student in Russia and the USA?
3. What are the special programs for the postgraduate students in the USA?
4. What are the similarities between the notion of a postgraduate student in Russia and the UK?
5. What are the differences between the notion of a postgraduate student in Russia and the USA?
6. What are the special programs for the postgraduate students in Russia?

7. What are the special programs for the postgraduate students in the UK?

8. What are the special programs for the postgraduate students in the USA?

***Translate the following sentences into Russian:***

1. I got my first degree in chemistry and then I switched over to the field of biology.

2. I have a master's degree in chemical engineering.

3. I attended a college in Arizona for my bachelor's degree and my master's degree. Then I got my doctoral degree at the University of Hawai.

4. The Chair of Economics remains vacant.

5. The University of California College of Medicine is seeking a Chair for the Department of Biological Chemistry.

6. I was dividing my time between research and administration as Provost.

7. After graduation from Florida State University I received an advanced degree in economics at Duke University.

8. I am twenty-six years old and have just completed my master's degree in science.

9. I'm going to begin my Ph. D. program next September in Canada.

10. I got my doctorate in economics two years ago.

11. Now I am a doctoral candidate in economics.

12. I hope to get my senior doctorate within the next three years.

13. The Russian Doctor of Science degree is the highest research degree in this country. Many scientists having that degree are professors.

14. Applicants should have submitted their Ph. D. thesis or have a recent Ph. D. degree in biochemistry or chemistry.

15. Postdoctoral Senior or Research Associateship: The appointment is for three years and could start in September, 2005.

16. Applicants must have a Ph. D. degree, or have submitted their thesis for Ph. D. before the starting date.

17. Now I occupy the position of docent which corresponds to associate professor or reader in English-speaking countries.

**Communicative Exercises:**

***1. Agree to the statements, using the following expressions of agreement:***

You are right that ...

You are quite/absolutely right...

It is quite true that ...

What you say is correct...

I agree entirely with you...

Boris is definitely right when saying that ...

- You work under Dr. Ilyinsky, don't you?
- You have graduated from the Moscow State University, haven't you?
- You take part in the research carried on in your department. Am I right?
- You have published several research papers in journals, haven't you?
- You collaborate with your colleagues. Is it true?
- You have obtained valuable information, haven't you?

**2. Disagree to the statements using the following expressions of polite disagreement:**

I'm afraid you are wrong/mistaken...

As a general rule you are quite right, but in this case I think...

What you say seems to be general opinion, but...

I agree with you to a certain extent, but...

A large part of what you say is true, but...

I disagree with your assessment...

- His friend has finished the experimental part of his dissertation, hasn't he?
- Your colleagues do not assist you in your research. Am I right?
- The article doesn't contain any valuable information, does it?
- He has taken part in many international scientific conferences, hasn't he?
- My coworker is rather an experimentator than a theoretical, isn't he?
- He didn't use any new method in his research. Do you agree with me?

**3. Agree or disagree to the following statements**

*Example: – I know (that) University trains post-graduate students.*

*– Yes, you are right. Besides, our University does research.*

*– No, I see you are misinformed. Our University does not train post-graduate students. It trains only undergraduates.*

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- I found that almost all collaborators of your department combine activities in research with experimental work.
- I believe you base your experiments on theoretical considerations.
- A doctoral thesis (dissertation) is a serious effort and it must mark a considerable advance in a given sphere of knowledge.
- This branch of knowledge has been rapidly developing in the last two decades.
- Doctoral candidates are not supposed to pass their examination in a foreign language.
- I always discuss the obtained data with my research adviser.

**4. Respond to the following statements:**

- I work in close contact with the collaborators of our department. And what about you?
- My friend works in close contact with the scientists of the Russian Academy of Sciences. And what about your friend?
- Our University works in close contact with the Saratov State University. And what about yours?
- My scientific adviser works in close contact with the scientists of Germany. And what about your scientific adviser?
- When conducting research with human participants, must the rights and welfare of the participants be protected?
- Should a scientist professional or student follow strict safety standards and specific operating rules in his work?

**5. Ask and answer the following questions:**

Ask your neighbour:

- 1 ... what the subject of his thesis is.
- 2 ... if he published any articles.
- 3 ... where and when he published them.
- 4 ... if there is much or little material published on the subject of his investigation.
- 5 ... if the author of the article is a distinguished scientist in the field of economics.
- 6 ... if he is engaged in making an experiment.

**6. Make up questions to which the following phrases are the answers. The dialogue is between a research student and his scientific adviser**

Scientific adviser: ...?

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Research student: Yes, I did. I tried hard to find the necessary information in various journals. But I could find nothing.

Scientific adviser: ...?

Research student: Yes, of course. I also looked through English literature. But my knowledge of English still leaves much to be desired ...!

Scientific adviser: ...?

Research student: Of course I will! I'm going to improve my English by attending the English language courses at the university.

**7. Inform your colleagues:**

- a) what candidate examinations you have already passed;
- b) what the theme of your dissertation is;
- c) how many scientific papers you have published;
- d) if you are busy with making an experiment.

**8. Read the following statements aloud. Let another postgraduate student respond by expressing thanks. Change the roles as you go. Use the patterns below:**

Thank you very much

Many thanks

Thanks a lot

Thank you ever so much

Thank you for the pleasure

That's very kind of you

You are very obliging

I'm very grateful to you

1. It's a fundamental and fascinating research. You can take part in it.

2. We shall publish your research paper in the next issue of our journal.

3. Your report has made a great impression on the head of our department. He wants to offer you a position of a senior research associate in one of our labs.

4. You may consult him on the research next Monday.

5. Your work is of great theoretical and practical significance. We'll give you additional funds to speed it up.

6. You have asked for an interview with the Minister of Education. The Minister will meet you next Friday.

**Application:**

- Prepare a self presentation report.
- Prepare a speech introducing your academic paper.

## BLOCK 2 POST-GRADUATE STUDIES

A good oral presentation is well structured; this makes it easier for the listener to follow.

Basically there are three parts to a typical presentation: the beginning, the middle and the end or (introduction, body and conclusion). We are going to look at the content of each part individually and the language needed to express its structure and content.

### **The useful tips and phrases:**

- *The beginning of a presentation is the most important part. It is when you establish a rapport with the audience and when you have its attention.*

- *It is important to greet the audience.*

- *Introduce yourself (name, position, responsibility in the company) Not only to give that important information so people can identify you but also to establish your authority on the subject and to allow the audience to see your point of view on the subject (you are a student, researcher, responsible for, director of, neophyte, layman).*

- *Sometimes, especially when invited to speak, the host introduces the guest, gives the same information as above and then gives the floor to the guest speaker.*

### **Ladies and gentlemen.**

**Good morning, members of the jury.**

**Good afternoon, esteemed guests**

**Good evening, members of the board**

**Good morning, fellow colleagues**

**Good morning, Mr. Chairman/ Mrs. Chairwoman**

**Good afternoon, ladies and gentlemen, let me introduce myself.**

**Good morning everyone, I'd like to start by introducing myself.**

**My name is... I am a student at the ... where I am a doctoral candidate.**

**I'm the manager of...**

**I am a researcher from ...**

**I've been working on the subject now for ... years ... and I've had wide experience in the field of ...**

**Good morning, my name is ...**

**I am a student at the ... and I would like to talk to you today about some of my findings in ... / the study I did on ...**

**I am very pleased and proud to introduce ... who is ...**

**He/she is known for...**

**Now I'll turn the floor over to today's speaker. (take the floor, to have the floor, to give the floor to someone.)**

***Guidelines for Giving an Oral Self Presentation or a Presentation of a Scientific Paper***

- Practice the talk for an audience and get oral and written feedback.
- A monotone delivery puts people to sleep. Modulate your voice to show your excitement.
- Make sure your spoken words provide a logical transition from one slide to the next.
- Use the title of each slide near the beginning of your spoken text for that slide.
- Do not memorize your text. Rather, ensure that you know the points you want to make in the order you want to make them.
- Finally, you may be nervous and thinking of how embarrassed you will be if you don't do a good job. Think instead of serving your audience of making your talk valuable to them by giving them 1-3 points.

Think: your audience may be facing talk after talk on unfamiliar subjects, to be received under adverse conditions.

***Read the text below to find the answers to the following questions:***

- 1) What does the doctoral candidate's research deal with?
- 2) What scientific projects is the candidate engaged in at present?
- 3) Who does the doctoral candidate work in close contact with?

Taking a Post-Graduate Course

Last year by the decision of the Scientific Council I took post-graduate courses to increase my knowledge in economics. I passed three entrance examinations – in History, English and the special subject. So now I am a first year post-graduate student of the

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Moscow State University. I'm attached to the Statistics Department. In the course of my post-graduate studies I am to pass candidate examinations in philosophy, English and the special subject. So I attend courses of English and philosophy. I'm sure the knowledge of English will help me in my research.

My research deals with economics. The theme of the dissertation (thesis) is "Computer-Aided Tools for economic analysis". I was interested in the problem when a student so by now I have collected some valuable data for my thesis.

I work in close contact with my research adviser (supervisor). He graduated from the Moscow State University 15 years ago and got his doctoral degree at the age of 40. He is the youngest Doctor of Sciences at our University. He has published a great number of research papers in journals not only in this country but also abroad.

He often takes part in the work of scientific conferences and symposia. When I encounter difficulties in my work I always consult my research adviser.

At present I am engaged in collecting the necessary data. I hope it will be a success and I will be through with my work on time.

**Vocabulary:**

***The following terms are part of the academic language of science, yet are not specific to academic language. It is necessary to understand these terms if one is to read and understand academic literature.***

achieve	successfully bring about or reach, a desired objective or result by effort, skill, or courage
acquisition	1. an asset or object bought or obtained, typically by a library or museum 2. the learning or developing of a skill, habit, or quality
alternative	1. of one or more things available as another possibility or choice 2. of or relating to activities that depart from or challenge traditional norms
analysis	detailed examination of the elements or structure of something
approach	come close to a number, level, or standard in quality or quantity



area	a space allocated for a specific use
aspect	a particular part or feature of something
assessment	the action of assessing someone or something:
assume	suppose to be the case, without proof
authority	the right to act in a specified way, delegated from one person or organization to another
available	able to be used or obtained; at someone's disposal
benefit	an advantage or profit gained from something
circumstance	(usually <b>circumstances</b> ) a fact or condition connected with or relevant to an event or action
comment	a verbal or written remark expressing an opinion or reaction
component	constituting part of a larger whole; constituent
concept	a plan or intention
consistent	unchanging in nature, standard, or effect over time
method	a particular procedure for accomplishing or approaching something, especially a systematic or established one
maintenance	the process of preserving a condition or situation or the state of being preserved
perceive	become aware or conscious of something; come to realize or understand
potential	latent qualities or abilities that may be developed and lead to future success or usefulness
previous	existing or occurring before in time or order
primary	of chief importance; principal
procedure	1. an established or official way of doing something 2. a series of actions conducted in a certain order or manner
range	the area of variation between upper and lower limits on a particular scale

***Read the text below to find the answers to the following questions:***

1) What does the doctoral candidate's research deal with?

- 2) What scientific projects is the candidate engaged in at present?
- 3) What publications does the doctoral candidate have?

#### My research work

I'm an economist in the auditing firm. My special subject is accounting. I combine practical work with scientific research, so I'm a doctoral candidate. I'm doing research in auditing which is now widely accepted in all fields of economy. This branch of knowledge has been rapidly developing in the last two decades. The obtained results have already found wide application in various spheres of national economy. I'm interested in that part of auditing which includes its internal quality control. I have been working at the problem for two years. I got interested in it when a student.

The theme of the dissertation is "Internal quality control of audit services". The subject of my thesis is the development of an effective internal quality control system for audit firm services. I think this problem is very important nowadays as a major portion of public accounting practice is involved with auditing. In making decisions it is necessary for the investors, creditors and other interested parties to know whether the financial statements may be relied on. Hence there should be an internal control of auditing operations for insuring the fairness of presentation.

My work is both of theoretical and practical importance. It is based on the theory developed by my research adviser, professor Ilyinsky. He is the head of the department at the State University. I always consult him when I encounter difficulties in my research. We often discuss the collected data. These data enable me to define more precisely the theoretical model of the audit internal quality system. I have not completed the experimental part of my thesis yet, but I'm through with the theoretical part.

For the moment I have four scientific papers published. One of them was published in the US journal. I take part in various scientific conferences where I make reports on my subject and participate in scientific discussions and debates.

I'm planning to finish writing the dissertation by the end of the next year and prove it in the Scientific Council of the State University. I hope to get a Ph. D. in Economics.

**Vocabulary:**

***The following terms are part of the academic language of science, yet are not specific to academic language. It is necessary to understand these terms if one is to read and understand academic literature.***

corresponding	analogous or equivalent in character, form, or function; comparable
criterion	a principle or standard by which something may be judged or decided
data	facts and statistics collected together for reference or analysis
deduction	the action of deducting or subtracting something
demonstrate	give a practical exhibition and explanation of how a machine, skill, or craft works or is performed
derive	obtain something from a specified source
distribution	the way in which something is shared out among a group or spread over an area
dominant	having power and influence over others
element	an essential or characteristic part of something abstract
equation	the process of equating one thing with another
estimate	roughly calculate or judge the value, number, quantity, or extent of
evaluation	the making of a judgement about the amount, number, or value of something; assessment
factor	a circumstance, a fact, or influence that contributes to a result
feature	a distinctive attribute or aspect of something
final	reached or designed to be reached as the outcome of a process or a series of actions and events
function	an activity that is natural to or the purpose of a person or thing
relevant	closely connected or appropriate to the matter in hand
require	need for a particular purpose

resource	(usually <b>resources</b> ) a stock or supply of money, materials, staff, and other assets that can be drawn on by a person or organization in order to function effectively
response	a verbal or written answer
significant	sufficiently great or important to be worthy of attention; noteworthy
similar	having a resemblance in appearance, character, or quantity, without being identical
specific	precise and clear in making statements or issuing instructions
structure	the arrangement of and relations between the parts or elements of something complex
theory	a set of principles on which the practice of an activity is based

**Read the words below. Which of them are personal qualities (birth given) and which are professional skills (experience obtained)?**

Vision (проницательность, дальновидность), judgement (рассудительность), energy (энергия), determination (решительность, решимость), consistency (последовательность, постоянство), fairness (справедливость), observation (наблюдательность), confidence (уверенность), communicational skills (навыки общения), effort (усилие), friendliness (дружелюбие), self-respect (самоуважение), self-awareness (самоанализ), directness (непосредственность), sociability (общительность), organising ability (организаторские способности), ruthlessness (жесткость), diplomacy (дипломатичность), reliability (надежность), emotional (physical) stamina (эмоциональная (физическая) выносливость), maturity (зрелость), sense of humour (чувство юмора), flexibility (гибкость) .

**Read the sentences. Mark the qualities you possess.**

Vision: a person doesn't serve the long-term interests of the institution unless he plans, sets goals and provides strategic perception. (Быть проницательным – значит планировать, ставить цели, обеспечивать осознание стратегии; без этого он не может отвечать долговременным интересам учреждения).

Judgement: success doesn't depend on immediate decisions, one should spend a lot of time collecting information and opinions before drawing conclusions. (Успех деятельности не зависит от

быстрых решений, необходимо тщательным образом собирать информацию и выслушивать различные мнения перед тем, как прийти к определенным выводам)

For reaching one's objectives it is necessary to have effort, energy and stamina as this process is an exhausting activity physically, intellectually and emotionally. (Усилие, энергия и выносливость необходимы для достижения поставленных целей, что является процессом, истощающим человека физически, умственно и эмоционально).

Determination: it is an ability to bounce back from disappointment and keep on banging away at an idea. (Решимость – это способность оправиться от разочарований и продолжать решение вопросов, связанных с вынашиваемой идеей).

Consistency and fairness: one's ability to inspire others very much depends on predictable attitudes, philosophies, loyalties and decision-taking methods (Способность вести за собой в большой степени зависит от предсказуемых позиций, философских подходов к жизни, верности принципам и определенных методов принятия решений)

Observation implies listening, watching and remembering the personalities, attitudes and concerns of those whom you work with. (Наблюдательность предполагает способность слушать, наблюдать, помнить особенности характера коллег, их позиции и заботы.

Confidence is an ability not to show emotions when one feels insecure or diffident. (Уверенность – это способность скрыть свою неуверенность или робость).

Communicational skills and sociability: one should communicate his decisions clearly and unequivocally as well as to work very closely with people to help them be creative. (Навыки общения и общительность необходимы для того, чтобы четко и недвусмысленно представлять свои решения, чтобы работать рука об руку с другими и помогать им в созидательной деятельности).

Ruthlessness and diplomacy: the needs of the organization must always come first and it is important to act quickly and ruthlessly when necessary resolving conflicts between the requirements of the task and the resources available. (Общественные интересы должны стоять выше личных, при этом, в случае необходимости, важно действовать быстро и жестко, разрешая противоречия между требованиями и оставленной задачи и имеющимися в распоряжении средствами).

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Friendliness and directness mean to be approachable, humane and show an interest in the lives of his staff using simple, direct and appropriate language. (Дружелюбие и непосредственность характеризуют человека, охотно идущего навстречу другим, гуманного, заинтересованного в коллегах, того, кто говорит просто, правдиво, подходящим к случаю языком).

Self-respect and self-awareness imply an ability to look at oneself objectively and analyse where some mistakes were made. (Самоуважение и самоанализ предполагают способность посмотреть на себя объективно и анализировать допущенные ошибки).

### **Answer the following questions:**

1. How would you present yourself?
2. How would you describe your scientific research?
3. What aspects of modern science are you most interested in?
4. What do you consider the most significant part of your scientific work?
5. How do you evaluate success in your scientific work?
6. What are your biggest accomplishments?
7. What environments allow you to be especially effective?
8. What is a special contribution you have made to your research?
9. What has been your most rewarding accomplishment?
10. What are your intentions concerning your future scientific work?

**Think over a short report about professional skills and qualities needed for your future job. Present it to the audience.**

### **Writing a CV and a Letter of Application.**

In any CV (curriculum vitae) information is presented in a certain way. Study the CV carefully paying attention to the order of dates. Write down your own one according to the given pattern.

## CURRICULUM VITAE.

<p><u>PERSONAL DETAILS</u></p> <p>Name: Date of birth: Nationality: Address:  Telephone</p>	<p>Mary Brown 25 September 1969 British 52 Hanover Street Edinburgh EH2 5LM Scotland 031 449 0237</p>
<p><u>EDUCATION</u></p> <p>1991-1992:  1988-1991:  1981-1988:</p>	<p>London Chamber of Commerce and Industry Diploma in Public Relations</p> <p>University of London BA (Honours) in Journalism and Media Studies (Class II)</p> <p>Fettes College, Edinburgh A-levels in German (A), English (B), History (B) and Geography)</p>
<p><u>PROFESSIONAL EXPERIENCE</u></p> <p>1992 to present:    Summers of 1990 and 1991:  Summer of 1989:</p>	<p>Scottish Wildlife Trust Department of Public Relations</p> <p>Responsible for writing articles on all aspects of the Trust's activities and ensuring their distribution to the press. Editor of the Trust's monthly journal. In charge of relations with European environmental agencies.</p> <p>Three-month training period with the Glasgow Herald. Assistant to the sports editor.</p> <p>Sales assistant in the record department of Harris Stores Ltd., Edinburgh</p>
<p><u>INTERESTS</u></p>	<p>Sports: Cross-country skiing, rock-climbing and swimming Secretary of the local branch of «Action», an association organising summer camps for disabled children.</p>
<p><u>ADDITIONAL SKILLS</u></p>	<p>Camp counselling certificate</p>

	Grade 3 ski instructor Driver's licence (car and motorcycle) IBM PS user Fluent German and good working knowledge of French	
<u>REFERENCES</u>	Geoffery Williams, Professor of Journalism, University of London	Bill Denholm, Sports Editor, Glasgow Herald

### The Letter of Application.

The letter of application also called covering letter can be as important as the CV in that it often provides the first direct contact between a candidate and an employer.

If this letter is not well written and presented, it will make a poor impression. The letter of application normally contains three or more paragraphs in which you should:

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

*I am writing to apply for the position of ... which was advertised last week (when) in The International Herald Tribune (where)*

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

*It has always been my intention to work in ...*

*I would particularly welcome the chance to work for your company.*

*The job you are offering matches both my personal and professional interests.*

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

*My work experience has familiarised me with ...*

*I am sure that this, together with my nature experience, would be extremely relevant to the position ...*

- indicate your willingness to attend an interview and possibly state when you would be free to attend

*I would be pleased to discuss my curriculum vitae with you in more detail at an interview.*

*Please do not hesitate to contact me if you require further information.*

*I look forward to hearing from you.*



## MODULE II ACADEMIC MEETINGS

### BLOCK 1 PRESENTATION OF SCIENTIFIC PAPER

***Read the text about scientific talk as a part of the scientific communication process.***

#### **Scientific Talk.**

More people will probably listen to your scientific talk than will read the paper you may write. Thus the scientific talk has become one of the most important communication forums for the scientific community. As proof, we need only look at the rising attendance at and the proliferation of meetings. In many ways your research reputation will be enhanced or diminished by your scientific talk. The scientific talk, like the scientific paper, is part of the scientific communication process.

The modern scientist must be able to deliver a well organized, well delivered scientific talk. Most scientific presentations use visual aids – and almost all scientific presentations are casual and extemporaneous. This "scientific style" places some additional burdens on the speaker because the speaker must manipulate visual media, project the aura of being at ease with the material, and still have the presence to answer unanticipated questions. No one would argue with the fact that an unprepared, sloppy talk is a waste of both the speaker's and audience's time. A poorly prepared talk makes a statement that the speaker does not care about the audience and perhaps does not care much about his subject.

#### ***I Methodology for Preparing an Oral Presentation of a Scientific Paper***

1. Read the paper
2. Take whatever steps necessary to ensure that you understand its content
3. List the following
  - the problem to be solved
  - the method(s) used
  - the data
  - the interpretation of the data and the assumptions used – the implications/significance

4. Identify the external constraints on your talk: time, method of presentation
5. Determine how many slides/overheads you can use
6. Determine the levels of knowledge of your audience and the levels you want to address them. You could decide to ignore the masses and give a talk only for experts, but this is not recommended.
7. Given items 4-6 decide on goals for your talk, take home message and what you need to present to accomplish that goal
8. Prepare a preliminary outline. Each slide should be on a single point.
9. Write the first draft of text. Each slide should be titled. No full sentences. Figures and tables should be legible, titled, and axes clearly labeled. Use color/formatting to highlight main points as necessary. Make sure that the logic flows and that you have transitions between each slide.
10. Prepare final text.

## **II The useful tips and phrases for Preparing an Oral Presentation of a Scientific Paper:**

- *Situate the subject in time and place, in relation to the audience, the importance. Give a rough idea or a working definition of the subject.*
- *A cultural aspect may be important here; scientists want to demonstrate their work and findings while managers and humanities people want to share ideas and reflections with their audience. It may be the result of a desire to persuade and convince. It may be comparison of two or more products, plans or proposals.*
- *It may be very useful to eliminate certain areas before you start so as to avoid confusion or deviation from your main task. It also protects you from criticism later if do not mention it in advance.*
- *It is useful to give the listeners some idea of the time so as to maintain their attention better.*
- *You may want to give acknowledgements here too. If you have been sponsored, supported or encouraged by a particular firm, organization, professor, etc. you may want to acknowledge their contribution.*
- *Concerning grammar the headings of the outline should be of the same grammatical form.*
- *Your research and paper may have been the work of a collaborative effort and you should acknowledge this too and give the names of all the participants.*

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- *At some point you should ask a question or somehow try to determine where the audience is. You will then have to modify the contents, as you never know exactly what to expect.*
- *The main purpose of an informative speech is to have the audience understand and remember a certain amount of information.*
- *You should thus have two purposes: a general purpose and a specific one.*
- *The former is to inform: to give an overview, to present, to summarize, to outline; to discuss the current situation or to explain how to do something or how something is done.*
- *You should also let the audience know at some point in the introduction when they may or may not ask questions.*
- *The latter is what you want the audience to take away with them after listening to you, what you want them to do, what they should remember.*

**I plan to speak about...**

**Today I'm going to talk about...**

**The subject of my presentation is...**

**The theme of my talk is... I've been asked to talk to you about...**

**I have chosen to speak about this because...**

**I was asked to speak about X because...**

**I will not speak about...**

**I have limited my speech to**

**I will speak for 15 minutes**

**My talk will last about 15 minutes**

**Have you ever heard of ...?**

**Every day you encounter...**

**Have you ever heard of/seen ...?**

**You've probably seen countless times...**

**You may have wondered...**

**My purpose in doing this paper is to give you a solid background on the subject of oral presentation so that in the future, at the INT or elsewhere you can deliver a successful speech in front of a group.**

**What I would like to do today is to explain...**

**to illustrate...**

**to give a general overview of...**

**to outline...**

**to have a look at...**

**What I want my listeners to get out of my speech is...**

**I have broken my speech down/up into ... parts.**

**I have divided my presentation (up) into ... parts.**

**In the first part I give a few basic definitions.**

**In the next section I will explain ...**

**In part three, I am going to show...**

**In the last place I would like/want to give a practical example...**

**I'd ask you to save your questions for the end.**

**There will be plenty of time at the end of my speech for questions and discussion.**

**You may interrupt me at any moment to ask questions or make comments.**

### ***III The Scheme for Preparing an Oral Presentation of a Scientific Paper***

#### **Starting the presentation**

- *To begin with ... .*
- *To start with ... .*
- *Let's start by looking at ... .*
- *Let's start by looking at ... .*
- *I'd like to start by looking at ... .*
- *Let's start with / start by looking at ... .*

#### **Closing a section of the presentation**

- *So, that concludes [title of the section] ... .*
- *So, that's an overview of ... .*
- *I think that just about covers ... .*

#### **Beginning a new section of the presentation**

- *Now, let's move on to ... .*
- *Now, let's take a look at ... .*
- *Now I'd like to move on to ... .*
- *Next I'd like to take a look at ... .*
- *Moving on to the next part, I'd like to ... .*

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- *Moving on to the next section, let's take a look at ... .*

**Concluding and summarising the presentation**

- *Well, that brings us to the end of the final section. Now, I'd like to summarise by ...*
- *That brings us to the end of the final section. Now, if I can just summarise the main points again.*
- *That concludes my presentation. Now, if I can just summarise the main points.*
- *That's an overview of ... Now, just to summarise, let's quickly look at the main points again.*

**Finishing and thanking**

- *Thank you for your attention.*
- *That brings the presentation to an end.*
- *That brings us to the end of my presentation.*
- *Finally, I'd like to finish by thanking you (all) for your attention.*
- *Finally, I'd like to end by thanking you (all) for coming to-day.*
- *I'd like to thank you (all) for your attention and interest.*

**Inviting questions**

- *If anyone has any questions, I'll be pleased to answer them.*
- *If anyone has any questions, I'll do my best to answer them.*
- *If anyone has any questions, please feel free to ask them now.*
- *If anyone has any questions, please feel free to ask them and I'll do my best to answer.*

**Referring to a previous point made**

- *As I mentioned earlier ... .*
- *As we saw earlier ... .*
- *You may recall that we said ... .*
- *You may recall that I explained ... .*

**Dealing with (difficult) questions**

- *I'll come back to that question later if I may.*
- *I'll / We'll come back to that question later in my presentation.*
- *I'll / We'll look at that point in more detail later on.*
- *Perhaps we can look at that point at the end / a little later.*

## Other phrases and key presentation language

word, phrase	meaning, function
<i>briefly</i>	'very quickly'
<i>take a look at</i>	'look at'
<i>take a brief look at</i>	'quickly look at'
<i>return to</i>	'go back', 'explain again'
<i>I'll outline</i>	'I will explain'
<i>here we can see</i>	to draw attention to a specific point on a slide
<i>as you can see here</i>	to draw attention to a specific point on a slide
<i>(let's) move on to</i>	to start a new subject
<i>(let's) continue with</i>	to start a new subject
<i>(let's) continue by looking at</i>	to start a new subject
<i>to illustrate this point</i>	when giving an example
<i>let's; we can; we will</i>	using 'we' and 'us' instead of 'I' connects you to your audience

## BLOCK 2 PUBLIC SPEAKING

### Types of Speech

#### ***Read the text and answer the following questions:***

1. What are the most important issues connected with public scientific speaking?
2. What do you do in an informative speech?
3. When you are planning a speech, what is the first thing you need to do?
4. What is presentation language?

The ability to speak effectively in public is important. Members of groups, companies, or organizations often have to make speeches to large or small groups of people. We give speeches to explain our ideas or plans, to report on the results of research or investigations, to convince people of the advantages of a course of action, or to entertain at a luncheon. Whether we can make a good speech makes a big difference to what other people think about us. Being able to express information and ideas clearly and in a well-organized way in front of a group of people is a useful skill.

There are three types of speeches. One type is an informative speech. In an informative speech, you give information about a certain topic. The second type is a persuasive speech, in which you

convince your audience to believe something or to do something. The third type is an entertaining speech. This is the type of speech given at a luncheon, wedding reception, or party.

When you are planning a speech, the first thing you need to do is to make the purpose of the speech clear in your own mind. This is very obvious, but it is sometimes neglected. Are you only giving information about something? Are you trying to persuade your audience of something? Or are you just entertaining your audience? It is useful to write down in a single sentence what you plan to accomplish with your speech. You may or may not actually use this sentence in your speech, but you should keep it in front of you as you work on your speech.

As much as possible, you need to know your audience. How old are they? Are they men or women? What do they already know about the topic? What are their beliefs? Their social and economic backgrounds? Why have they come to listen to you? You should have as much information as possible about your audience, and you should keep it in mind as you prepare your speech. This is called audience analysis.

You also need to do research about the topic. You need to collect recent and accurate information. During this process, you will need to collect more information than you will actually need in your speech. The better you know the topic, the more confidently you can speak.

As you write your speech, you need to choose appropriate language. Based on the occasion at which you are speaking and on your analysis of the audience, you need to decide how formal the language you use should be, whether you can include technical terms, what sorts of illustrations and data you can use, etc. If the speech is at a meeting of professional people, you can and should use technical terms, because they will help you get your message across accurately and clearly. However, if your audience is made up of non-professionals who are not likely to be familiar with technical terms, you should avoid them or define them. At an informal speech at a luncheon, you can speak casually and include jokes.

You should organize your speech well. You must make the main points clear. At the beginning of each section of the speech, you should specify what you are going to cover in that section, and at the end, you should summarize the section. You need to decide what information should be included and what should be taken out. You need to include good examples, statistics, and quotations to support

the points you are making. You need to think about the best order in which to present the information.

As you prepare your speech, and later when you deliver it, you need to establish yourself as a credible source. Source credibility is related to whether the source seems believable and trustworthy. Source credibility can be demonstrated in a wide variety of ways. Showing that you are familiar with the topic, showing that you are a trustworthy and concerned person, wearing appropriate clothes, referring to your qualifications to speak about the topic, and speaking in a self-confident and self-assured manner can add to your source credibility.

You should consider using audio-visual aids to make your speech clearer, more interesting, and more effective. You can use charts, maps, overhead projectors, handouts, audio tapes, video tapes, computer graphics, etc., if they help your audience understand your speech better. If you overuse them, or if you use them only for the sake of using them, they will be ineffective and distracting. Your time is usually limited, and using audio-visual aids takes time. Also you have to be well prepared in advance and make sure that they work properly before your speech.

After you write the body of your speech, you write the conclusion and then the introduction. The conclusion should summarize the main points and emphasize what you hope to accomplish with your speech. Your audience is likely to remember the points that you make last. Finally, you need to write your introduction. In the introduction, you need to capture the attention of your audience and make the topic and scope of your talk clear. It is useful to put the notes for your speech on cards. Cards allow you more flexibility to adjust your speech to your audience, for example, to skip sections that the audience seems to be already familiar with.

### **Speech Delivering Process.**

***Read the text and answer the following questions:***

1. What are the most important issues connected with speech delivering process?
2. What characteristics one should possess in order to be a successful speaker?
3. Why is it important to keep the audience attention at its highest point?
4. Is being an effective public speaker useful in everyday life?



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Now you have finished writing your speech, but you need to prepare to deliver it. It is necessary to practice in order to be well prepared and to deliver your speech smoothly--though you should not practice so much that your speech sounds stiff. You should probably not memorize every word that you plan to say, but you should practice explaining the main ideas. You do want to be flexible, because you may need to adjust your speech according to your audience's reactions. First you can practice by yourself. Speak at the speed you will use for your speech and time yourself. If you have a large audience, your rate of speaking needs to be slower. You need to make certain that you can finish your speech within the time allowed, but that you do not have too much time left over. Ask a friend to listen to your speech and comment on it. Practice gives you confidence, helps control stage fright, and increases your source credibility by allowing you to sound confident.

The manner in which you deliver the speech is almost as important as the content. As you deliver the speech, you need to speak slowly but fluently and clearly enough that your audience can understand you. Be aware that if you are nervous when you are delivering your speech, you are likely to speak faster than normal. As you are delivering your speech, you will need to make a conscious effort to slow down. You need to speak loudly enough that the entire audience can hear you, but not too loudly. You can use changes in the loudness of your voice to emphasize your important points. You should vary the tone of your voice to help keep your audience's attention. You should stand in a relaxed posture, except in the most formal situations, and your gestures should be natural and support the content of your speech, for example, by using hand gestures to emphasize important points. You should maintain eye contact with members of your audience as you speak, rather than looking at the wall in the back of the room or the floor in front of you.

As you speak, it is also important to establish and maintain rapport with your audience. Rapport is a feeling of connection and understanding between the speaker and the audience. As you speak, you need to pay attention to the response of the audience. Do they seem to understand? If not, you may need to slow down, explain a point in a different way, provide an example, etc. Are they getting restless? Maybe you should go on to the next point. Whether your audience gets the information they want from your speech, whether you succeed in convincing them, or whether they are entertained will be influenced by the rapport that you have with them. As it has been

pointed out, public speaking is an important and useful skill. Being an effective public speaker can be rewarding and beneficial in your daily life.

**Vocabulary:**

1. <b>public speaking</b> :speaking in front of a group of people
2. <b>entertain</b> :do something amusing or interesting
3. <b>persuasive</b> :having the power to make people believe or do something
4. <b>illustrations</b> : examples which help make the meaning of something clearer
5. <b>non-professionals</b> :people who are not experts in a certain field
6. <b>specify</b> :mention exactly
7. <b>summarize</b> :state the main points again briefly
8. <b>quotations</b> :words from other speakers or writers
9. <b>credible</b> :deserving of being believed
10. <b>believable</b> :able to be believed
11. <b>trustworthy</b> :worth of trust
12. <b>qualifications</b> :ability, experience or training which allows someone to do something
13. <b>self-assured</b> :believing in one's own abilities
14. <b>audio-visual aids</b> :things concerning sight and/or hearing that help the audience understand
15. <b>overhead projectors</b> : machines that project words, pictures on a screen
16. <b>handouts</b> :information given on printed sheets of paper
17. <b>audio tapes</b> :tapes for listening
18. <b>video tapes</b> :tapes for viewing
19. <b>computer graphics</b> :pictures produced by a computer
20. <b>overuse</b> :use (them) too much
21. <b>ineffective</b> :not useful or helpful
22. <b>distracting</b> :taking people's minds off what they are listening to
23. <b>flexibility</b> :able to be changed to meet new needs, situations,etc.

24. <b>stage fright</b> : a feeling of fear before or during a speech or performance
25. <b>fluently</b> :without long or inappropriate pauses
26. <b>posture</b> :way of standing or sitting
27. <b>rapport</b> :feelings of connection between the speaker and audience
28. <b>beneficial</b> :helpful; useful

### True/False Questions :

- The most common type of speech is the informative speech. T or F?
- In a persuasive speech, a speaker tries to get the audience to do or believe something. T or F?
- It is important to make the purpose of the speech clear to yourself, but some speakers don't do this. T or F?
- You must use the sentence you write about your purposes in your speech. T or F?
- You only need to find as much information through your research as you actually need in your speech. T or F?
- As you are writing your speech, you need to decide how formal to be, whether to use technical terms. T or F?
- In any situation, it is good to use a lot of audio-visual aids. T or F?
- You write the introduction to your speech first. T or F?
- It is important to time yourself so you can finish your speech within the time allowed, without too much time left over. T or F?
- You should keep your tone of voice the same throughout the speech. T or F?

### Comprehension Questions:

- What are some examples of reasons we give speeches?
- What is a useful skill?
- What are the three types of speeches?
- What is audience analysis?
- What do you do at the beginning of each section of the speech?
- How can you demonstrate your source credibility?
- What are some disadvantages of using audio-visual aids?
- What should you do in your conclusion?
- Why should you write your speech on cards?
- What do you need to do to be well prepared?
- What is almost as important as the content of your speech?



12. What changes should you use in the loudness of your voice?
13. What should your posture and gestures be like?
14. What should you do as you speak?

### **BLOCK 3 ACADEMIC MEETINGS**

#### **Symposium and Conference**

***Read the texts and gain the information about different types of academic meetings.***

Seminars, workshops, conferences, symposiums etc are events that are held mostly in academic environments. Many people remain confused between these nomenclatures and cannot tell a symposium from a conference considering their similarities and overlapping in the manner in which they are arranged and participated. However, there are differences pertaining to the number of delegates, topics covered, duration of the event.

#### **Symposium**

A symposium is a formal gathering in an academic setting where participants are experts in their fields. These experts present or deliver their opinions or viewpoints on a chosen topic of discussion. It would be correct to label a symposium as a small scale conference as the number of delegates is smaller. There are the usual discussions on the chosen topic after the experts have presented their speeches. The chief characteristic of a symposium is that it covers a single topic or subject and all the lectures given by experts are completed in a single day.

Symposium is a bit casual in nature, and there is not much pressure on the delegates to perform or present lectures in the best possible manner as is the case in other academic events. There are lunch breaks, tea, snacks etc to break the ice further.

#### **Conference**

Conference refers to a formal meeting where participants exchange their views on various topics. Conference can take place in different fields, and it need not be academic in nature all the time. Thus, we have parent teacher conferences, sport conferences, a trade conference, a conference of journalists, conference of doctors, a conference of research scholars, and so on. A conference is a meeting that has been prearranged and involves consultation and discussion on a number of topics by the delegates.

A conference is on a large scale with a large number of participants though a conference can take place between just two

people, the student and his instructor. In general though, a conference refers to a meeting of lots of people coming from different places at the conference venue and discussing their views on a number of topics. A conference stretches over a period of few days with formal discussions taking place on chosen days and according to the agenda of the conference.

### **Symposium versus Conference**

- Conference and symposium are similar events where speakers come together and give their opinions on a chosen subject
  - Symposium can be described as a smaller conference that gets over in a single day with a lesser number of delegates
  - Symposium is a bit casual in nature with breaks for snacks and lunch

In a symposium, experts give lectures on a single topic whereas in a conference, there is a discussion on several topics.

### ***Pay attention to English and Russian academic terms:***

scientific meeting	научная встреча
conferences	конференция
symposium; symposia pl	симпозиум
colloquium; colloquia pl	коллоквиум
seminar/workshop	семинар
session	сессия
general assembly	ассамблея
meeting	совещание
congress	конгресс
schools/short courses/	школы-семинары
study days /institutes/teach-ins	школы-семинары
theme of the conference/	тема конференции
conference theme	тема конференции
central/major theme	основная тема
official theme	официальная тема
topics for discussion	вопросы для
	обсуждения
general theme	общая тема
subtheme	подтема
sponsors of the conference/	устроители научной
	конференции,
conference sponsors	обеспечивающие ее
	финансовую
	поддержку

sponsoring organization	организация- устроитель
organizing committee	организационный комитет
program committee	программный комитет
local organizing/ local arrangements <sup>~</sup> committee	местный организационный комитет
national organizing committee	национальный организационный комитет
ladies' committee	дамский комитет
chairman of the committee/ committee chairman	председатель комитета
general chairman	руководитель конференции
organizing secretary /	секретарь конференции
secretary of the conference /	секретарь конференции
conference secretary	секретарь конференции
congress president	президент конференции
secretary-general	генеральный секретарь
call for papers	материалы докладов
title	название
short abstracts	краткие тезисы
extended abstracts	подробные тезисы
summary of the presentation	автореферат выступления
volume of abstracts / abstracts volume	сборник
manuscript of the paper	рукопись доклада
announcements/circulars	информационные письма /циркуляры
application/registration form	заявочная форма
mailing list	список рассылки
convener/organizer	организатор секции



registration fee	регистрационный взнос
first-come basis registration	регистрация
working languages	рабочие языки
registration desk	бюро регистрации
registration kit/package/file	комплект материалов
conference program	программа конференции
guide/guidebook	путеводитель
leaflets/pamphlets	памятки
program booklet	буклет-программа
notice board	доска объявления
bulletin board	демонстрационный щит
news bulletins	бюллетени новостей
information desk	справочное бюро
typing pool	машинописное бюро
conference premises/sites	места проведения конференции
university conference	конференция на базе университета
accommodation/housing	размещение
lecture hall	лекционный зал
meeting room	комната для заседаний
lounge	холл
public address system	звукоусилительное оборудование
audiovisual equipment	аудиовизуальное оборудование
slide projectors	слайдпроекторы
closed circuit television	система замкнутого телевидения
scientific/technical program	научная программа
social program	культурная программа
welcome address	приветственная речь
introductory/opening remarks	вступительное слово
plenary sessions	пленарное

speakers	заседание
plenary addresses/lectures/talks/papers	выступающие
keynote addresses/papers	пленарные доклады
	основные доклады
overview/review papers	обзорный доклад
report	отчетный доклад
impromptu meeting	внеплановое
	заседание
papers/scientific contributions	научные доклады
invited/solicited papers	доклады по
	приглашению
contributed/free/uninvited papers	доклады по
	инициативе
	участников
concurrent/parallel sessions	параллельные
	заседания
tutorial papers	образовательный
	доклад
working party/group	рабочая группа
rappporteur of working parties/groups	представитель
	группы
lead papers	основной доклад
joint meeting	совместное
	заседание
special lecture	специальная лекция
public lecture	публичная лекция
discussion	обсуждение
	докладов
chairman of the session/session chairman	председатель
	заседания
panel discussion	широкое обсуждение
round table discussions/round tables	обсуждение за
	«круглым столом»
poster session	стендовое заседание
presenter	автор-демонстратор
poster papers/poster presentation	стендовое
	сообщение
exhibition/exhibit/display	тематическая
	выставка
commercial exhibition	коммерческая



show/demonstration	выставка демонстрация материалов
professional/technical excursion	профессиональная экскурсия
field excursion/trip	полевая экскурсия
social event	культурное мероприятие

**Matching Exercises:**

***Match English words and word-combinations with the corresponding Russian ones***

1. to take place	A. генеральный секретарь
2. committee chairman	B. рукопись доклада
3. secretary-general	C. выступить
4. call for papers	D. принимать участие
5. short abstract	E. председатель комитета
6. extended extract	F. справочное бюро
7. summary of the presentation	G. дискуссия с участием ведущих специалистов
8. manuscript of the paper	H. научный доклад
9. attendee	I. иметь место
10. accommodation	J. Стендовое заседание
11. information desk	K. научный сотрудник
12. key-note speaker	L. автореферат
13. session	M. научный вклад
14. review paper	N. участник
15. exhibition	O. подробный тезис
16. proceedings of the conference	P. основной докладчик
17. scientific associate	Q. заседание
18. full member of the Academy of Science	R. приглашение на присылку материалов для публикации
19. to lecture	S. выставка
20. to take the floor	T. сборник материалов конференции
21. to take part in	U. обзор материалов
22. poster session	V. краткий тезис
23. scientific contribution	W. действительный член

		Академии наук
24.	contributed paper	X. место проживания
25.	digest panel discussion	Y. читать лекцию

**Arrange in pairs the words which are close in meaning**

1. participant	A. to submit a paper
2. accommodation	B. display
3. speaker	C. assistant director
4. to take place	D. round tables
5. exhibition	E. attendee
6. scientific associate	F. reporter
7. head	G. chief
8. deputy director	H. workshop
9. to take the floor	I. housing
10. to present a paper	J. research associate
11. seminar	K. review paper
12. overview paper	L. parallel session
13. concurrent session	M. to be held
14. round table discussions	N. to speak.

**Arrange the following words in pairs of antonyms**

1. success	A. exclude
2. dependence	B. out-date equipment
3. in general	C. failure
4. interested	D. disinterested
5. significance	E. disorder
6. order	F. accurately
7. approximately	G. practitioner
8. to win	H. independence
9. up-date equipment	I. in particular
10. theoretician	J. insignificance
11. formal discussion	K. to lose
12. include	L. informal discussion

**Give the English equivalents for the following word combinations:**

Делается сравнение с ...

Предлагается метод ...

Дается подход к оценке ...

Делается попытка ...  
 Обсуждаются данные по ...  
 Обсуждение будет сфокусировано на...  
 Настоящие данные охватывают период ...  
 Эксперименты были направлены на выявление ...  
 Обсуждается влияние ... на ...  
 Описываются методы, используемые для ...  
 Самые важные результаты имеют следующие вид ...  
 Настоящий доклад имеет своей целью ...  
 В настоящем докладе даются краткие замечания по поводу ...  
 В настоящем докладе рассматривается ...  
 В настоящем докладе исследуется ...  
 Настоящее исследование является попыткой ...  
 Нам удалось показать, что...

***Translate the following sentences into Russian:***

- I extend to you a cordial personal invitation to participate in the sessions of this Section and to join the Congress Symposia and other Section meetings.
- Participation will be restricted to about 75 registrants in order to encourage audience interaction.
- Registration will be opened on a first-come basis and is scheduled to be closed on or before May,1 depending on the response.
- Papers may be delivered in English, French or German, preferably English.
- There will be a commercial exhibition of economic literature with the conference. Companies interested in exhibiting should contact the Conference organizer.
- The lead papers presented in plenary sessions represented experience in several different countries as well as in international institutions.
- The meeting contains 90 invited papers and 230 contributed papers organized into 24 symposia.
- Groups wishing to hold impromptu meetings in the evening after the regular program may ask for room assignment from the Mexican Local Organizing Committee.
- The program will consist of invited and contributed papers, as well as workshop sessions. Some of invited papers will be tutorial in nature.

- The keynote speaker will be Professor Brown, a distinguished economist from the University of London, who will talk about the past, present and future of economics.
- The Information Desk consults the attendees for all general information including: entertainment, dining out, sightseeing, transportation, Internet and photocopier facilities.
- Accommodation is available at the university campus in inexpensive student rooms.
- News Bulletins will be issued as required. Watch for them at the Registration desks. They will contain late program changes and special announcements of interest to the delegates.
- The 15th Pacific Science Congress. Theme: Conservation, development and utilization of the resources of the Pacific Ocean.
- Titles and short abstracts should be submitted no later than Friday.
- A 300-word abstract, typed double-spaced for a 15-minute presentation should be submitted by April 30.
- Each author will be expected to submit the following material: a 50-word abstract of the paper, a summary of the presentation up to four pages.
- In case your abstract is accepted you will be required to submit a final manuscript of your paper by December 30.
- We would like to discuss the concept of free market economy in this paper.
- We would also welcome general summaries and reviews.
- We would welcome any specific ideas on the topic for discussion.
- We would like to start not with statements but with questions.

***Study the Sample of an Informed Consent Form.***

*Instructions to the Student Researcher:*

An informed consent form should be developed in consultation with the Adult Sponsor, Designated Supervisor or Qualified Scientist. This form is used to provide information to the research subject (or parent/guardian) and to document written informed consent, minor assent and/or parental permission.

When written documentation is required, the researcher keeps the original, signed form.

Students may use this form or may copy ALL elements of this form into a new document. Please read the following information



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about the project. If you would like to participate, please sign in the appropriate box below.

Purpose of the project: \_\_\_\_\_  
Time required for participation: \_\_\_\_\_  
Risks: \_\_\_\_\_  
Benefits: \_\_\_\_\_  
Confidentiality: \_\_\_\_\_  
Contact: \_\_\_\_\_  
Adult Sponsor: \_\_\_\_\_  
Phone/email: \_\_\_\_\_

Voluntary Participation:

Participation in this study is completely voluntary. If you decide not to participate there will not be any negative consequences. Please be aware that if you decide to participate, you may stop participating at any time and you may decide not to answer any specific question.

By signing this form I am attesting that I have read and understand the information above and I freely give my consent/ assent to participate or permission for my child to participate.

Adult Informed Consent or Minor Assent

Printed Name of Research Subject:  
Parental/Guardian Permission (if applicable)  
Parent/Guardian Printed Name:  
Date Reviewed & Signed: Signature:  
Date Reviewed & Signed: Signature:

***Complete the form for the participation in the scientific event:***

- **«Please complete this form and send it to the Congress Secretary for further information.**
- **Name:** .....
- **Professional Title:** .....
- **Address:** .....
- **Country** .....
- **I hope to register for the World Conference on Computers in Education.**
- **I intend to submit an abstract on the following topic** .....

- **I will be accompanied by my spouse».**

**Oral Exercises:**

**1. Make up sentences using the given word combinations**

a) Model: *In the closing part of my paper I would like to stress that computer aided learning (CAL) has the backing of many teachers.*

- UNESCO
- the International Federation of Information Processing (IFIP)

b) my colleagues.

Model: *I would be pleased to take part in the conference.*

- work-shops
- a panel discussion
- this symposium.

c) Model: *I would like to submit a paper to this conference.*

- concurred session
- a poster session
- conference on the problems of Civil Law
- local organizing committee.

**2. Agree with the following statements. Use such introductory phrases as:**

You are quite right

It is really so

So it is

Of course, it is

I quite agree with you that

I side you

1) The University scientific conference was held in February, wasn't it?

2) You are concerned with economics, aren't you?

3) You have already taken part in the work of a scientific conference, haven't you?

4) The plenary meeting is usually followed by panel discussion, isn't it?

5) When a call for papers is received, we are to submit a summary of presentation, aren't we?

6) You should fill in the given form to approve your participation in North Carolina Science and Economics Fair, shouldn't you?

**3. React to the wrong statements below. Use such introductory phrases as:**

I'm afraid, you are not right  
 I'm afraid you are mistaken  
 You seem to be quite wrong  
 I can't agree with you

- The paper presented by the speaker was not interesting, was it?
- If I am not mistaken the University conference was held in March, wasn't it?
- As far as I could gather from the text, there weren't any simultaneous sessions held during this congress, were there?
- To my mind the atmosphere of the conference hall didn't give good opportunities for relaxed discussions between groups of experts.
- There will be a few participants from our department at the conference.
- It's unnecessary to submit a summary of your paper for the conference.

**4. Make sure you understand the statements right by asking questions.**

Model:

- a) – *The open ceremony was followed by a reception.*  
 – *Pardon me, what did you say? What was the open ceremony followed by?*
- b) – *The last morning session started with a general discussion.*  
 – *Sorry, I didn't catch what you said. – What did the last session start with?*

- The most noteworthy paper was presented by Dr. Fox.
- The convention participants came from different countries of the world.
- The delegates were listening to Academician Shatalov.
- The reception was addressed by Professor Smith.
- Most of the delegates waited for the end of the discussion.

- The roundtable concept was continued with a discussion.

**5. Ask and answer the questions to the following statements, paying attention to the word order in direct and indirect questions.**

Model: – Ask your colleagues if the summary of his presentation will be published.

– Will the summary of your presentation be published? – Yes, it will be published in a month.

Ask your colleagues:

- ...if he has completed writing the dissertation.
- ... if he is going to submit a contributed paper to the conference.
- ... what subject of his report is.
- ... if the summary of the presentation was published in the Digest of the Convention.
- ... when he received a call for papers.

**6. Act the following dialogues in parts**

Dialogue I

A: When do I have to give my paper, Mr. Chairman? My name is George Brown.

B: Just a minute, Mr. Brown. Let me consult my notes. You know, there were some changes on the program. Yes. You come third on the morning session.

A: I'm sorry to trouble you but is there any chance to put off my talk for the evening session? I need to be somewhere else in the morning and it's very important.

B: All right. It can be done. You'll be the first in the evening, at five o'clock to be exact. Does it suit you?

A: Oh, it suits me fine. Thank you so much.

B: Not at all.

Dialogue II

A: May I have you for a few minutes?

B: Why, sure. What can I do for you?

A: I've just heard your paper. I'm very interested in your research as we seem to work on the same problem.

B: Well, that sounds very interesting, isn't it? Shall we sit somewhere?

A: What about going to a cafeteria?

B: That would be fine.

Dialogue III



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A: My congratulations! Your paper was a real success.

B: Thank you. I'm very glad it was received so well.

A: Could we discuss some points which are not very clear to me?

B: Oh, yes. Unfortunately, I had to omit many details.

A: I understand you had too little time at your disposal.

**7. Imagine you want to declare your desire to take part in the conference. Make up a situation of your own using the following patterns:**

- I should like very much to attend your conference ...
- Unfortunately, I could not manage to submit my application earlier ...
- I would like to know if it is possible for someone from here to attend the conference.

**8. Imagine you want to decline your invitation to the conference. Make up a situation of your own using the following patterns:**

- I would be grateful if you could eliminate my name from the programme ...
- I should like to thank you again for your invitation and to wish you all success at the Meeting. I am sorry...
- In response to your letter I would like to inform you that I much regret...

**9. Answer the following questions so that the answers would make a comprehensive account of your participation in the work of some scientific meeting:**

- Have you ever had an opportunity to be present at a large scientific gathering?
- Was it a regional or a national (international) conference (congress)?
- When and where was it held?
- Who was its president?
- What was the most interesting paper presented at this scientific meeting?
- How long did this conference last?
- How many simultaneous sessions were held on the same day?

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- Was there any reception held after the final session?
- Did you or any of your colleagues present papers at this conference?
  - Was your paper a success?
  - Was it discussed in detail?
  - Were there any discussions of general interest held during this conference?
  - What is your general impression of the conference?

**10. Imagine you are delivering the closing part of your report at the conference. Use the following patterns:**

In the conclusion, I would like to say ...  
 Summarizing very briefly, let me say ...  
 That's all I have to tell you ...  
 To sum up the talk, I'd like to say...  
 I would like to summarize ...

- The symposium has given us sufficient food for thoughts.
- Science knows no national boundaries and its development has become faster due to international cooperation.
- Scientific exchanges and discussions are useful because they contribute to general scientific advance.
- English has become the language of global communication.

**Written exercises:**

**1. Make up sentences using the given word combinations:**

- a short abstract
- an extended abstract
- a comparison of ... with ... is made
- a method of ... is proposed
- an approach to estimating ... is present
- an attempt to ... is made
- data on ... are discussed
- a discussion will focus on the problem of ...
- present data encompass a period of ...
- the design of the experiments was to reveal ...
- the effect of ... on ... is discussed
- the methods used for ... are discussed
- the most important results are as follows ...

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- this paper aims at ...
- this paper comments briefly on ...
- this paper concerns /considers/ deals with
- this paper examines...
- this study is an attempt ...
- we have been able to show that ...

**2. Translate the sentences below using the given word-combinations**

*Give a lecture (a reception, a talk, a translation)*

- Дайте перевод этого предложения.
- Речь, произнесенная профессором С., привлекла всеобщее внимание.
- В честь участников конференции устроили прием.
- Мне понравились лекции, прочитанные доктором П.
- Профессор П. выступил на открытии конгресса.

*Hold a conference (a meeting, a discussion, an examination, a reception)*

- Экзамен будет проведен в июне.
- Дискуссия, проведенная на утреннем заседании, привлекла всеобщее внимание.
- Когда состоится собрание?
- Председательствующий выступил на приеме, устроенном после конференции.
- Когда была проведена дискуссия?

*Make a contribution (comment, discovery, an experiment)*

- Замечания, сделанные руководителем, очень полезны.
- Мы проделали серию опытов на прошлой неделе.
- Сделанное им открытие привлекло всеобщее внимание.
- А. Смит внес большой вклад в развитие науки экономики.
- Я не собираюсь выступать с какими-либо замечаниями.

## **BLOCK 4 BUSINESS TRIPS**

### **BUSINESS TRIP TO THE USA**

#### **An Invitation.**

*Read and study the target vocabulary list:*

- ✓ staff member – штатный сотрудник
- ✓ to participate in = to take part in – принимать участие в
- ✓ participation – участие
- ✓ participant – участник
- ✓ to hold a symposium – проводить симпозиум
- ✓ to attend a symposium – посещать симпозиум
- ✓ to accept an invitation – принять приглашение
- ✓ to present a paper – представить статью, доклад
- ✓ deadline – последний срок
- ✓ to appreciate – ценить, быть признательным
- ✓ to anticipate – предвидеть, предполагать
- ✓ topic area – актуальная тема
- ✓ living expenses – расходы на проживание
- ✓ to waive one's registration fee – отказаться от взносов за регистрацию
- ✓ accommodation – проживание
- ✓ to look forward to – ждать с нетерпением
- ✓ lecture – лекция, доклад
- ✓ to lecture – сделать доклад
- ✓ lecturer – докладчик
- ✓ abstract – реферат
- ✓ to submit – предоставлять
- ✓ to convey – передавать

**Some time ago Dr. Bogomolov, a staff member of the Plechanov State, received a letter from the USA inviting him to participate in a symposium which was to be held in Boston. The letter ran as follows:**



Boston Symposium  
4000 Boston  
15 Green Av.  
USA

Plekhanov Russian University of Economics

Moscow

To the attention of Dr. Bogomoloff

Our Ref. \_\_\_\_\_

Your Ref. \_\_\_\_\_

Dear Dr. Bogomoloff

The American Economic Society is sponsoring a symposium to be held in Boston on September 2-4.

The purpose of this letter is to invite you to present a paper at the symposium on your recent work in this area as a plenary lecturer. Since you have pioneered some of the structures in the last 20 years, your presence will be particularly appreciated. We anticipate that there will be considerable interest in this topic area.

If you accept our invitation, we will waive your registration fee. We have also applied for funds to pay for your living expenses during the symposium and for your transportation from New York to Boston and back. If however you are unable to attend but would like to send one of your staff, the invitation is open for that purpose.

Our symposium will allow an exchange of ideas and presentation of important results in the area of semiconductor devices with a rapid publication of the Proceedings.

We hope that you will be able to participate and are looking forward to your reply. If you have any questions, please contact me or Alex Coleman at the Massachusetts Institute in Boston.



Sincerely,

J.Newbury

James Newbury  
Program Committee Supervisor

**Act as Dr. Bogomoloff. Write a letter informing your colleagues in the USA about your willingness to contribute fully to the symposium. Before you do this, please go through the activities below to complete that task properly.**

**Study the layout of a formal letter and the ways of writing the addresses and the date, and putting the signature. Let your tutor help you.**

**You may feel perplexed when choosing the right greeting gambit. Use the information below to choose the best greeting:**

Greeting	Usage
Dear Sirs	to a company
Dear Sir/Madam	to a particular person when you don't know their name
Dear Mr Brown	to a man you know
Dear Mrs Brown	to a married woman you know
Dear Miss Brown	to an unmarried woman
Dear Ms Brown	to a married or unmarried woman
Dear John	to a friend

**Here are some ways to begin a letter. Use them all in your own sentences to give alternatives of Dr. Bogomoloff's reply. Elicit help from your tutor wherever necessary.**

I am writing in connection with ...  
Thank you for your letter of (date) ...  
We have received your letter of (date) ...  
Many thanks for your letter concerning ...

**Use the following standard gambits to prepare the main body of Dr. Bogomoloff's letter:**



to accept an invitation:

It is a pleasure and honor for me to be invited to ...

I am very delighted to accept the invitation of ...

I am very pleased to accept the invitation of ...

Thank you very much for your kind invitation to ... which I accept with pleasure.

to make an inquiry:

Please, let me know ...

Could you inform me ...

I would appreciate further details about ...

I would be pleased if you could send me more details about ...

The ways of concluding the letter:

I look forward to hearing from you.

I look forward to receiving your reply.

I look forward to your reply.

I hope to see you soon and discuss some points of common interest.

I am looking forward to my trip to the USA.

Please pass my best wishes give my best regards to ...

The correct ways to end your letter depending on the greeting gambit:

Dear Sirs/Sir/Madam – Yours faithfully

Dear Mr/Mrs/Miss/Ms – Yours sincerely

Dear John – Best wishes

**Write a letter of acceptance according to the following plan:**

1. Thank Mr Mewbury for the invitation and accept it.
2. Suggest a title for your paper.
3. Ask to be informed about the schedule of the symposium and the deadline for submitting the abstracts.
4. Ask weather it is possible for some of your junior colleagues to send their abstracts too.
5. Add a complementary closing and ask to convey your best wishes to Dr. Rundle.
6. Close the letter with your name.

### **Arriving in the USA**

*Read and study the target vocabulary list*

Academic communication for the young scholars

- ✓ to make a (long-distance) call – сделать (междугород-  
ний) телефонный звонок
- ✓ to direct – направить
- ✓ to change – менять; разменивать
- ✓ to change for – пересесты на другой транспорт
- ✓ change machine – автомат для размена денег
- ✓ cafeteria – кафе, столовая в учреждении
- ✓ collect call – звонок за счет того, кому звонят
- ✓ to hold on/the line – не вешать трубку
- ✓ to call back – перезвонить
- ✓ to leave a message – оставить сообщение
- ✓ to be cut off – разъединить о телефонном разговоре
- ✓ to make an appointment – назначить встречу/свидание
- ✓ convenient – удобный
- ✓ available – доступный, в наличии, свободный, незаня-  
тый

**I Read the dialogue "Asking the Way".**

**Study the words given in bold:**

Mr. Bogomoloff has just arrived at the J.F.K. (John F. Kennedy) International Airport in New York City. He wants to make a call to Mr. Rundle in Boston to inform him when he will come to Doston. He is asking an authorized airport officer where he could find a phone booth.

B.: **Excuse me, could you direct me to** a telephone booth? I have to make a long distance call.

O.: Yeah, sure. The phones **are right over there. Do you see the** blue and white sign? There're some change machines near the post-office.

B.: What machines?

O.: Change machines that give you the coins you need.

B.: Oh, I see. Thank you.

O.: You're welcome.

**If you want to ask the way you should use the following phrases:**

Excuse me can you tell me the way to ...?

How can I get to ...?

How do I get to ...?



## Academic communication for the young scholars

Where's the nearest ...?  
Which is the shortest way to ...?  
How far is it from here?  
Is it far from here?

**If you want to explain the way you should use the following phrases.**

It's a long way from here.  
It's not far from here.  
You can walk. You can take a taxi (bus, train).  
Go straight ahead.  
Go along the street.  
Turn left/right.  
Take the second turning on the right/left.  
Pass ...  
You should cross the road.  
You should change for number ... bus/train.

**Acting as Dr. Bogomoloff, ask the airport officer to direct you to:**

- a) a phone booth
- b) a cafeteria
- c) a restroom
- d) the post-office
- e) the information counter
- f) the nearest hotel

**Make up short dialogues. Ask an officer at the information counter:**

- a) if there are any flights to Washington D.C. tonight;
- b) how many flights there are to Los Angeles;
- c) when is the nearest flight to Boston;
- d) how you can get to Manhattan;
- e) how much a plane ticket to Boston is;
- f) if you can buy a round ticket to Los Angeles;
- g) if there is any discount on a round ticket.

**Use the following phrases:**

I wonder if you could help me.  
Could you tell me ...  
I want to know ...



I'd like to know ...  
I wonder how I can ...  
I wonder if I can ...  
Please, tell me ...

**II read the dialogue "Making a Call".**

**Study the key vocabulary:**

Operator: Operator.  
Bogomoloff: I'd like to make a collect call to Boston, please.  
O.: Number, please.  
B.: 253-2917.  
O.: Your name, please.  
B.: My name?  
O.: Yes.  
B.: Peter Bogomoloff, from Russia.  
Operator: Hold on.  
B.: I beg your pardon?  
O.: Hold on the line, please.  
B.: All right.

He could hear the operator saying to a woman at the other end of the line.

O.: Will you speak to Peter Bogomoloff?  
Woman: Yes, please. Hello?  
B.: Can I talk to Dr. Rundle, please?  
W.: Hold on a moment.  
Rundle: Hello?  
B.: Hello, Michael. This is Peter Bogomoloff.  
R.: Oh Peter? Where are you calling from?  
B.: From the J.F.K. airport. I've just arrived.  
R.: Good to hear you, man. How are you doing?  
B.: I'm all right, thanks. I'm taking the Delta 4.15 shuttle flight to Boston. Do you think you could meet me?  
R.: Sure. I'll be right there. Look forward to seeing you.  
B.: Thank you. See you later then.  
R.: Right. Bye.

**Memorize the following phrases:**

a) This is Mr. N speaking.  
Hello, could I speak to ...  
I'd like to speak to ...  
Would you kindly tell Mr. N that he is wanted on the phone.



- b) Just a moment.  
Hold on.  
Hold the line, please.  
Can you hold on a minute?  
Sorry, you've got the wrong number.
- c) I'm sorry, he's out at the moment. Could you call back later?  
Could you call back, say, in an hour?
- d) Will you leave a message?  
Can I leave a message for him?  
Just tell him N. called.  
Will you ask him to call Mr. N.?
- e) We've been cut off.  
Are you still there?  
Sorry, I can't hear a thing. I'll call you back.

**If you want to make an appointment you should use the following phrases:**

- I'd like to make an appointment with ...  
What time would be convenient for you?  
Sorry, he won't be available till ...  
Could we make it ... instead?  
I have an appointment with you for ..., but unfortunately I can't make it.

**Give the English equivalents of the following phrases and sentences:**

- Алло?
- Можно попросить Майкла к телефону?
- Будьте так добры, попросите к телефону мистера Томсона. Это говорит мистер Брайтон, его коллега.
- Не вешайте трубку.
- Я хотел бы назначить встречу с мистером Н.
- Доктора Дженсона сейчас нет. Что-нибудь ему передать?
- Извините, мне ничего не слышно. Я перезвоню.
- Вы ошиблись номером.
- Нас разъединили.
- Какое время было бы удобно для вас?

**Work in pairs.**

**Imagine you are speaking over the phone. Introduce yourself, ask for the person you need and make an appointment with Mr. Novikov.**

**Revision.**

**Match the English words with their Russian equivalents:**

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1. to focus on                  | а) обзор                        |
| 2. to accept (an invitation)    | б) подождать у телефона         |
| 3. to attend a symposium        | в) новейшие данные исследования |
| 4. to be tied up                | г) обмен идеями                 |
| 5. to make a long distance call | д) сосредоточиваться на         |
| 6. exchange of ideas            | е) обеспечивать                 |
| 7. to present a paper           | ж) сделать междугородний звонок |
| 8. deadline                     | з) представить доклад           |
| 9. to turn smbd down            | и) отказать кому-либо           |
| 10. latest research data        | к) быть занятым                 |
| 11. to provide                  | л) присутствовать на            |
| 12. to hold on                  | м) ждать с нетерпением          |
| 13. review                      | н) принимать приглашение        |
| 14. to look forward to          | о) последний срок               |

**Fill in the blanks with prepositions where necessary:**

1. The purpose ... this letter is to invite you to present a paper ... the symposium ... your research work ... this area as a plenary lecturer.

2. The American Physical Society is inviting you to participate ... the Fourth International Conference ... space research to be held ... Washington D.C.

3. Thank you very much ... your kind invitation .. the symposium ... semiconductor devices, which I accept with pleasure.

4. This is a review ... the latest research data obtained ... my lab.

5. I am very pleased to accept the invitation to present a paper ... the Congress ... Hot Plasma.

6. I look forward ... the meeting ... Boston as an opportunity ... an exchange ... information and ideas.

7. I would very much appreciate information ... the accommodation, travel and living expenses and the terms ... financing them.

8. I'd like to speak ... Dr. Newbury. I'm calling long distance ... New York.

9. I'm sorry, Dr. Newbury is tied ... .. at the moment.

10. Please, tell him I'll try to reach him again later ... the afternoon.

**Translate the following sentences into English:**

1. Доктор Богомолов получил письмо из США с приглашением участвовать в научном симпозиуме, который будет проведен в сентябре с.г. в Бостоне.

2. Американское Физическое Общество организует симпозиум по исследованию полупроводниковых приборов.

3. Доктора Богомолова просят представить на симпозиум статью о его последних наработках в этой области.

4. Организаторы будут признательны, если доктор Богомолов примет их приглашение. Они берутся оплатить расходы Богомолова на проживание в гостинице и переезд из Нью-Йорка в Бостон.

5. Доктор Богомолов с благодарностью принял их приглашение на симпозиум и послал организаторам название своей статьи, посвященной исследовательским данным, полученным в его лаборатории.

6. Доктор Богомолов был бы очень признателен за дополнительную информацию об условиях проживания и затратах на переезд, а также о последнем сроке отправке тезисов доклада.

7. Будьте добры, попросите к телефону доктора Богомолова. Это говорит его коллега. Я звоню по международному из Вашингтона.

8. Вы можете подождать минуточку у телефона? Доктора Богомолова сейчас нет. Что ему передать?

9. Доктор Богомолов сейчас занят, но я могу передать ему ваше сообщение. Не вешайте трубку.

10. - Вы ошиблись номером. – Извините. – Ничего, пожалуйста.

**The First Day in Boston.**

*Read and study the target vocabulary list*

- substantial – существенный
- to serve – служить, обслуживать, подавать (на стол)
- service – обслуживание
- for here or to go? – здесь или с собой?

Academic communication for the young scholars

- bill – счет
- credit card – кредитная карточка
- cash – наличные (деньги)
- expensive – дорогой
- delicious – очень вкусный
- to check in – регистрироваться (в гостинице)
- to check out – выписываться (из гостиницы)
- check-in time – время прибытия (в гостиницу)
- check-out time – время выезда (из гостиницы)
- to fill out the form – заполнить форму
- to leave one's baggage – оставить багаж
- to sign the register – подписать учетную карточку
- to depart – отправляться (уезжать)
- departure – отправление

**I Read the dialogue and study the phrases in bold:**

Getting something to eat.

Clerk: **Can I help you?**

Bogomoloff: Yes, **I'd like** something more substantial than just a sandwich, please.

C.: **Why don't you have** eggs and pizza and a ham sandwich on top of that? **We serve** very good pizza here.

B.: **It sounds good to me.** I'll take your word for it. So eggs, a pizza and a ham sandwich.

C.: **For here or to go?**

B.: For here. And I'll have a coffee too, please. **How much is that?**

C.: 5.25 ... Right. **Here's your change.**

B.: Thank you.

**You can also use the following phrases:**

Good evening. We'd like a table for two.

Could we have the menu, please?

Are you ready to order?

Would you like to order some wine?

Can we have the bill?

Is the service included?

Can I pay by credit card/ in cash?

**II Complete the conversation between the waiter and two customers, Linda and George, using the following words:**



Academic communication for the young scholars

Prawn cocktail  
White wine  
Pate on toast  
Roast beef with Yorkshire pudding  
Could we have the menu?  
Vegetable salad  
It's rather expensive.  
Grilled gammon steak with pineapple  
We'd like a table for two.

W.: Good evening, sir. Good evening, Madam.

G.: Good evening. ...

W.: Certainly. Is this table all right?

G.: That's fine. ...

W.: Certainly. Here you are.

W.: Are you ready to order?

G.: Yes. First, I'd like ...

L.: And for me ...

W.: Yes, madam.

G.: And then for the main course I'd like ...

L.: And I'd like ...

W.: That's fine. What vegetables would you like?

L.: ...

W.: Would you like to order some wine?

L.: Yes. Can we see the wine list, please? A bottle of French

red.

G.: And some ...

\*\*\*

G.: That was delicious!

W.: Thank you very much. How about coffee?

L.: Yes. Black, please.

G.: Can we have the bill?

W.: Of course.

G.: ...

W.: No, it isn't, sir.

**III Imagine that you've come to a restaurant with your colleague. Order chicken soup, steak, a cheesecake, an ice-cream and coffee. Practice dealing with money.**

**Read the dialogue and study the key vocabulary in bold:**



Academic communication for the young scholars

- Checking in.  
Desk Clerk: What is your name, please?  
Bogomoloff: Peter Bogomoloff.  
Rundle: He's one of the participants of the symposium that's starting tomorrow.  
DC: Yes, here's your name. Please, **fill out this form** and write everything legibly in print.  
Bogomoloff filled out the form and gave it to the desk clerk.  
DC: **Sign the register** here, please. Thank you. Your room is three-three-one, on the third floor. How long do you plan to stay?  
B.: Oh, until Thursday, the fifth.  
DC: Please, read the Hotel Information.  
B.: Yes, I see that the **check-in time** is four o'clock p.m. and the **check-out time** is twelve o'clock, right?  
DC: Yes, that's right. But if you **depart** after 12 noon on the day of the check-out, you can **leave your baggage** at the Bell Desk. But on the day of your **departure** you must **check out** of your room by eleven a.m.  
B.: Yes, I see. **Does the price of the room include service?**  
DC: No, **the service is extra**. Here's your key, please.  
B.: Thank you.  
R.: Everything OK? Good, then I'll be leaving you now.  
B.: See you tomorrow morning, Mike. And thank you very much, indeed.  
R.: That's OK, Peter.

**Work in pairs.**

**You are checking into a hotel. Find out everything about your room and about the check-in and check-out time at this hotel.**

**Fill in the gaps with prepositions where necessary:**

- 1) I'm one ... the participants ... the symposium that is starting tomorrow.
- 2) Please, fill ... this form and write everything legibly ... print.
- 3) The hotel information: the check ... time is 4 p.m. and the check ... time is 12 o'clock.
- 4) If you depart ... 12 noon ... the day ... check-out you can leave your baggage ... Bell Desk.

**Translate from Russian into English:**



- 1) Между прочим, меня зовут Петр Богомолов, я из России, сейчас еду в Бостон для участия в симпозиуме.
- 2) Надеюсь, вам понравится пребывание в Лондоне. Уверен, это будет незабываемое впечатление.
- 3) Доктор Богомолов – один из участников симпозиума, который открывается завтра.
- 4) Пожалуйста, заполните эту анкету и напишите все отчетливо, печатными буквами. Ваша комната 331 на третьем этаже.
- 5) Как долго вы планируете оставаться у нас?
- 6) Запомните, что время прибытия (регистрации в гостинице) – 4 часа дня, а время отъезда и окончательной оплаты – 12 часов дня.
- 7) В день отъезда вы должны расплатиться за номер к 11 часам утра.
- 8) Я бы хотел выяснить один момент: где мне можно оставить багаж, если мой самолет в 6 часов вечера?

### **Conference Registration.**

*Read and study the target vocabulary list*

- to be delighted – быть обрадованным
- to get registered – зарегистрироваться
- registration form – бланк регистрации
- legible – разборчивый (о почерке)
- conference file – папка с материалами конференции
- plenary session – пленарное заседание
- identification card – удостоверение участника
- label – нагрудная планка
- to sign – подписывать
- signature – подпись
- to include – включать в себя
- working group session – заседание рабочей группы
- poster session – стендовый доклад
- panel discussion – обсуждение вопросов в узком кругу
- to be crowded – быть переполненным
- to schedule for – назначать на
- to refresh smth in one's memory – освежить в памяти
- addenda – дополнение в повестке
- to alter – менять
- alteration – изменение
- agenda – повестка дня



- to replace by – заменить чем-либо
- to cancel – отменить, снять с повестки дня

**I Read the dialogue-introduction and study the key vocabulary in bold:**

Rundle: Hello, Peter. How are you doing this morning? Did you get over jet lag?

Bogomoloff: I feel much better, thank you. And how about you?

R.: Fine, thanks.

B.: (To both men) **Do you know each other, gentlemen?**

R.: I don't think so. **I would be delighted to meet ... er ...**

Wetzel: George Wetzel. I'm with the National Standards.

R.: And I'm an MIT man. Michael Rundle.

W.: **It's a pleasure for me to meet you**, Dr. Rundle. I know your work on semiconductor devices. Fine results.

R.: Thanks. Nice of you to say that. It's time we got registered though. Come along.

**Make up a dialogue. Introduce your colleague from Canada who has come to take part in the conference.**

**II Read the dialogue-registration and study the key vocabulary:**

Bogomoloff: Good morning. My name is Peter Bogomoloff. **Can I get registered here?**

Girl: Hi. **What is your name again, please?**

Bogomoloff (spells his name): B-o-g-o-m-o-l-o-f-f.

G.: Yes, thank you. **Here's a registration form.** Fill it out printing each word, please.

B.: Do you mean I must have it computer printed?

G.: No, that's not necessary, if you can print legibly with capitals.

B.: Oh, I see.

He took the registration form and completed it, printing as best as he could.



Name:	PETER BOGOMOLOFF
Title:	Ph.D. IN ECONOMICS.
Affiliation:	PLEKHANOV RUSSIAN UNIVERSITY OF ECONOMICS
Address:	36 STREMYANNIY PER.
City:	MOSCOW
State:	
Zip:	117997
Country:	RUSSIA
Telephone:	(499) 237 86 56
Author Paper Title:	Some Recent Developments in Foreign Investments

Then he returned the form to the girl.

B.: Here you are.

G.: Thank you. Here's your conference file. (Opens the file.)

Your conference fee has been waived.

B.: Yes, I am giving an invited paper in the plenary session.

G.: Your identification card, or label. You have to wear it throughout the symposium. And this is a free luncheon ticket. You'll have to show it to the waiter each time you have lunch.

B.: **Does it mean** I don't have to pay for lunch at my hotel?

G.: Right. It's free. And here's an envelope with 300 dollars for your living expenses. Please sign here.

B.: Do I sign in English?

G.: Oh no! You should put your regular signature. Thank you.

B.: **Excuse me. One thing is still worrying me.** Do I have to pay for the hotel room out of the three hundred dollars?

G.: No. Your hotel accommodation has been paid by the symposium sponsors.

B.: Ah, fine. Thank you. Good-bye.

G.: **Have a nice time in Boston.**

B.: Thanks.

### Registration Form.

#### Match the English words with their Russian equivalents:

- |                        |                                    |
|------------------------|------------------------------------|
| 1) legibly             | а) взнос за участие в конференции  |
| 2) conference file     | б) подписывать                     |
| 3) conference officer  | в) разборчиво                      |
| 4) conference fee      | г) удостоверение участника         |
| 5) identification card | д) пленарное заседание             |
| 6) to sign             | е) папка с материалами конференции |
| 7) plenary session     | ж) должностное лицо на конференции |

#### Translate from Russian into English:

- 1) Вот ваш регистрационный бланк.
- 2) Вот ваша папка с документами.
- 3) Вот, возьмите.
- 4) Вы имеете ввиду. Что мне нужно заплатить за номер?
- 5) Вот вам деньги для расходов на проживание.
- 6) Вам нужно будет носить удостоверение участника на протяжении всей конференции.

### III Read and study the dialogue: "Looking through the file".

Rundle: Is it OK?

Bogomoloff: Yes, but I haven't seen the program yet.

R.: I haven't either. Could we sit down somewhere and have a look at it?

B.: Good.

R.: Here we are. (Opens his file.) A map of Boston. Ah, I don't need it. A copy of the proceedings, but that's later. I'll read them after the symposium. Here's the scientific program. It includes daily working group session, poster sessions and panel discussions.

B.: It looks very crowded. Could you find my plenary lecture, please?

R.: Here it is. It's scheduled for tomorrow morning from 11.30 to 12.15.

B.: Good. I'll have the time to refresh it my memory. When do you give your paper?

R.: Let me see. It's scheduled for the day after tomorrow, room 110, and you chair the session.

B.: I've been looking forward to your paper. But what are these sheets of different colors?

R.: The white one is the addenda.

B.: What is that?

R.: Alterations to the agenda. ... You see, in this panel discussion Stewart has been replaced by Roach of the same lab. Then the paper by Dutta has been rescheduled for Wednesday from 1:30 to 1:50 instead of Lee's communication. The poster presentation on power device design has been canceled for good. That's a pity.

B.: That's OK. What does that red sheet say?

R.: It's a notice addressed to poster authors: «Please meet in room 121 at 1:00 p.m. on Tuesday to receive instructions for your poster sessions.» Signed by the poster chairs.

B.: And the green one?

R.: It's another notice for speakers and the session chairs. They are invited to meet in room 109 from 7:30 to 8:30 a.m. for a continental breakfast on the day of the presentation. You are advised to look for the table with your session title. Talking about breakfast, you know we are expected at the welcome reception in about 15 minutes.

B.: Is that so? Wonderful. I feel like having a cup of tea.

### **Give the English equivalents for the following:**

заседание рабочих групп; научная программа; стендовые доклады; быть назначенным на пятницу; доклад перенесен на среду; памятка для докладчиков и председательствующих; дополнение к повестке дня; торжественный прием.

### **Translate from Russian into English:**

- Я еще не видел программу симпозиума. Можно мне взглянуть на нее?

- Вот научная программа, она очень насыщенная, так как включает в себя ежедневные заседания рабочих групп, стендовые доклады и обсуждение вопросов в узком кругу.

- Я с нетерпением жду вашего доклада. Он назначен на завтра, и вы будете председательствовать на заседании.

- В повестке дня произошли изменения: доклад доктора Богомолова перенесен на среду, а доклад доктора Рандла отменен (снят с повестки дня).

## Academic communication for the young scholars

- Еще одно объявление для участников симпозиума. Они приглашаются в комнату 256 для обсуждения этого вопроса.
- Какие у вас впечатления от вчерашнего дня? – Меня поразил торжественный прием, который был совершенно неофициальным.
- Чудесно, у меня будет время освежить доклад в памяти.

**Imagine that you are members of the organizing committee of a symposium. Write a notice and:**

- inform the participants that Dr. Lee's paper has been re-scheduled for Friday from 9:15 to 9:30 instead of Mr. Shur's communication;
- inform everybody that L. Eastman's panel presentation has been canceled;
- notify the participants that the registration will be held in (place) on (date) from \_\_\_ to \_\_\_ (time) and that they may also register at any time during the symposium.

**The Opening Session.**

*Read and study the target vocabulary list*

- distinguished – почетный
- welcome – приветствие
- to give a special welcome – приветствовать особо
- to express a warm welcome – тепло приветствовать
- to extend a particular welcome – выразить особое приветствие
- to welcome – приветствовать
- to research – исследовать
- research – исследование
- to turn out – оказываться
- notable – заметный
- to achieve – достигать
- achievement – достижение
- improvement – улучшение
- goal – цель
- range of subjects – круг вопросов
- to consider – рассматривать
- consideration – рассмотрение
- current – текущий
- background of training – профессиональная подготовка

- to give the floor – предоставить слово
- to intend – намереваться
- intention – намерение
- to outline – кратко изложить, охарактеризовать
- outline – краткое изложение
- concurrently – параллельно, одновременно
- closing session – заседание закрытия
- opening session – заседание открытия
- to survey – дать обзор
- survey – обзор
- to promote – продвигать, содействовать
- promotion – продвижение, содействие

### **The Speech of the Chairman**

#### ***Read and study the opening address.***

Chairman: Distinguished guests, ladies and gentlemen, dear colleagues! It is a great pleasure for me as Chairman of the Organizing Committee to welcome you to the International Symposium on Semiconductor Device Research sponsored by the Division of Chemical Physics of the American Physical Society. I would like to give a special welcome to the President of the American Physical Society, Professor Keneth Johnson, who has found the time to attend our meeting. I express our warmest welcome to the Assistant Director of the Massachusetts Institute of Technology, Professor Charles Stucky. I am sure you will join me in extending a particular welcome to our colleagues from other countries. We are pleased that so many researchers from all over the world have come to attend this Symposium. We would like to convey our best wishes to all participants and guests.

Two years have passed since our last meeting in Germany. It is certainly a short time, but it has turned out to be very fruitful. There has been remarkable progress in our understanding of the device operation and some underlying phenomena. The most notable achievement is the discovery of room temperature superconductivity. It has brought about improvement in structure technology and in designing new devices and materials. However, our knowledge of the mechanism of superconductivity still remains incomplete.

Our main goal in holding this Symposium is to discuss various aspects of new materials for semi- and superconductor structures. The range of subjects to be considered is quite large. But it is our hope that the Symposium will show the current state of things in this

rapidly developing area and stimulate new ideas. Because this meeting has brought together scientists with different points of view, with different backgrounds of training and experience, we expect stimulating discussions of theoretical and experimental problems. I wish you success. Thank you.

**Write English equivalents of the following. Offer two or more variants where possible and complete the sentences with your terminology.**

- Господин председатель, уважаемые гости, дамы и господа, дорогие коллеги.
- Я считаю для себя большой честью и привилегией приветствовать вас по случаю открытия Третьей международной конференции по проблемам ...
- для меня большая радость обратиться к вам с приветственным словом по случаю открытия симпозиума по ...
- мне оказана большая честь тем, что предоставлена эта редкая возможность приветствовать вас в связи с началом работы международной конференции по ...
- наша основная цель в проведении конференции состоит в том, чтобы обсудить ...
- научная программа охватывает широкий круг вопросов
- цель симпозиума – рассмотреть и обсудить результаты исследований, полученные в последние годы; цель нашей встречи состоит в том, чтобы подвести итоги работы за последние два года и получить ясное представление о современном состоянии данной области исследования
- мы ожидаем сообщения от тех участников, чьи доклады не были включены в официальную программу
- мы надеемся, что симпозиум пройдет успешно
- мы ожидаем, что эта встреча послужит стимулом для дальнейших исследований.

**Fill in the empty spaces with the words in frame below:**

- I would like to give a special ... to Professor N.
- I am really glad that so many ... researchers have come to ...this symposium.
- We would like to ... our best wishes to all our guests.
- Our work ... ... to be very fruitful.
- We hope that this symposium will ... new ideas.



Academic communication for the young scholars

- The most notable ... in this area was working out of a new method.
- But your knowledge in this field still remains ...
- Our main ... today is to discuss various aspects of new materials for microcomputers.

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incomplete, outstanding, goal, welcome, convey, turned out, achievement, stimulate, attend.

**Role play. Act as a chairman giving an opening address at an international symposium. Include the following points:**

- general and individual salutations;
- reference to the previous meeting;
- an outline of the progress made in the intervening years;
- a statement of the gaps in the present knowledge of the subject;
- a statement of aim of the present meeting;
- your expectations from the meeting and good wishes to the participants.

**Outlining the symposium program.**

**Read and study.**

Chairman: Now I would like to give the floor to the Chairman of the Scientific Committee, Dr. Newbury, who will introduce you to the various activities scheduled for these three days.

Newbury: Thank you, Mr. Chairman. Ladies and gentlemen! I would like to introduce you to the structure of the Symposium and give you some information about it. I will start from a few figures.

There are 450 active participants from 23 countries attending this symposium. About 70 leading specialists have accepted our invitation to present the most interesting results in their respective areas. The total number of papers included in the program is 95 and we expect other original contributions during the discussions that will add to the success of the session. Our intention was to keep the meeting within reasonable proportions, so some abstracts could not be accepted and they will be read only by title.

Now I will outline briefly the structure of the symposium, although you can find it in the printed programs we have distributed. Our scientific program includes sessions of 6 working groups, or workshops, that will be held concurrently in the morning and in the afternoon for three days. In addition, there is one plenary session

today and there will be a general closing session on the last day. The plenary sessions will include invited lectures by prominent researchers who will survey recent developments in their respective areas. Each participant is allowed 20 minutes for the normal presentation of his paper in a working group session and an hour for the lecture in a plenary session. We expect that everyone here will have a chance to participate in the discussion.

We look forward to promoting exchange of personal experiences during private discussions too. It is our hope that this symposium will provide a stimulating ground for the exchange of information and for the generation of new ideas. There are a few social events scheduled for these three days. We hope that your participation in the symposium will be fruitful and professionally satisfying and that your stay in Boston will be enjoyable. Thank you.

**Fill in the blanks with prepositions where necessary:**

- I am going to take part in all activities scheduled ... these three days.
- The plenary sessions will include lectures ... prominent researchers.
- You are allowed 25 minutes for the lecture ... a plenary session.
- We look forward ... promoting exchange ... personal experiences ... private discussions.
- We hope that this conference will provide a stimulating ground ... generation of new ideas.

**Role play.**

**I Imagine that you are the chairman of the scientific committee speaking to the participants of a conference. Address the audience in the ritual way and give general information about the conference:**

- the total number of participants and the number of papers to be presented;
- the number of working groups and poster sessions;
- the events of the social program;
- the closing date.

**II Note how Dr Newbury expressed his expectations and extended good wishes to the participants. Give the English equivalents of the following phrases:**

- мы надеемся, что выступления в дискуссиях будут способствовать успеху симпозиума;
- мы надеемся, что все присутствующие будут иметь возможность участвовать в обсуждении докладов;
- мы очень надеемся, что дискуссии в кулуарах будут способствовать обмену личным опытом;
- мы ожидаем, что симпозиум послужит хорошей почвой для обмена последними данными и появления новых идей;
- мы рассчитываем на то, что ваше участие в работе симпозиума будет плодотворным и принесет вам творческое удовлетворение.

**III Suppose you are the chairman of the Scientific Committee speaking to the participants in the opening session. Express the organizer's expectations and good wishes for:**

- the active participation of the audience in the discussions;
- promoting exchange of personal experience;
- exchanging the latest results;
- the generation of new ideas;
- getting professional satisfaction from the meeting;
- an enjoyable stay in the city.

*Begin your statements with the phrases:*

we expect that ...

we hope that ...

it is our hope that ...

we look forward to ...

we wish you ....

### **A Working Group Session.**

*Read and study the target vocabulary list*

- opportunity – возможность
- purpose – цель
- to suggest an explanation – предложить объяснение
- to discuss in detail – обсудить подробно
- to obtain data – получать данные
- to conclude – делать выводы
- to draw conclusions – делать выводы
- to have a look at – взглянуть на
- relationship – взаимосвязь, взаимоотношение

## Academic communication for the young scholars

- experimental data – экспериментальные данные
- to agree with – соответствовать
- agreement – согласие, соответствие
- to enable – давать возможность, позволять
- to attribute to – приписывать, объяснять
- to be brief – быть кратким
- to keep to the point – говорить по существу
- to identify oneself – представляться, называть себя
- to comment on – прокомментировать
- to make comments – делать комментарии
- in view of – ввиду, по причине
- persuasive – убедительный

### Presenting a paper.

#### Read and study.

Rundle: Thank you, Mr. Chairman. I am happy to have this opportunity to present my paper at this working group session. The purpose of this study was to understand the mechanism of modern ways of foreign investments worldwide. It is well known that some interesting research has been done in this field in recent years. Now let me discuss in some detail the data we have obtained and the conclusions we have drawn.

I would like to start by showing some slides. (To the projectionist.) The first slide, please. Here we see some forms of investment involving some form of risk, such as investment in equities, property, and even fixed interest securities which are subject, among other things, to inflation risk. It is indispensable for project investors to identify and manage the risks related to the investment. The data have been multiplied by a factor of 2.5 to better display the low-field region. Let's have a look at this plot. Next slide, please. This is a bond where the investor purchases debt issued by companies or governments which promises to pay an annual return until the debt is repaid. The value of the investment changes as the level of general interest rates fluctuates, causing the bond to become more or less valuable (To the projectionist.) Next slide, please. Could we make a picture a bit brighter? Thank you. Here we see cash investing, money is typically invested in short-term, low-risk investment vehicles like certificates of deposit, money market funds, and High Yield bank accounts. Please, note the difference between the two lines which are least-square fits to the data. I'm afraid we'll have to skip the next two slides, because we are short of time. (To the

projectionist.) Can we see the last slide, please? This slide demonstrates the relationship between the experimental data and the model calculations, and you can see a good agreement. This enabled us to make the following conclusion. In finance, investment is the purchase of an asset or item with the hope that it will generate income or appreciate in the future and be sold at the higher price. It generally does not include deposits with a bank or similar institution. The term investment is usually used when referring to a long-term outlook. This is the opposite of trading or speculation, which are short-term practices involving a much higher degree of risk. Financial assets take many forms and can range from the ultra safe low return government bonds to much higher risk higher reward international stocks. A good investment strategy will diversify the portfolio according to the specified needs. The most famous and successful investor of all time is Warren Buffett. In March 2013 *Forbes* magazine had Warren Buffett ranked as number 2 in their Forbes 400 list. Buffett has advised in numerous articles and interviews that a good investment strategy is long term and choosing the right assets to invest in requires due diligence. Edward O. Thorp was a very successful hedge fund manager in the 1970s and 1980s that spoke of a similar approach. Another thing they both have in common is a similar approach to managing investment money. No matter how successful the fundamental pick is, without a proper money management strategy, full potential of the asset can't be reached. Both investors have been shown to use principles from the Kelly criterion for money management. Numerous interactive calculators which use the Kelly criterion can be found online. With this I would like to finish. If there are questions I'll be glad to answer them. Thank you.

**Pay attention to the presentation layout:**

<p>Formulating the aim:          The aim of this study was to see ...          The aim of this work was to find ...          The purpose of this paper ...</p>
<p>Pointing out the interest in a particular problem:          There is much interest in the problem today due to the importance of ...          The problem attracts much attention today because the understanding of ... is important for ...</p>

<p>The problem is interesting from many points of view.</p>
<p>Finishing a presentation:          In conclusion I would like to say that the interpretation I have described is supported by experiment.          To summarize, I would like to repeat the main points.          Now let me repeat the main points again.          Let me summarize the main points.</p>

**Practice formulating the aim of your paper by using the structures given above and the data obtained in your current research.**

**Prepare a presentation of your paper.**

**Opening and Holding the Discussion.**

**Read and study.**

Chairman: Now I would like to open the discussion. Please, feel free to ask questions and make comments. Time is rather short, so I would invite everyone to be brief and keep to the point. Please, identify yourselves before asking your questions.

Chairman (addressing the man): I am afraid I can't hear you. Would you kindly speak into the microphone?

Man: I am James Stern of Glasgo University. I should like to ask Dr. Rundle if he has analyzed the contribution of alternative types of investment.

Rundle: Yes, we have. An alternative investment is an investment in asset classes other than stocks, bonds, and cash. The term is a relatively loose one and includes tangible assets such as precious metals, art, wine, antiques, coins, or stamps and some financial assets such as commodities, private equity, distressed securities, hedge funds, carbon credits, venture capital, film production and financial derivatives. Investments in real estate and forestry are also often termed alternative despite the ancient use of such real assets to enhance and preserve wealth.

C.: Any other questions? ... Yes, the gentleman in the second row, please.

Ambree: Dr. Rundle, could you comment on the data of slide 3, please?

C.: I'm sorry, I again invite the speakers to identify themselves.

A.: Oh pardon. Paul Ambree of the Humbolt University in Berlin.

R.: Well, I've commented very briefly on these data in my talk. I can't give more time to that now, I'm afraid. But I would be glad to discuss the details with you, Dr. Ambree, after this session.

A.: All right, thank you.

C.: Are there any more questions? Thank you very much for your attention.

**Study some phrases which can be used during the discussion, then use them in short dialogues of your own:**

<p>To ask for information:</p> <ul style="list-style-type: none"> <li>- I wonder if you could tell me ...</li> <li>- I just want to know ...</li> <li>- I'd like to know ...</li> <li>- Could you/would you explain ...</li> </ul>
<p>to ask opinion:</p> <ul style="list-style-type: none"> <li>- What do you think of ...?</li> <li>- What is your idea of ...?</li> <li>- I would like to ask about your opinion on ...</li> </ul>
<p>to compliment the question:</p> <ul style="list-style-type: none"> <li>- That's a good question.</li> <li>- I'm glad you've asked that question.</li> <li>- Your observation is very important.</li> <li>- You have raised a very interesting point.</li> </ul>
<p>to request clarification:</p> <ul style="list-style-type: none"> <li>- I don't think I understand your question, Dr. Harrison.</li> <li>- I'm not sure I understand you, Dr. White.</li> <li>- I'm not quite clear about your question. Could you please enlarge on it?</li> <li>- I didn't catch you. Could you say it again?</li> </ul>
<p>to clarify:</p> <ul style="list-style-type: none"> <li>- Let's see. If I get it right, you are asking about the rates. Is that so?</li> <li>- Is that correct that you ask about the rates?</li> <li>- You are asking about the rates. Is that correct?</li> </ul>
<p>to give an equivocal reply:</p> <ul style="list-style-type: none"> <li>- Well, I don't think I can reply to your question at the moment.</li> <li>- I'm afraid I can't give any definite answer. I think Dr. Altov could do it better than I.</li> <li>- I don't think I'm qualified to speak about this matter.</li> <li>- Your question is difficult to answer. I hope further work may help to clarify it.</li> </ul>

### Role play.

**One of you plays the chairman, another Dr. Stone who presents a short communication on one of the following topics. The others play the discussion participants who ask the speaker questions. The replies should be either informative and contain explanations if necessary, or equivocal.**

Topics:

- How dangerous are the scientific achievements of the humanity for the environment.
- The relationship between theory and practice in science.
- How far can computers substitute man?

### Commenting on the paper.

#### Study the following conversation.

Chairman: The question time is over. I'm inviting you to contribute to one of the problems we're considering. Please keep a strict timing of 5 minutes and don't wander away from the subject. Who would like to comment on Dr. Rundle's paper? Ah, yes, the gentleman on the right. Please address the audience, Dr. .. er...

Coleridge: Peter Coleridge, Goizueta Business School at Emory University. I am very impressed by your work, Dr. Rundle, and would like to make only a short comment. Alternative investments are sometimes used as a tool to reduce overall investment risk through diversification. Some of the characteristics of alternative investments may include:

- Low correlation with traditional financial investments such as stocks and bonds
  - It may be difficult to determine the current market value of the asset
  - Alternative investments may be relatively illiquid (see "Liquid alts")
  - Costs of purchase and sale may be relatively high
  - There may be limited historical risk and return data

I'm reporting these data this afternoon.

Ch.: Thank you, Dr. Coleridge for your valuable remark. Anyone else wants to speak? Yes, Dr. Ambree you are invited to the microphone.

Ambree: Dr. Rundle, liquid alternatives are alternative investments that provide daily liquidity. However, there has been expressed



skepticism over the complexity of liquid alts and the lack of able portfolio managers.

Ch.: Thank you very much. Are there any more comments? There seem to be no more comments on Dr. Rundle's paper. I think that's all there is to say on the subject for the time being. In view of the late hour I declare the discussion closed. I would like to thank again Dr. Rundle for his excellent communication and the persuasive way in which he dealt with the questions and comments. I appreciate very much the contributions by other researchers. I think we've done a good job on making the problem clearer to us all. The discussion will no doubt help delineate our future work and stimulate further research. Thank you all.

**Study the ways of closing the discussion and thanking the contributors and practice them acting as chairman.**

<p>to close the discussion:</p> <ul style="list-style-type: none"> <li>- There seem to be no more comments on Dr. Rundle's paper. I think that's all there is to say on the subject for the time being. I declare the discussion closed.</li> <li>- It seems we've exhausted the subject. I think it'd time we closed the discussion.</li> <li>- Our time is up. I am closing the discussion.</li> <li>- We have no more time left, so I have to close the discussion.</li> </ul>
<p>to thank the contributors:</p> <ul style="list-style-type: none"> <li>- I'd like to thank again ... for his excellent communication and the persuasive way in which he dealt with the questions and comments. I appreciate very much the contributions by the other researchers. Thank you all.</li> <li>- I would like to thank ... for his comprehensive review of the problem.</li> <li>- I appreciate the lucid presentation of the subject by Dr. Burton.</li> <li>- We've had an informative and persuasive discussion. I would like to thank everybody.</li> </ul>

**Role play.**

**Act out a full-scale discussion of a scientific paper. One of you will play the chairman, another the main speaker. Consult your teacher about the topic of your presentation, the**

**others will act as the discussion participants. Cover most of the functional situations practiced in this unit.**

### **Saying good-bye.**

*Read and study the target vocabulary list*

- first class – первый класс (тип авиабилета)
- business class – бизнес класс (тип авиабилета)
- economy class – экономический класс (тип авиабилета)
- to let smbd know – дать знать, оповестить
- by fax – по факсу
- by e-mail – электронной почтой
- to take care of oneself – беречь себя

### **Study the dialogue “Confirming your flight”.**

Agent: Aeroflot. Good afternoon.

Bogomolov: I would like to confirm my flight to St. Petersburg for September 6, please.

A.: Your flight and class, please?

B.: SU 815, economy.

A.: Name, please?

B.: Bogomolov.

A.: It's Okay. Bye.

B.: Thank you. Bye.

### **Role play.**

**Work in pairs. Imagine that you have to confirm your ticket by phone. Dial the company's number and tell the agent what you want. Follow closely the conversation.**

### **Study the conversation “Good-bye, Boston!”.**

Bogomolov: The last glimpse of Boston.

Rundle: No, not the last. You'll be back soon, Peter.

B.: I hope so. We won't be late for the check-in, will we?

R.: No' we'll be right on time. The traffic isn't too busy and I guess I'm an experienced driver.

B.: How long have you been driving?

R.: Oh, I don't know. Since I was 16, I guess. By the way, how is your old car?

B.: Needs repairs. I haven't been driving it for three months.



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R.: Here we are. Well, Peter, the first thing you should do when you get back home is to let me know by fax or e-mail if your institute administration okays your 3 month's visit here.

B.: Yeah. I'd talked it over before I came here, but, of course, I will confirm their consent as soon as I arrive. Then I'll be waiting for your official invitation.

R.: Right. I'm sorry it's time to say good bye now. Take care of yourself, man.

B.: I'm really grateful to you, Michael. You've been so helpful with everything.

R.: Oh, not as much as you were when I was working at the Ioffe.

B.: Remember me to your family and thank Jack Lerner again for me. He is a very capable man.

R.: He sure is. Well, give my best regards to your men in the lab. And say hello to Natasha and the kids. Take care. Have a nice flight and safe landing.

B.: Thank you. Look after yourself. I'll keep in touch, Michael. Good-bye!

**Imagine that you are parting with an American colleague. Act out the farewell.**

## PART II

### ACADEMIC WRITING

*The teaching of formal grammar has a negligible or, because it usually displaces some instruction and practice in actual composition, even a harmful effect on the improvement of writing.*

*Braddock, Lloyd-Jones, and Schoer, 1963, quoted in Hillocks, 1986.*

### MODULE I

#### ACADEMIC LITERATURE

#### BLOCK 1 ACADEMIC PUBLISHING

Scientific literature comprises scientific publications that report original empirical and theoretical work in the natural and social sciences, and within a scientific field is often abbreviated as the literature. Academic publishing is the process of placing the results of one's research into the literature. Original scientific research published for the first time in scientific journals is called the primary literature. Patents and technical reports, for minor research results and engineering and design work, can also be considered primary literature. Secondary sources include review articles which summarize the findings of published studies to highlight advances and new lines of research. They also include books for large projects or broad arguments, including compilations of articles. Tertiary sources might include encyclopedias and similar works intended for broad public consumption.

Academic publishing describes the subfield of publishing which distributes academic research and scholarship. Most academic work is published in journal article, book or thesis form. The part of academic written output that is not formally published but merely printed up or posted on the Internet is often called "grey literature". Most scientific and scholarly journals, and many academic and scholarly books, though not all, are based on some form of peer review or editorial refereeing to qualify texts for publication. Peer review quality and selectivity standards vary greatly from journal to journal, publisher to publisher, and field to field.

Most established academic disciplines have their own journals and other outlets for publication, although many academic journals are somewhat interdisciplinary, and publish work from several distinct fields or subfields. There is also a tendency for existing journals to be

divided into specialized sections as the field itself becomes more specialized. Along with the variation in review and publication procedures, the kinds of publications that are accepted as contributions to knowledge or research differ greatly among fields and subfields.

Academic publishing is undergoing major changes, as it makes the transition from the print to the electronic format. Business models are different in the electronic environment. Since the early 1990s, licensing of electronic resources, particularly journals, has been very common. Currently, an important trend, particularly with respect to scholarly journals, is an open access via the Internet.

There are two main forms of open access: open access publishing, in which a whole journal or book or individual articles are made available free for all on the web by the publisher at the time of publication. Sometimes, but not always, open access is made for an extra publication fee paid by the author or the author's institution or funder. There is also an open access of self-archiving, in which authors themselves make a copy of their published articles available free for all on the web.

There are several types of scientific publications. Scientific literature can include the following kinds of publications:

- scientific articles published in scientific journals
- patents specialized for science and technology (for example, biological patents and chemical patents)
- books wholly written by one or a small number of co-authors
- edited volumes, where each chapter is the responsibility of a different author or set of authors, while the editor is responsible for determining the scope of the project, keeping the work on schedule, and ensuring consistency of style and content
  - presentations at academic conferences, especially those organized by learned societies
  - government reports such as a forensic investigation conducted by a government agency
  - scientific publications on the World Wide Web
  - books, technical reports, pamphlets, and working papers issued by individual researchers or research organizations on their own initiative; these are sometimes organised into a series
  - blogs and science forums

The significance of these different components of the literature varies between disciplines and has changed over time. Peer-reviewed

journal articles remain the predominant publication type, and have the highest prestige. However, journals vary enormously in their prestige and importance, and their status can influence the visibility and impact of the studies they publish. The significance of books, also called research monographs, depends on the subject. Generally books published by university presses are usually considered more prestigious than those published by commercial press. The status of working papers and conference proceedings depends on the discipline; they are typically more important in the applied sciences.

An **abstract** is a brief summary of a research article, thesis, review, conference proceeding or any in-depth analysis of a particular subject or discipline. It is often used to help the reader quickly ascertain the paper's purpose. When used, an abstract always appears at the beginning of a manuscript or typescript, acting as the point-of-entry for any given academic paper or patent application. Abstracting and indexing services for various academic disciplines are aimed at compiling a body of literature for that particular subject.

An **article** is a written work published in a print or electronic medium. It may be for the purpose of propagating the news, research results, academic analysis or debate.

The **IMRAD** (/imræd/) structure is the most prominent norm for the structure of a scientific journal article of the original research type. *IMRAD* is an acronym for **introduction, methods, results, and discussion**. Original research articles are typically structured in this basic order:

1. **Introduction** – Why was the study undertaken? What was the research question, the tested hypothesis or the purpose of the research?

2. **Methods** – When, where, and how was the study done? What materials were used or who was included in the study groups?

3. **Results** – What answer was found to the research question?

What did the study find? Was the tested hypothesis true?

4. **Discussion** – What might the answer imply and why does it matter? How does it fit in with what other researchers have found? What are the perspectives for future research?

Besides original-research articles, other major types of article include literature reviews, case reports, case series and meta-analyses which usually use non-IMRAD structures.

A **synopsis** is a brief summary of the major points of a subject or written work or story, either as prose or as a table; an abridgment

or condensation of a work. The terms **précis** or **synopsis** are used in some publications to refer to the same thing that other publications might call an "abstract". In management reports, an executive summary usually contains more information (and often more sensitive information) than the abstract does.

A **report** or **account** is any informational work (usually of writing, speech, television, or film) made with the specific intention of relaying information or recounting certain events in a widely presentable form. Written reports are documents which present focused, salient content to a specific audience. Reports are often used to display the result of an experiment, investigation, or inquiry. The audience may be public or private, an individual or the public in general. Reports are used in government, business, education, science, and other fields. Additional elements often used to persuade readers include headings to indicate topics, to more complex formats including charts, tables, figures, pictures, tables of contents, abstracts, and summaries, appendices, footnotes, hyperlinks, and references.

A **thesis** or **dissertation** is a document submitted in support of candidature for an academic degree or professional qualification presenting the author's research and findings. In some contexts, the word "thesis" or a cognate is used for part of a bachelor's or master's course, while "dissertation" is normally applied to a doctorate, while in others, the reverse is true. Dissertations and theses may be considered as grey literature. The word dissertation can at times be used to describe a treatise without relation to obtaining an academic degree. The term thesis is also used to refer to the general claim of an essay or similar work.

A student in Russia has to complete a thesis and then defend it in front of their department. Sometimes the defense meeting is made up of the learning institute's professionals, and sometimes the students peers are allowed to view and/or join in. After the presentation and defense of the thesis, the final conclusion of the department should be that none of them have reservations on the content and quality of the thesis. A conclusion on the thesis has to be approved by the rector of the educational institute. This conclusion of the thesis can be defended or argued not only in the thesis council at, but also in any other thesis council of Russia.

A **monograph** is a specialist work of writing on a single subject or an aspect of a subject, usually by a single author. The term 'monographia' is derived from Greek (**mono**, single+*grapho*, to

write), meaning 'writing on a single subject'. Unlike a textbook, which surveys the state of knowledge in a field, the main purpose of a monograph is to present primary research and original scholarship. This research is presented at length, distinguishing a monograph from an article. For these reasons, publication of a monograph is commonly regarded as vital for career progression in many academic disciplines. Intended for other researchers and bought primarily by libraries, monographs are generally published as individual volumes in a short print run. Librarians consider a monograph to be a nonserial publication complete in one volume (book) or a finite number of volumes. Thus it differs from a serial publication such as a magazine, a journal, or a newspaper.

### **Preparation of an article**

The actual day-to-day records of scientific information are kept in research notebooks or logbooks. These are usually kept indefinitely as the basic evidence of the work, and are often kept in duplicate, signed, notarized, and archived. The purpose is to preserve the evidence for scientific priority, and in particular for priority for obtaining patents. They have also been used in scientific disputes. Since the availability of computers, the notebooks in some data-intensive fields have been kept as database records, and appropriate software is commercially available.

The work on a project is typically published as one or more technical reports, or articles. In some fields both are used, with preliminary reports, working papers, or preprints followed by a formal article. Articles are usually prepared at the end of a project, or at the end of components of a particularly large one. In preparing such an article vigorous rules for scientific writing have to be followed.

### **Structure of a scientific paper**

A scientific paper has a standardized structure, which varies only slightly in different subjects. Ultimately, it is not the format that is important, but what lies behind it – the content. However, several key formatting requirements need to be met:

1. The title attracts readers' attention and informs them about the contents of the article. Titles are distinguished into three main types: declarative titles which state the main conclusion, descriptive titles which describe a paper's content, and interrogative titles which challenge readers with a question that is answered in the text. Some journals indicate, in their instructions to authors, the type and length of permitted titles.

2. The names and affiliations of all authors are given. In the



wake of some scientific misconduct cases, publishers often require that all co-authors know and agree on the content of the article.

3. A scientific paper summarizes the work in a single paragraph or in several short paragraphs and is intended to represent the article in bibliographic databases and to furnish subject metadata for indexing services.

4. The content should be presented in the context of previous scientific investigations, by citation of relevant documents in the existing literature, usually in a section called an "Introduction".

5. Empirical techniques, laid out in a section usually called "Materials and Methods", should be described in such a way that a subsequent scientist, with appropriate knowledge of and experience in the relevant field, should be able to repeat the observations and know whether he or she has obtained the same result. This naturally varies between subjects, and does not apply to mathematics and related subjects.

6. Similarly, the results of the investigation, in a section usually called "Results", data should be presented in tabular or graphic form: image, chart, schematic, diagram or drawing. These display elements should be accompanied by a caption and discussed in the text of the article.

7. Interpretation of the meaning of the results is usually addressed in a "Discussion" or "Conclusion" section. The conclusions drawn should be based on the new empirical results while taking into consideration prior knowledge, in such a way that any reader with knowledge of the field can follow the argument and confirm that the conclusions are sound. That is, acceptance of the conclusions must not depend on personal authority, rhetorical skill, or faith.

8. Finally, a "References" or "Literature Cited" section lists the sources cited by the authors in the format required by the journal.

## Structure of a Thesis

*Author(s) Name(s)*

*Author Affiliation(s) E-mail*

*Master's Thesis1*

*Department of Computer and Systems Sciences Stockholm University*

*and*

*The Royal Institute of Technology January 2001*

*Abstract*

*"The purpose of your thesis is to clearly document an original contribution to knowledge. You may develop computer programs, prototypes, or other tools as a means of proving your points, but remember, the thesis is not about the tool, it is about the contribution to knowledge. Tools such as computer programs are fine and useful products, but you can't get an advanced degree just for the tool. You must use the tool to demonstrate that you have made an original contribution to knowledge; e.g., through its use, or ideas it embodies."*  
 (Prof. John W. Chinneck, 2003)

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1. Introduction

    1.1 Background

*Start by describing the topic at a general level and finish of with narrowing down the topic to the specific area that the thesis deals with. Basically it is a general introduction to what the thesis is all about.*

### *1.2 Problem*

*The focus of the thesis, the problem should be of a general nature and a worthwhile problem or a question that has not been previously answered.*

### *1.3 Purpose*

*Purpose of the thesis and how the problem is addressed. The work has to be an original contribution to knowledge. This could be a new:*

- *Framework or Model*
- *Method*
- *System*
- *Algorithm*

### *1.4 Restrictions*

*State the restriction made in the thesis. For example the thesis only deals with management in the retail industry.*

### *1.5 Audience*

*State the audience that the thesis targets. Who would be interested of your work? Your thesis should target researchers.*

### *1.6 Methodology*

*A research methodology defines what the activity of research is, how to proceed, how to measure progress, and what constitutes success.*

#### *1.6.1 Preparatory work*

*1.6.2 Methodology for eliciting the system requirements specification*

#### *1.6.3 Methodology for design and implementation*

#### *1.6.4 Methodology for data acquisition*

#### *1.6.5 Methodology for evaluating the results*

### *2 Extended Background and Basic Concepts*

*Chapter 2 should include a detailed description of the problem area. The following topics could be included:*

- *Present situation of the problem and the purpose*
- *Other research that is done within the research area / problem area*

- *Presentation of the problem area in general*

### *3 System Requirements Specification*

## Academic communication for the young scholars

*Chapter 3 describes the development of the requirements that are used in order to evaluate if the purpose of the thesis is successfully achieved.*

#### *4 Design and Implementation*

*Chapter 4 describes the design and the implementation of your work if it is applicable. This could for example, be a description of the design and implementation of:*

- *A prototype system*
- *An Algorithm*
- *A Questionnaire*

#### *5 Data acquisition*

*Chapter 5 describes the data acquisition as a part of your thesis.*

#### *6 Evaluation*

*Chapter 6 should summarize your data. The main part of this chapter is to evaluate the degree of fulfillment of your data. By comparing the result with the given requirements in chapter 3 you are able to evaluate your data.*

#### *7 Epilogue*

##### *7.1 Conclusions*

*This subsection should include a short and concise statement of the conclusions that you have made because of your work.*

- *How the problem stated in the thesis has been solved and shown in the thesis. Refer to the previous chapters in the thesis.*

- *Summarize the results.*

##### *7.2 Discussion*

- *Discussion subsection includes the author's opinions*

- *There is no need to prove your opinions in this subsection*

- *There should be a logical reasoning*

##### *7.3 Future Work*

*Describe future work that can be done by yourself or other researchers. Basically are there any new problem statements that originate from your work?*

#### *8 References*

## **BLOCK 2 FEATURES OF ACADEMIC WRITING**

### **Written Language Features.**

***Pay attention to the following features of academic writing:***

Academic writing in English is linear, which means it has one central point or theme with every part contributing to the main line of

argument, without digressions or repetitions. Its objective is to inform rather than entertain. As well as this it is in the standard written form of the language. There are six main features of academic writing that are often discussed. Academic writing is to some extent complex, formal, objective, explicit, hedged, and responsible. It uses language precisely and accurately.

### **Complexity**

Written language is relatively more complex than spoken language. Written texts are lexically dense compared to spoken language – they have proportionately more lexical words than grammatical words. Written texts are shorter and have longer, more complex words and phrases. They have more noun-based phrases, more nominalizations, and more lexical variation.

Written language is grammatically more complex than spoken language. It has more subordinate clauses, more "that/to" complement clauses, more long sequences of prepositional phrases, more attributive adjectives and more passives than spoken language. The following features are common in academic written texts: noun-based phrases, subordinate clauses/embedding, complement clauses, sequences of prepositional phrases, participles, passive verbs, lexical density, lexical complexity, nominalisation, attributive adjectives, adjectival groups as complements

**Task 1:** Compare a sentence from a spoken text with a typical written variant:

You can control the trains this way and if you do that you can be quite sure that they'll be able to run more safely and more quickly than they would otherwise, no matter how bad the weather gets.

The use of this method of control unquestionably leads to safer and faster train running in the most adverse weather conditions.

**Task 2:** Re-write the sentences below in a more typically written style.

I handed my essay in late because my kids got sick.

Because the jobs are even more complex, programmes to train people will take longer.

### **Formality**

In general this means in an essay that you should avoid:

- colloquial words and expressions; ""stuff", "a lot of", "thing", "sort of",
- abbreviated forms: "can't", "doesn't", "shouldn't"
- two word verbs: "put off", "bring up"
- sub-headings, numbering and bullet-points in formal es-

says – but use them in reports.

- asking questions.

**Task 3:** Identify the informal expressions in the following sentences. Rewrite the following sentences, replacing the informal expressions with a more formal equivalent.

➤ With women especially, there is a lot of social pressure to conform to a certain physical shape.

➤ Significantly, even at this late date, Lautrec was considered a bit conservative by his peers.

➤ When a patient is admitted to a psychiatric inpatient unit, the clinical team should avoid the temptation to start specific treatments immediately.

➤ Therefore after six months the dieter is behaving according to all twenty-six goals and she has achieved a big reduction in sugar intake.

➤ Modern houses have so many labour-saving things that it is difficult for the person at home to have adequate exercise by doing chores, cooking, and looking after a family.

➤ Simply making the effort to reclaim this wasted stuff for fertilizer would have a positive effect on greenhouse releases.

➤ It is difficult to imagine exactly what is meant by saying that such a classification is natural as any collection of things could be classified in this way.

➤ Unfortunately, since there are so many possible explanations, the correct one is most difficult to find out.

➤ These exercises can easily be incorporated into an exercise routine, with each exercise done again a number of times.

➤ Effective vaccines prevent such hazards, but only if a social organisation makes sure that all potential mothers are vaccinated in good time.

### **Objectivity**

This means that the main emphasis should be on the information that you want to give and the arguments you want to make, rather than you. This is related to the basic nature of academic study and academic writing, in particular. Nobody really wants to know what you "think" or "believe". They want to know what you have studied and learned and how this has led you to your various conclusions. The thoughts and beliefs should be based on your lectures, reading, discussion and research and it is important to make this clear. In general, avoid words like "I", "me", "myself". A reader will normally as-

## Academic communication for the young scholars

sume that any idea not referenced is your own. It is therefore unnecessary to make this explicit.

Don't write: "In my opinion, this a very interesting study."

Write: "This is a very interesting study."

Avoid "you" to refer to the reader or people in general.

Don't write: "You can easily forget how different life was 50 years ago."

Write: "It is easy to forget how difficult life was 50 years ago."

**Task 1:** Follow the examples in contravercy.

Clearly this was far less true of France than ...

This is where the disagreements and controversies begin ...

The data indicates that ...

This is not a view shared by everyone; Jones, for example, claims that ...

... very few people would claim ...

It is worthwhile at this stage to consider ...

Of course, more concrete evidence is needed before ...

Several possibilities emerge ...

A common solution is ...

**Task 2:** Compare the two paragraphs. Which is the most objective?

*The question of what constitutes "language proficiency" and the nature of its cross-lingual dimensions is also at the core of many hotly debated issues in the areas of bilingual education and second language pedagogy and testing. Researchers have suggested ways of making second language teaching and testing more "communicative" on the grounds that a communicative approach better reflects the nature of language proficiency than one which emphasizes the acquisition of discrete language skills.*

*We don't really know what language proficiency is but many people have talked about it for a long time. Some researchers have tried to find ways for us to make teaching and testing more communicative because that is how language works. I think that language is something we use for communicating, not an object for us to study and we remember that when we teach and test it.*

**Task 3:** Read the text and rewrite it in a more academic style.

*a) Most people take drug overdoses because they find that it's difficult to sort out their problems clearly. That's why you should treat your patients in a clear way. That means you should treat your patients in a way that helps them to tell the difference between their problems and find ways to deal with them.*

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*b) I would call Wagner a subjective artist. What I mean is that his art had its source in his personality; his work was virtually independent, I always feel, of the epoch in which he lived.*

*c) On the other hand, I always consider Bach an objective artist. You can see that he worked only with the forms and ideas that his time proffered him. I do not think he felt any inner compulsion to open out new paths.*

**Explicitness**

Academic writing is explicit in its signposting of the organisation of the ideas in the text. As a writer of academic English, it is your responsibility to make it clear to your reader how various parts of the text are related. These connections can be made explicit by the use of different signaling words.

If you want to tell your reader that your line of argument is going to change, make it clear.

The Bristol 167 was to be Britain's great new advance on American types such as the Lockheed Constellation and Douglas DC-6, which did not have the range to fly the Atlantic non-stop. It was also to be the largest aircraft ever built in Britain. However, even by the end of the war, the design had run into serious difficulties.

If you think that one sentence gives reasons for something in another sentence, Make it explicit.

While an earlier generation of writers had noted this feature of the period, it was not until the recent work of Cairncross that the significance of this outflow was realized. Partly this was because the current account deficit appears much smaller in current (1980s) data than it was thought to be by contemporaries.

If you think two ideas are almost the same, say so.

Carl Marx referred throughout his work to other systems than the capitalist system, especially those which he knew from the history of Europe to have preceded capitalism. Systems such as feudalism, where the relation of production was characterized by the personal relation of the feudal lord and his serf and a relation of subordination came from the lord's control of the land. Similarly, Marx was interested in slavery and in the classical Indian and Chinese social systems, or in those systems where the ties of local community are all important.

If you intend your sentence to give extra information, make it clear.

He is born into a family, he marries into a family, and he becomes the husband and father of his own family. In addition, he has a definite place of origin and more relatives than he knows what to do with, and he receives a rudimentary education at the Canadian Mis-



sion School.

If you are giving examples, do it explicitly.

This has sometimes led to disputes between religious and secular clergy, between orders and bishops. For example, in the Northern context, the previous bishop of Down and Connor, Dr Philbin, refused for most of his period of leadership in Belfast to have Jesuits visiting or residing in his diocese. Academic writing is explicit in its acknowledgment of the sources of the ideas in the text.

If you know the source of the ideas you are presenting, acknowledge it.

### Hedging

It is often believed that academic writing, particularly scientific writing, is factual, simply to convey facts and information. However it is now recognized that an important feature of academic writing is the concept of cautious language, often called "hedging" or "vague language". In other words, it is necessary to make decisions about your stance on a particular subject, or the strength of the claims you are making. Different subjects prefer to do this in different ways.

Language used in hedging:

Introductory verbs:		seem, tend, look like, appear to be, think, believe, doubt, be sure, indicate, suggest
Certain lexical verbs		believe, assume, suggest
Certain modal verbs:		will, must, would, may, might, could
Adverbs of frequency	of fre-	often, sometimes, usually
Modal adverbs		certainly, definitely, clearly, probably, possibly, perhaps, conceivably,
Modal adjectives		certain, definite, clear, probable, possible
Modal nouns		assumption, possibility, probability
That clauses		It could be the case that. It might be suggested that. There is every hope that.
To-clause + adjective	+ ad-	It may be possible to obtain. It is important to develop. It is useful to study.

**Task 1:** Compare the following sentences paying attention to the features of academic writing:

1.
  - a) It may be said that the commitment to some of the social and economic concepts was less strong than it is now.
  - b) The commitment to some of the social and economic concepts was less strong than it is now.
2.
  - a) The lives they chose may seem overly ascetic and self-denying to most women today.
  - b) The lives they chose seem overly ascetic and self-denying to most women today.
3.
  - a) Weismann suggested that animals become old because, if they did not, there could be no successive replacement of individuals and hence no evolution.
  - b) Weismann proved that animals become old because, if they did not, there could be no successive replacement of individuals and hence no evolution.
4.
  - a) Yet often it cannot have been the case that a recalcitrant trustee remained in possession of the property entrusted to him.
  - b) Yet a recalcitrant trustee did not remain in possession of the property entrusted to him.
5.
  - a) Recent work on the religious demography of Northern Ireland indicates a separating out of protestant and catholic, with the catholic population drifting westwards and vice versa.
  - b) Recent work on the religious demography of Northern Ireland shows a separating out of protestant and catholic, with the catholic population drifting westwards and vice versa.
6.
  - a) By analogy, it may be possible to walk from one point in hilly country to another by a path which is always level or uphill, and yet a straight line between the points would cross a valley.
  - b) By analogy, one can walk from one point in hilly country to another by a path which is always level or uphill, and yet a straight line between the points would cross a valley.
7.
  - a) There are certainly cases where this would seem to have been the only possible method of transmission.
  - b) There are cases where this would have been the only possible method of transmission.

- 8.
- a) Nowadays the urinary symptoms seem to be of a lesser order.
  - b) Nowadays the urinary symptoms are of a lesser order.

**Task 2:** Identify the hedging expressions in the following sentences.

1. There is no difficulty in explaining how a structure such as an eye or a feather contributes to survival and reproduction; the difficulty is in thinking of a series of steps by which it could have arisen.

2. For example, it may be necessary for the spider to leave the branch on which it is standing, climb up the stem, and walk out along another branch.

3. There is experimental work to show that a week or ten days may not be long enough and a fortnight to three weeks is probably the best theoretical period.

4. Conceivably, different forms, changing at different rates and showing contrasting combinations of characteristics, were present in different areas.

5. One possibility is that generalized latent inhibition is likely to be weaker than that produced by pre-exposure to the CS itself and thus is more likely to be susceptible to the effect of the long interval.

6. For our present purpose, it is useful to distinguish two kinds of chemical reaction, according to whether the reaction releases energy or requires it.

7. It appears to establish three categories: the first contains wordings generally agreed to be acceptable, the second wordings which appear to have been at some time problematic but are now acceptable, and the third wordings which remain inadmissible.

### Responsibility

In academic writing you are responsible for demonstrating an understanding of the source text. You must also be responsible for, and must be able to provide evidence and justification for, any claims you make. This is done by paraphrasing and summarising what you read and acknowledging the source of this information or ideas by a system of citation.

## BLOCK 3 ACADEMIC WRITING TOOLS

### Skimming:

What are some examples of reports that you might be asked to write?

How many steps are given to help you write a report more efficiently?

What is the first step in preparing to write a report?

**Preparing to Write** If a report leaves out significant information or includes irrelevant information, it will waste the time of the person preparing it and those reading it. The following steps will help you write a report more efficiently, and help assure that the information you need is included.

- Define the problem. It is always important to know what it is that you're looking at in your report and to know how to express it accurately. The first step is to decide on the topic of your report. If a piece of information falls within that topic, it should be included; if not, it should be excluded.

- Identify your reader. It is important to know who will be the primary and secondary readers of the report. Audience analysis is vital to the success of this or any other communication. Think about how familiar the audience is with the situation. This helps determine how much background information you have to give, what writing style you use, what words you use, what visual aids might be necessary.

- State your purpose. A report should be very specific in informing its readers about the topic. You should state what you are going to report on and the scope of your report.

- Define your terms. Sometimes you will use words with special meanings, which are not the same as dictionary definitions. If you are doing a study of absenteeism, you need a concrete definition of what constitutes absenteeism. You might define it, for the purpose of your study, as "any situation where an employee takes seven or more unexcused days off during a calendar year." Also, you might need to define terms if your reader might not have clear idea of what the term means.

- Establish your procedures. You need to decide how are you going to gather information for report. There are many methods, including, interviews, questionnaires, library research, experiments, and personal observation. You may need combine two or more meth-

ods. Even if you use interviews, you may have to do some library research to get background information to write your questions before you do the interview, in order to have a basis for planning your questions. Obviously, procedures that you choose will depend on the type of problems that you are looking at.

- Consider your scope and limits. It is important to decide how deeply you plan to go into your subject. You need to keep in mind that how long and how detailed your report will be. That helps determine that how much library research is necessary, how many respondents you need, etc.

- Evaluate limits on time. You may have a limited time to prepare or a limited budget to work with. This will influence how much you can do in preparing your report.

- Make an outline. The final activity of the planning stage is the initial outline. This helps you decide how the report should be organized and what should be included. It also prevents you from going down dead ends or in a wrong direction. Your plans may be changed in the course of writing the outline, but this step should not be omitted. A report can be much improved by being based on an outline.

Editing a report based on these preparation steps, you write your report. However, you don't just write report and turn in the first draft. You will almost certainly need some editing to improve the clarity and organization of your report.

- Read the report again, considering whether each sentence, each paragraph, each section, contributes to the purpose of the report. If not, cut it out.

- Check for coherence. Are there good transitions between ideas? Are sentences and paragraphs logically related? Does one section flow into the next? If not, you need to make the relationships among ideas and sections clearer.

- Check each sentence. Does it say precisely what you mean it to say? Are the connotations of the words what you had in mind? Is each sentence clear? Could it be misinterpreted? Make use of dictionary or thesaurus to find the exact word you need, if necessary.

- Check your headings. Do they help the reader follow the logic of the report, know what to expect, etc? If not, you may need to clarify your headings or add more.

- Look at any statistics that you present. Would they be clearer if it were presented in a graph? Would a diagram make any of the information clearer? Is there any material that would be clearer in the form of a list than in a paragraph?

## Academic communication for the young scholars

If you follow this advice, keeping your purpose and your audience in mind, outlining, and carefully considering whether your completed report is clear and well-organized, you will be able to write a good report. Your audience will appreciate the ease with which they can get information from the report, and you will have gained a vital skill.

**Vocabulary:**

1.	<b>concise:</b> expressing a lot with a few clear words
2.	<b>significations:</b> important deeds
3.	<b>irrelevant:</b> not related (to a certain topic)
4.	<b>excluded: left out</b>
5.	<b>visual aids:</b> pictures, maps, used to help people understand something better
6.	<b>absenteeism:</b> staying away from work or school with not good reason
7.	<b>unexcused:</b> without a good reason
8.	<b>interviews:</b> meetings with someone to ask them questions about their opinions, actions.
9.	<b>questionnaires:</b> sets of questions to be answered by a number of people to get information
10.	<b>respondents:</b> people who answer questions from interviews, questionnaires.
11.	<b>evaluate:</b> judge the quality of something, based on careful consideration
12.	<b>dead ends:</b> ideas that cannot be developed any further
13.	<b>first draft:</b> the first rough written form of a report, letter.
14.	<b>clarity:</b> quality of being clear
15.	<b>coherence:</b> clear and easy to understand
16.	<b>transitions:</b> words or sentences that show the relationships between ideas
17.	<b>connotations:</b> ideas or emotions related to a word, as opposed to the actual meaning of the word
18.	<b>misinterpreted:</b> understood wrongly
19.	<b>thesaurus:</b> book that lists words of similar meanings
20.	<b>clarify:</b> make clearer

### True/False Questions:

1. You must be sure to include all important information inT or F?  
your report but no unrelated information.
2. Who your audience will be does not affect the writing ofT or F?  
your report.
3. It is not necessary to state the purpose of your report. T or F?
4. You should explain the meanings of words that you useT or F?  
with special meanings or which your reader might not be  
familiar with.
5. You need to choose one method of gathering information. T or F?
6. You need to decide how deeply to go into your subject. T or F?
7. Your final report will probably be exactly like the outline. T or F?
8. Most writers of reports use an outline. T or F?
  
9. When you check for coherence, you make sure transitionsT or F?  
are good, that sentences and paragraphs are logically relat-  
ed.
10. Headings should help the reader understand the logic of theT or F?  
report and know what to expect.
11. You should present statistics in the text of your report, notT or F?  
in a graph.

### Comprehension Questions:

1. What is one of the most important skills you can have?
2. How do you decide what should be in the report and what  
should not be?
3. How do you decide how much background information to  
give? It is based on how familiar your audience is with the situation.
4. What are the ways of gathering information?
5. What does the amount of time and money you have influ-  
ence?
6. What does making the outline help you do?
7. What is the purpose of editing?
8. What is the first step in editing?
9. What do you use to make sure you have the exact word  
you need?
10. How will your audience feel if you follow the instructions in  
this reading?

### **Skimming:**

What does every business person have to learn?

What is the most common form of written communication?

What does "readable" mean?

### **Effective Written Communication**

Verbal communication can be either oral or written, and both are important in business. Written communication is used for correspondence with outside companies and individuals, keeping records, and internal communication. Thus, every business person has to learn effective written communication. Even people who are not employed by businesses can benefit from knowing how to write an effective business letter.

The most common form of written communication is letters. A company sends out and receives many letters every day. They can be mailed, faxed or sent through computer networks. When you write a letter for your company, you are representing your company. You should be concerned about both content and appearance. The reader should be able to find the important points easily, understand your message accurately, and have positive feelings toward you as an individual and/or toward your company.

#### **Characteristics of Effective Written Communication**

**Readable:** The first characteristic of a good letter is that it is readable, that is, easy to read. There are scales that measure the readability of passages. They are usually based on the length of sentences and the length of words used in the passage. According to such scales, the fewer words in each sentence and the fewer syllables in each word, the easier a passage is.

Though readability scales may give a rough idea of readability, they do have problems. The familiarity of the vocabulary used is a very important aspect of readability. If there are many unfamiliar words, it is difficult to understand the passage, even if the sentences and the words are short. Grammatical complexity is another factor. Even if sentences of the same length are used, it is more difficult to understand a passage with grammatically complex sentences.

There are eleven tips for writing readable passages.

- Write short sentences.
- Write simple rather than complex sentences.
- Use familiar words and avoid unfamiliar words.
- Avoid unnecessary words.



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- Use active voice when possible rather than passive voice.
- Write like you would talk, and avoid flowery written passages.
- Use terms your reader can visualize.
- Try to relate to your reader's experience.
- Vary your words, sentence length, and sentence construction to help keep the reader's interest.
- Write to express ideas, not to impress the reader.
- Try to adapt the letter to your reader's level of knowledge.

**Tactful:** The business letter should be polite. It should not criticize the reader directly or indirectly. It should not categorize the reader. It should not be sexist or racist.

**Personal:** In business writing, the "you" attitude is important. This means that the receiver of the letter is the center of communication, rather than the writer. For example, writers should use expressions like "Thank you for...", rather than "I appreciate...", and "You will receive..." rather than "We sent..." However, sometimes "we" or "I" are more appropriate, since "you" may sound accusatory. For example, you should use, "We have not received your order," rather than, "You did not send your order."

**Positive:** A positive tone helps develop a positive relationship. It is preferable to make a statement about what will happen rather than what has not been done. For example, it is better to use, "We will send your order by air as soon as your check arrives," rather than "You did not enclose your check, so it is impossible to send your order." You should avoid reversal words (for example, "however" or "nevertheless") before negative information, and should not start a sentence with words such as "unfortunately." It is best to put negative information in the middle.

**Active:** Use active voice to emphasize ideas. For example, "You will receive your order soon," is better than, "Your order will be mailed to you soon." Use passive voice to de-emphasize ideas. For example, "Late papers will not be accepted" instead of "I will not accept late papers."

**Unified:** Each sentence and paragraph should have only one idea. For example, "Thank you for placing your order. We will send it out right away," would be better than, "Thank you for placing your order and we will send it out right away."

**Coherent:** Make business letters as understandable as possible. Use parallel structures, transitions, and numbering. Parallel structures help emphasize all ideas equally and read more smoothly. For

example, "There are several reasons to buy a new X. It is durable and has a one-year guarantee. It is also economical," is not good. "There are several reasons to buy a new X. It is durable. It has a one-year guarantee. In addition, it is economical," is better. Clear transitions, such as "in addition," "on the other hand," "on the contrary," and "therefore," should be used. When making a list, it is sometimes helpful to number the items on the list and/or to start each item on a new line. This makes it easier for the reader to understand the list at a glance.

**Clear:** Business letters have to be clear. Readability, unity, and coherence are all factors in clarity. Writers should avoid technical words and use familiar words. For example, use "before," "after," "pay back," and "send" instead of "prior to," "subsequent to," "reimburse," and "transmit." The point is to make the letter as easy as possible to read and understand, not to show off your intelligence or vocabulary. Make your topic sentences clear, and make sure that every sentence in the paragraph is related to the topic sentence. This will help you avoid getting off the topic.

**Concise:** Avoid wordy expressions and use simple words. For example, use "now," "a long time," and "for" instead of "at present," "a long period of time," and "for the purpose of." You can also avoid long expressions such as "under separate cover" and "in accordance with" and use "separately" and "according to." You should avoid useless repetition in such sentences as, "I can get to a variety of different places by bus," or "A full and complete report will be presented at that time." You should avoid abstract words and express as yourself concretely as possible.

**Mechanically sound:** All business writings should be written in a correct style with correct grammar, spelling, and punctuation. Mistakes in these areas may not affect the meaning of the letter, but they create a poor impression of you and your company.

### Vocabulary:

1.	<b>correspondence:</b> letters exchanged between people
2.	<b>faxed:</b> sent by fax, a machine that sends written material or pictures through phone lines
3.	<b>scales:</b> sets of numbers for measuring or comparing things
4.	<b>readability:</b> degree to which something is easy or difficult to read
5.	<b>familiarity:</b> degree to which something is familiar or

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recognized as being known
6. <b>grammatical complexity:</b> degree to which the grammar of a sentence is complex
7. <b>active voice:</b> sentence in which the person or thing doing something is the subject of the sentence; for example, "The man kicked the dog."
8. <b>passive voice:</b> sentence in which the subject of the sentence is the person or thing to which the action was done
9. <b>flowery:</b> using fancy language
10. <b>visualize:</b> see in one's mind
11. <b>criticize:</b> judge someone severely
12. <b>categorize:</b> put someone with a group of similar people
13. <b>sexist:</b> showing an attitude that one sex is better, more able than the other
14. <b>racist:</b> showing an attitude that one race is better, more able than another
15. <b>accusatory:</b> sounding as if the writer is saying that the reader did something wrong
16. <b>preferable:</b> better
17. <b>reversal words:</b> words that indicate a change from what came before
18. <b>de-emphasize:</b> put less force or importance
19. <b>coherent:</b> clear and easy to understand
20. <b>understandable:</b> easy to understand
21. <b>parallel:</b> of the same type
22. <b>transitions:</b> words that show the connection between two pieces of information
23. <b>durable:</b> lasting a long time
24. <b>guarantee:</b> promise by the company that it will fix merchandise if something goes wrong within a certain period of time
25. <b>unity:</b> state of being joined together or unified
26. <b>coherence:</b> state of being clear and easy to understand
27. <b>clarity:</b> state of being clear
28. <b>prior to:</b> before
29. <b>subsequent to:</b> after
30. <b>reimburse:</b> pay back
31. <b>transmit:</b> send

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32.	<b>concise:</b> expressing a lot in a few words; using no more words than necessary
33.	<b>topic sentence:</b> the sentence in a paragraph that states the main idea of the paragraph
34.	<b>wordy:</b> with too many words
35.	<b>repetition:</b> repeating of similar meanings

**True/False Questions :**

1. Verbal communication means written communication. T or F?
2. Only business people need to be able to write business letters. T or F?
3. When you write a letter, both content and appearance are important. T or F?
4. Readability scales accurately measure readability. T or F?
5. You should generally use active voice rather than passive voice. T or F?
6. You should use fancy language. T or F?
7. It is better to use the same sentence construction over and over. T or F?
8. You should avoid sexist or racist expressions . T or F?
9. It is better to make a statement about what has not been done rather than what will happen. T or F?
10. Numbering items on a list makes it easier for the reader to understand the list. T or F?
11. You should use technical words so you can impress your reader. T or F?
12. The more words you use, the better. T or F?
13. Typists rarely make spelling mistakes. T or F?

**Comprehension Questions:**

1. How are letters sent?
2. What should the reader be able to do?
3. What are readability scales based on?
4. In addition to sentence and word length, what influences the difficulty of a passage?
5. What should you adapt your letter to?
6. What does it mean to use the "you" attitude?
7. What kind of words should you avoid before negative information? What words should you avoid starting sentences with?
8. Why would you use passive voice?
9. What should each sentence and each paragraph have?

10. What do parallel structures do?
11. Why should you be careful to avoid grammatical, spelling, and punctuation errors?

**Clozing: *Fill in with the proper academic writing vocabulary***

There are ten characteristics of effective written communication. First, it is 1\_\_\_\_. Writers of readable passages use short, simple sentences and 2\_\_ words. They avoid unnecessary words, use terms the reader can 3\_, relate to the reader's 4\_, adapt to the reader's level of 5\_, etc. Second, effective written communication is 6\_\_\_\_. Third, it is personal. It takes the "7\_\_\_\_" attitude, making the reader the center of communication. Fourth, effective written communication has a 8\_\_ tone, making a statement about what will happen instead of what has not been done. Fifth, it uses active voice to 9\_\_ ideas and passive voice to de-emphasize them. Sixth, it is 10\_\_\_\_. Every sentence and paragraph has one central idea. Seventh, effective written communication is coherent. It makes use of 11\_\_ structures, transitions, and 12\_\_ to make the ideas expressed as understandable as possible. Eighth, effective written communication is clear. The purpose of a business letter is to get information across 13\_\_\_\_, not to show off the writer's intelligence and vocabulary. Ninth, effective written communication is concise. Writers should avoid 14\_\_\_\_ expressions, 15\_\_\_\_ repetition, and abstract words. Finally, it is mechanically sound, because mistakes create a 16\_\_\_\_ impression of you and your company.

wordy	readable	positive	familiar	unified	visualize	experience
useless	numbering	knowledge	poor	tactful	emphasize	parallel
clearly						

## MODULE II

### ACADEMIC TRANSLATION

**Translation** is a transformation of concept content and stylistic peculiarities of the utterance of a one language with the helps of means of another. (I.R.Galperin)

#### BLOCK 1 TYPES OF TRANSLATION TECHNIQUES

To transfer a form from one language to another with different alphabets, the translator either copies the form by the letters of the target language or changes it by making transformations. Mechanical copying, or transfer, of the source language words includes:

**transcription**, or copying the sound form of the source language word by means of the target language letters: *eau de cologne* – *одеколон*, *hake* – *хек*;

**transliteration** or copying the letters of the source language by the target language letters of another system: *London* – *Лондон*, *Washington* – *Вашингтон*.

**Translation transformations** are complete changes of the appearance of a translated word, phrase, or sentence. In foreign translation theory, transformations are known as shifts of translation. Translation transformations can be of three categories:

- grammatical transformations,
- lexical transformations,
- complex transformations.

READ AND CONCERN THE FOLLOWING INFORMATION ABOUT TRANSLATING TENSE AND ASPECT FORMS:

Every student of English has been challenged by the difference between English and Russian tense and aspect categories. In English there are four major aspect groups (Simple, Progressive, Perfect, Perfect Progressive), showing how the action is performed, multiplied by four time indicators: Present, Past, Future, Future in the Past. In Russian there are three time indicators, called tenses: Present, Past, Future, and two aspects, perfective and imperfective. Therefore, English and Russian forms are not parallel, though some regularities might be observed between them.

English Simple (Indefinite) tenses denoting regular, permanent actions correspond to the Russian imperfective aspect: *Water boils at 100° Centigrade.* – *Вода кипит при 100°С.*

When expressing an action as a single fact, a Simple tense corresponds to the Russian perfective form: *When I heard the news, I*

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*walked faster and faster. – Когда я услышала эту новость я пошла быстрее.*

Very often the contrast between the meanings expressed by a Simple tense is seen in the microcontext: a single action is indicated:

- by a verb-noun predicate: *She gave a cry. – Она вскрикнула. (Cf. She cried hoarsely. – Она хрипло кричала.)*

- by a phrasal verb: *She cried something out. – Она что-то выкрикнула.*

- by parallel (homogeneous) predicates: *He cried something unintelligible and rushed past. – Он крикнул что-то невнятно и пронёсся мимо.*

Progressive tenses, denoting temporary continuous actions, correspond to the Russian imperfective form: *He first became interested in drama when he was working abroad. – Он впервые заинтересовался драматургией, когда работал за границей.*

The same holds true in reference to permanent actions expressed in emotional speech. *You are always coming late! – Вечно ты опаздываешь!*

When expressing a future action, especially a 'matter-of-fact' future, the English Progressive corresponds to the Russian perfective: *Spring is coming. Birds will be flying back soon. – Идет весна. Вскоре прилетят птицы.*

English Perfect tenses, when expressing a completed action, correspond to Russian perfective verbs: *I haven't finished yet. – Я еще не закончила. By the time we got there the rain had stopped. – К тому времени, как мы добрались туда, дождь уже прекратился.*

To render the meaning of completion expressed by the Perfect verb, a translator has to use the technique of compensation and extension by introducing adverbs implying completion: *уже, еще*. Therefore, there is no need, when translating from Russian into English the sentence *Я уже прочел эту книгу*, to use the adverb *already*. *I have read the book* is enough to express the completed action.

When a Perfect tense expresses a multiple action that took place in the past and can happen in the future, the English verb corresponds to the Russian imperfective form: *I've met Ann's husband. – Я встречала мужа Энн. I have eaten at that restaurant many times. – Я ел в этом ресторане много раз.*

It is not infrequent that Perfect tenses require lexical compensation in translation: *Russian literature has possessed the feeling of the sole. – Русская литература всегда характеризовалась чувством одиночества. I have lived here for two years. – Я прожил здесь два*

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года и до сих пор живу. *He had been a captain.* – Когда-то он был капитаном.

Perfect Progressive tense forms denote an action begun before another action and continued into it; they correspond to the Russian imperfective forms: *He has been studying Japanese for three years.* – Он изучает японский язык уже три года.

There is also the asymmetry in expressing tense distinctions in English and Russian. Russian future tenses correspond to English present tense forms in adverbial clauses: *Если он придет, я дам вам знать.* – *If he comes, I'll let you know.* When the English present tense is used to denote the near future, in Russian the present tense form alternates with the future: *We are going downtown in some minutes.* – *Мы пойдем/идем в город через несколько минут.* *The train arrives in five minutes.* – *Поезд прибывает через пять минут.*

The English Present Perfect or Present Perfect Continuous verb is usually translated by the Russian past tense verb, since it indicates a 'prepresent' action: *Who has eaten my soup?* – *Кто съел мой суп?* *Who has been eating my soup?* – *Кто ел мой суп?*

What are the possible traps for the translator beside this asymmetry? Care should be taken with the connotation of the tense forms. In emotional speech the English Progressive and Simple tenses seem to exchange their aspect characteristics: the Progressive form indicates an exaggerated permanent action and the Simple verb denotes an action taking place at the moment of speech, the speaker's emphasis being placed on the circumstances rather than the action itself. In this case the corresponding degree of expressiveness in Russian can be reached by lexical compensation: *She is always complaining!* – *Вечно она жалуется!* *Why don't you write?* – *Ну, почему ты не пишешь?*

Lexical compensation is often a way out in contrasting tense and aspect forms: «*Почему ты не знаешь правила?»* – «*Я учил.*» – «*Учил, да не выучил.*» *"Why don't you know the rule?"* – *"I learnt it."* – *"You tried to, but failed."* *I sobbed a little still, but that was because I had been crying, not because I was crying then.* – *Я еще всхлипывала, но это потому, что я плакала перед этим, а не потому, что я редела в этот момент.*

Inexperienced students of translation, though they have studied the rule of Sequence of Tenses in their grammar class, are sometimes not aware that this rule does not exist in Russian. Therefore, when translating from Russian into English, they are likely to do word-for-word translation (or rather "tense-for-tense" translation), which is not



correct in Russian: *I knew he was in the village.* – *Я знал, что он в деревне* (rather than *Я знал, что он был в деревне.*) The latter Russian sentence corresponds to the English *I knew he had been in the village.*

**Translate into Russian:**

1. When I was at the National Renewable Energy Laboratory, I worked on semiconductors.
2. At the Swiss Federal Institute of Technology, I have worked on the nanomechanical properties of materials.
3. The Starr report has appeared on the Internet.
4. Scientific American has arrived at our house for many years.
5. My Scientific English lessons have arrived almost every week since I first subscribed.
6. When I was a subscriber, my Scientific English lessons arrived almost every week.
7. By the end of the year, he will have been talking to students for longer than anybody in living memory.

**READ AND CONCERN THE FOLLOWING INFORMATION ABOUT TRANSLATING PASSIVE VOICE FORMS:**

English and Russian passive forms are different both in type of form constructions and in frequency. English passive voice is used more frequently due to the various types of construction it occurs in. Whereas Russian passive voice construction is formed only by transitive verbs requiring a direct object when used as an active voice structure, English passive is classified into four types of construction:

a) direct passive: *A book was given to him.* It has a corresponding Russian passive voice form: *Книга была дана ему.*

b) indirect passive: *He was given the book.* This form is translated by the corresponding Russian active voice verb in the impersonal sentence: *Ему дали эту книгу.*

c) prepositional passive: *The article was not referred to.* – *На эту статью не ссылались.* The corresponding Russian impersonal sentence is also with the active verb.

d) adverbial passive: *The room hasn't been lived in.* When translated into Russian, the passive construction is substituted by an active one, sometimes a subject of the sentence is introduced: *В комнате никто не жил/не живет.*

Thus, only one type of English passive construction has a direct correspondence in Russian. But not all English direct passive construc-

tions can be transformed into Russian passive, since the verb transitivity in English and Russian does not coincide.

*to enter the room – войти в комнату, to join the party – вступить в партию, to follow somebody – следовать за кем-то, to attend the meeting – присутствовать на собрании, to influence somebody – влиять на кого-то: The next morning this event was reported by all the papers. – На следующее утро об этом событии сообщили все газеты.*

Care should be taken when translating English parallel passive verbs, since they may correspond in Russian to the verbs of different cases: *He was trusted and respected. – Ему доверяли и его уважали.* In this case the Russian sentence requires repetition of the pronominal object (*ему – ego*); otherwise, the sentence would sound grammatically incorrect: *Ему доверяли и уважали.*

As for passive forms, there are two types in English: *be*-passive and *get*-passive. The latter is mostly used to indicate the starting point of the action: *They got married. – Они поженились.* The *get*-passive is also used to express negative connotation, when the object of the action undergoes something unpleasant or dangerous: *He got hurt. – Он ушибся. (Он обиделся.) He got injured in a road accident. – Он получил травму во время дорожной аварии.*

In Russian there are also two passive verb forms. They derive from the parallel synthetic and analytical forms: *строился – был построен.* The difference between the forms is either semantic or stylistic. As for their meanings, the analytical form denotes a state, whereas the synthetic form expresses a process: *Дом был построен этой бригадой. – Дом строился этой бригадой.*

In English this difference is rendered by the Simple and the Progressive forms, respectively: *The house was built by this team. – The house was being built by this team.*

When no agent of the action is mentioned, the Russian synthetic verb form can be substituted in English by the prepositional noun predicative: *Мост строится с прошлого года. – The bridge has been under construction since last year.*

The difference between the forms can be stylistic: while the analytical form is used in literary or academic works, the synthetic form in colloquial speech can also denote a fact, not a process, thus corresponding to the English *The house was built by this team.*

As for the synonymy of the indefinite personal active and passive forms in Russian, the difference lies in style: the passive form is more formal: *George was invited to spend the month of August in*

*Crome.) Джордж был приглашен провести август в Кроуме.) Джорджа пригласили провести август в Кроуме.*

One challenge of translating is the English "double passive". It takes place when the main predicate is used in the passive voice and the following infinitive is also passive: *The treaty is reported to have been signed by both parties.* In translation, the predicate can be substituted by the active verb: *Сообщают, что договор уже подписан обеими сторонами.*

The principal clause can also be substituted by a parenthetical one: *Как сообщают, договор уже подписан обеими сторонами.* Or the passive infinitive can be substituted for the active one, so that the sentence subject turns into the sentence object: *The prisoners were ordered to be shot.* – *Было приказано расстрелять пленников.*

Finally, there might be a substitution by the noun: *The music is intended to be played on the piano.* – *Музыка предназначена для игры на фортепьяно.*

#### **Translate into Russian:**

1. The unidentified victim was apparently struck during the early morning hours.
2. The aurora borealis can be observed in the early morning hours.
3. To be elected by my peers is a great honor.
4. Grasso was the first woman to be elected governor in her own right.
5. Designed for off-road performance, the Pathseeker does not always behave well on paved highways.
6. I am so tired of being lectured to by my boss.
7. The executive committee approved the new policy, and the calendar for next year's meetings was revised.

#### **READ AND CONCERN THE FOLLOWING INFORMATION ABOUT TRANSLATING THE SUBJUNCTIVE MOOD FORMS**

In both English and Russian the Subjunctive Mood expresses a hypothetical, unreal action. In Russian, there is only one form: the past form of the verb + the particle *бы*: *Я хотел бы пойти туда.* In informal speech, though, the verb can be omitted, with only the particle expressing the hypothetical action: *Чайку бы!* Sometimes the Russian subjunctive form can be reduced to the conjunction *чтобы* only. In English, unlike Russian, there are many verb forms to express the subjunctive mood: synthetic forms *be/do, were/did*; analytical forms

*should/would, do/have done, might/could do/have done, may/can do, had done*, which is a challenge for a fledgling translator.

Usage of the English subjunctive forms depends on the clause structure and semantics of the main verb. Thus, adverbial clauses of condition presuppose the usage of the *were/did* or *had done* forms: *Если бы я только знала...* – *If only I knew (had known)*, nominative: object, subject, attributive, predicative, that is, nominal part of the predicate clauses predetermine the usage of (*should*) *do* forms: *Предлагаю, чтобы он это сделал.* – *I suggest that he (should) do it.*

On the other hand, clauses of the same syntactic function vary depending on the meaning of the main verb. For example, in object clauses that depend on the verb *wish*, the *were/did* form can be used (*I wish it were summer*), as well as *had done* forms (*I wish he had not discussed it with you yesterday.*)

In clauses depending on information verbs and expressing proposition the (*should*) *do* form is used (*In the year 325 A.D. it was decreed that Easter fall on the first Sunday after the full moon following the first day of spring.*). If a clause depends on the verb denoting anxiety, the *can (could) / may (might)* forms are used: *I am afraid that he could forget it.*

The Russian subjunctive mood form does not indicate time relations, there being only one verb form. In English a speaker shows time distinctions by the verb forms: *If I had known it yesterday and if I knew it now... I wish I could help you (now). I wish I could have helped you in that accident.*

To render in Russian the meaning of the English sentence one has to compensate the English verb form by some modifier indicating time: *If she were in New York, she would certainly call you.* – *Если бы она сейчас была в Нью-Йорке, она бы, конечно, позвонила вам.* *If you had followed your father's advice and gone into the army, you would probably be a colonel by now.* – *Если бы ты тогда послушал совета своего отца и пошел бы в армию, сейчас ты, возможно, был бы уже полковником.* If the meaning of time is clear from the context, a zero transformation is employed in Russian: *The demonstration would have passed off quite peacefully, had the organizers taken a few elementary precautions.* – *Если бы организаторы предусмотрели элементарные меры безопасности, демонстрация прошла бы вполне мирно.*

To render some structures, the “problematic condition” in particular, it is necessary to substitute the subjunctive mood by the future tense form of the indicative mood, compensating lexically the

specific construction meaning: *Should I not be promoted, I'm going to have to go out and look for a better-paying job.* – *Если все же меня не повысят в должности, я буду вынужден уехать в поисках лучше оплачиваемой работы.*

Constructions with the `wish'-clauses often require antonymous translation: *I wish she were here.* – *Жаль, что ее здесь нет. I wish you had not said it to him.* – *Жаль, что ты ему это сказал.*

It is not infrequent that English and Russian sentences differ in degree of certainty or uncertainty expressed by the mood construction. An English sentence shows more vividly the speaker's attitude to the situation, whether she/he considers the situation real or unreal. *It looks as if he were sick. (I am not sure).* – *It looks as if he is sick. (He really is but I wouldn't like to sound categorical.)* In Russian this subtle difference in meaning is lost: *Кажется, он болен.*

### Translate into Russian:

1. "If I *were* two-faced, would I be wearing this one?"  
(Abraham Lincoln)

2. At that moment, I had the most desperate wish that she *were* dead.

3. "I wouldn't bring up Paris if I *were* you. It's poor salesmanship."

4. "If music *be* the food of love, play on."  
(William Shakespeare, *Twelfth Night*)

5. If I see one more shirttail flapping while I'm captain of this ship, woe *betide* the sailor; woe *betide* the OOD; and woe *betide* the morale officer. I kid you not."

6. In the night he awoke and held her tight as though she *were* all of life and it was being taken away from him.

7. If there *were* a death penalty for corporations, Enron may have earned it.

### READ AND CONCERN THE FOLLOWING INFORMATION ABOUT TRANSLATING THE INFINITIVE

The challenges in translating the English infinitive are due to its specific forms, functions and structures.

Unlike Russian, the English language possesses a number of forms of the same verb: the Simple infinitive, the Continuous infinitive, the Perfect infinitive, the Perfect Continuous infinitive. The first two forms indicate actions simultaneous with that of the main predicate: *Я рада, что вижу вас.* – *I am glad to see you. Я рада, что читаю эту книгу.* – *I am glad to be reading the book,* or the future

actions: *Я рада, что пойду туда. – I am glad to go there.* The Perfect and Perfect Continuous infinitives denote actions prior to that of the predicate: *Я рада, что увидела вас. – I am glad to have seen you. Я рада, что читала эту книгу. – I am glad to have been reading the book.* On the other hand, the difference between the Simple / Perfect and Continuous / Perfect Continuous forms of the infinitive lies in expressing either a fact (incomplete or completed) or a process, respectively:

*рад, что делаю (каждый день) – glad to do (every day)*

*рад, что делаю сейчас – glad to be doing*

*рад, что буду делать – glad to do*

*рад сделать (что сделаю) – glad to do*

*рад, что сделал – glad to have done*

*рад, что делал – glad to have been doing.*

The actual meaning of the infinitive can be determined by the context only.

English infinitive functions can also be a stumbling block for a fledgling translator. The attributive function of the infinitive can cause difficulties in translation due to its modal meaning: *This is a book to read. – Вот книга, которую можно (нужно) почитать.* The type of modal meaning can be seen from the context: *When nature has work to be done, she creates a genius to do it. (Emerson) – Когда природе **предстоит** что-то сделать, она создает гения, который **может** сделать это.* However, it is not always necessary to verbalize the modal meaning in Russian: *The latest reports from Europol, the organization **to be established** for the coordination of police work in all the countries of the European Union, indicates that it has not yet been able to agree on a single working language. – В последних докладах Европола, организации, **созданной** для координации работы полиции во всех странах Европейского Союза, отмечается, что в вопросе о едином рабочем языке согласия еще не достигнуто.* As is seen from the examples, the attributive infinitive usually has the meaning of a future action/state.

The function of some adverbial infinitives presents difficulties in translation. For example, the English infinitive can be used to denote a subsequent event or a parallel action, which is often confused with the infinitive of purpose: *Iron combines with oxygen **to form** rust. – Железо соединяется с кислородом и **образует** ржавчину.* The infinitive in this function is usually rendered by a parallel finite verb: *(In many rooms, one wall or another was overgrown with black-green mold.) ... In some rooms, the mold grew thickly halfway down a wall,*

only **to stop** in a sharp horizontal line, as if cut by a knife. – (Во многих комнатах одна-две стены были покрыты темно-зеленой плесенью)...В некоторых комнатах плесень густо покрывала полстены, **и резко прерывалась**, словно ножом была проведена горизонтальная линия.

This infinitive should be distinguished from the infinitive of purpose: *Live not to eat, but eat to live.* – Живи не для того, чтобы есть, но ешь для того, чтобы жить.

When translating the infinitive of result, a translator should take care to render properly the connotation of the construction: the infinitive with *too* implies a negative meaning, while the infinitive with *enough* suggests a positive one: *She is too old to go there.* – Она слишком стара и не поедет туда. *She is old enough to go there.* – Она достаточно взрослая и может поехать туда.

### Infinitive constructions.

Infinitive constructions are the most challenging problem, being translated by a clause. For instance, the Complex Object construction: *We expect them to pay us by Friday.* – Мы ожидаем, что нам дадут зарплату к пятнице.

When translating the Complex Subject construction, it is recommended that the finite verb be translated first, and then the subject and the infinitive be joined to form a clause: *After a few minutes the men were seen to be running in all directions.* – Через несколько минут увидели, что эти люди бегут в разные стороны. *The letter seems to have been opened.* – Кажется, письмо уже вскрыли. The main verb of the sentence is translated with the indefinite or impersonal form (*кажется, видели*) or with a parenthetical phrase (*конечно, по-видимому, очевидно*): *The reporters were certain to misunderstand his attendance...* – Конечно, журналисты неправильно истолковали его присутствие ..., or by an introductory phrase (*согласно сообщению, как сообщают*): *The EPO is expected to make a final decision in the near future.* – Как ожидают, Европейское патентное ведомство примет решение в ближайшем будущем.

When dealing with the *for-to-infinitive* construction, a translator substitutes an English simple sentence with a Russian complex one, i.e. s/he does the partitioning of the sentence: *She arranged **for the office to be opened** by one of the security people.* – Она устроила так, что офис открыл один из охранников. In some cases this type of construction can be rendered by a compound sentence: *He was a very nice fellow, you had only to say you wanted something **for him***

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**to give it to you.** – Он был очень славный малый: стоило вам только сказать, что вам что-то нужно, и он тут же давал это вам.

Special difficulties can arise from the Absolute construction with the infinitive. This construction usually has the meaning either of concession or of successive events: **With so much to say, the two said nothing.** – **И хотя этим двоим так много надо было сказать, они не сказали ничего.** *The resolution calls for the withdrawal of Israeli troops from occupied territories, with a peace conference to follow.* – В резолюции содержится призыв вывести израильские войска с оккупированных территорий, **после чего будет созвана мирная конференция.**

To summarize, the ways of translating English infinitives are as follows:

- by the infinitive: **To err is human.** – Человеку свойственно **ошибаться.**

- by the noun: *The best way to make children good is to make them happy.* – Лучший способ **воспитания** хороших детей – это сделать их счастливыми.

- by the participle: *The problem to be considered in Chapter 2 is concerned with the article.* – Вопрос, **рассматриваемый** в главе 2, касается артикля.

- by the clause: *Вопрос, который будет рассмотрен в главе 2, касается артикля.*

- by homogeneous, that is, parallel, verbs: *He went to Australia to fall sick there.* – Он поехал в Австралию и там **заболел.**

### Translate into Russian:

1. An avid skier, Roberta appeared to be praying for snow.

2. Marty seems to have forgotten his wallet.

3. The tenant is thought to have been cooking at the time of the fire.

4. This man claims to have been abducted by aliens.

5. She didn't hesitate to tell the boss that some employees were stealing office supplies.

6. To err is human, to forgive, divine. (Shakespeare)

7. To live a happy life is everyone's deepest desire.

### READ AND CONCERN THE FOLLOWING INFORMATION ABOUT TRANSLATING THE GERUND

The gerund is not a regular equivalent of the Russian adverbial



participle (деепричастие). It is closer to the verbal noun than to the adverbial participle.

The gerund can be translated by the following means:

- The noun: *A woman's idea of keeping a secret is **refusing** to tell who told it.* – Представление женщины о том, как надо хранить секрет, – это **отказ** сообщить, кто ей его рассказал.

- The infinitive: *There's nothing more tragic in life than the utter impossibility of **changing** what you have done.* – Нет ничего трагичнее в жизни, чем абсолютная невозможность **изменить** то, что ты сделал.

- The adverbial participle: *Learn to swim **by swimming**.* – Учись плавать, **плавая**.

- The clause: *I am always ready to learn, but I do not always like **being taught**.* (Churchill) – Я всегда готов учиться, но мне не всегда нравится, **когда меня учат**. The gerundial construction is always translated by the clause: *He was amused **at my becoming** so impatient with him.* – Он удивился тому, что **я стал** так нетерпелив с ним. *He stayed there without our **knowing** it.* – Он остался там, а мы даже не знали об этом.

When translating from Russian into English, it is necessary to pay attention to the careful selection of either the single gerund or the gerundial construction. While in the Russian sentence the subject is named twice, the English sentence does not take the same subject before the gerund. Cf.: *Я настаиваю на том, чтобы **мне позвонили**.* – *I insist on **being phoned**.* The gerundial construction in English is used only in case of two different subjects in the sentence: *I remember **his** asking the question.* – Помню, как он задал этот вопрос.

Some practical grammars of English do not distinguish the *-ing* participle and the gerund. However, in translation the difference can be essential, since the gerund and the participle have different functions and, therefore, convey different meanings. For instance, *Flying planes can be dangerous* can be translated as *Летать на самолетах опасно*, if *flying* is used here as a gerund. The sentence could also be translated *Летающие самолеты опасны*, the word *flying* being treated as a participle.

### Translate into Russian:

1. My having been to South Korea helped me learn the language when I took classes.
2. Being accepted to Harvard University was the greatest day of my life.

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3. Getting scared by that movie made us leave before it finished.
4. The criminals denied stealing anything.
5. Being king can be dangerous for your health.
6. We were thrilled about their having been in contention in the world championships before.
7. Having been honored this way, they went out and earned it by winning the gold.

READ AND CONCERN THE FOLLOWING INFORMATION ABOUT TRANSLATING THE PARTICIPLE

The difference between the English and Russian participle concerns its form and usage. As for the form, the English participle exists in two special forms – the Present Participle and the Past Participle, the former varying into Simple and Perfect, active and passive forms. The Russian participle is altered according to time and voice distinctions. Furthermore, there is a form, called the adverbial participle (деепричастие) which varies by the tense. Thus, a general correspondence between English and Russian participles can be given as follows:

<b>-ing</b>	-ущ-/-ющ-, -ащ-/-ящ- -вш-/-ш- ( <i>Vimperf.</i> )
<b>dropping</b>	<i>роняющий, ронявший</i>
<b>falling</b>	<i>падающий, падавший</i>
<b>-ing + -ed</b>	-ом-/-ем-, -им-, -вш-+-ся
<i>being dropped</i>	<i>роняемый, ронявшийся</i>
<b>having + -ed</b>	<b>-вш-/-ш-</b>
<b>having dropped</b>	<i>уронивший</i>

*having fallen*

упавший

**having been + -ed**

**-енн-/-нн-, -т-**

**having been dropped**

уроненный

**-ed**

**-енн-** (V<sub>t</sub>)

**-вш-** (V<sub>i</sub>), **-ш-**

**dropped (V<sub>trans</sub>)**

уроненный

*fallen* (V<sub>intrans</sub>)

упавший

For example: *The main problem is **rising** prices.* – Основная проблема – **растущие** цены.

***Rising** crime has driven many families out of downtown areas.*  
– **Возросший** уровень преступности вынудил многие семьи уехать из центра города.

*The Chairman, **having risen** from his seat, was beginning to speak.* – Уже **вставший** со своего места председатель начал свою речь.

*The government, **raising** taxes, cuts public spending.* – Правительство, увеличивающее налоги, сокращает расходы на общественные нужды.

***Raising** her voice, she made herself heard over the noise in the classroom.* – **Повысив** голос, она заставила класс услышать себя, несмотря на шум.

***Raised** taxes is no news for us.* – **Увеличенные** налоги – для нас не новость.

***Risen** by 10% every year, salaries did not keep up with prices.*  
– **Возраставшие** ежегодно на 10% зарплаты, тем не менее, не поспевали за ценами.

Note, however, that not all Russian verbs have the entire set of participial forms; some of them lack adverbial participles (e.g., *ждать, писать, беречь, мерзнуть, бежать*).

The English participle can be translated not only by the Russian

participle or adverbial participle, but also by the clause: *The cat shuts its eyes **when stealing cream**. – **Когда кошка крадет сливки, она закрывает глаза***. In this case, the English sentence is more laconic, since in Russian the subject is repeated twice, whereas in English only once: *Если **человек** нужен, **его** ищут*. – *When wanted, **a man** is looked for*.

Sometimes a Russian noun accompanied by a preposition may correspond to the English participle: *Aspirin can be poisonous **when taken in excessive amounts**. – **При приеме в больших количествах аспирин может быть ядом***.

A parallel verb may also be used: *She sat **reading***. – *Она сидела **и читала***.

Sometimes, to translate a participle, it is necessary to transform the entire sentence: *When seen from this angle, the picture looks rather good*. – *Если смотреть на картину с этой стороны, она кажется достаточно интересной*. *When shot, Mrs. Doran was apparently taking a walk*. – *Миссис Доран была убита, очевидно, во время прогулки*.

#### Translate into Russian:

1. *Peering at the map*, I tried to find the street name.
2. *Wrapped in foil paper*, the parcels gleamed in the firelight.
3. Have you read this novel written by Rohinton Mistry?
4. Trees blown down by the wind blocked the road.
5. My aunt lives in a stone cottage built by my great-grandfather.
6. I traced this cousin through an address found on the Internet.
7. Having been warned of the danger, the hikers took another route.

#### READ THE FOLLOWING INFORMATION ABOUT TRANSLATING ABSOLUTE CONSTRUCTIONS

The absolute construction, characteristic of the English language, is that part of the sentence which is separated and has predicate-like relations between the construction subject and the participle. The construction subject is different from the subject of the main clause.

A translator can easily recognize the absolute construction if s/he knows its types:

- The Nominative Participial construction, consisting of a noun/pronoun in the Common/Nominative case and a participle: *The*

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*agenda being exhausted, the sitting was closed. – Поскольку повестка дня была исчерпана, собрание было закрыто.*

- The Nominative Non-participial construction: *They walked for long hours in the Gardens, books in their hands. – Они долго гуляли по саду с книгами в руках.*

- The Prepositional Participial construction, introduced by the preposition *with*: *She sat silent, with her eyes fixed on the ground. – Она молча сидела, опустив взор.*

- The Prepositional Non-participial construction, also introduced by *with*: *I found him ready with the stick in his hand. – Я застал его готовым в путь, в руках у него была палка.*

- Subjectless Participial construction is outdated and at present is considered stylistically wrong (dangling constructions). If found in the classical literature, they are translated by introducing the subject guessed from the context: ***Bobbing and bounding upon the spring cushions, silent, swaying to each motion of their chariot, Old Jolyon watched them drive away under the sunlight. (Galsworthy) – Старый Джолион смотрел, как они удалялись в ярком солнечном свете, молча качаясь и подпрыгивая на пружинных сиденьях коляски в такт ее движению.*** In rhetoric, this construction is a specific device called **anacoluthon**. Compare Pushkin's lines: *Согласитесь, что имея право выбрать оружие, жизнь его была в моих руках*, a sentence usable in the 19<sup>th</sup> century's Russian and agrammatical in modern Russian.

- Infinitive constructions

Before translating an absolute construction, it is necessary to state its meaning and function in the sentence. As is known, the absolute construction can function as an adverbial modifier of

- attending circumstances: *The children were still feverish, with Mary the worst of all, and Anna was still sick too. – У детей все еще была высокая температура, Мария же чувствовала себя хуже всего, и Анна также все еще была больна.*

- condition: *The weather permitting, we'll go for a walk. – Если позволит погода, мы пойдем гулять.*

- reason: *There being so much noise, I couldn't hear what was going on. – Так как было очень шумно, я не слышал, что происходило.*

- time: *With Clayton gone, she was even more lonely. – Когда Клайтон уехал, она почувствовала себя еще более одинокой.*

The meanings of time and reason often coincide. The previous sentence might be translated as *Поскольку Клайтон уехал, она чув-*

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ствовала себя еще более одинокой. But sometimes the difference between the meanings of reason and that of time may be essential for the context, as it happened in translating *Vanity Fair* by W. Thackeray: *George being dead and cut out of his father's will, Frederic insisted that the half of the old gentleman's property be settled upon his Maria...* A translator B. Stein (1894) suggested the causative version for this absolute construction: *Так как Джордж умер и к тому же был вычеркнут из родительского завещания, то Фредерик вздумал настаивать, чтобы половина всего состояния старика закреплена была за Мари...* In 1935, M. Diakonova translated the same sentence by means of the time clause: *Когда Джордж умер и был исключен из завещания отца, Фредерик настаивал, чтобы половина состояния старого джентльмена была закреплена за Марией...* Which of these translators was correct? On studying the context, we learn that George had been cut out of his father's will long before his death because of his marriage to Emily. Therefore, the correct translation belongs to B. Stein.

The absolute construction is characteristic of formal, scientific and journalistic registers. In informal conversation, however, there occur non-participial constructions.

In the text, absolute constructions carry out several functions:

- rational function: developing emotionless narrative; e.g., *Her husband presently followed her, and **there being** no other company, we went to dinner.* (H. James) – *Затем появился ее муж, и поскольку я был единственным гостем, мы сели за обеденный стол.* The absolute construction helps to diversify the style and structure of the sentence, preventing text monotony.

- humorous effect: contrasting official style with the informal conversation; e.g.,

*"Jane suits me; do I suit her?"*

*"To the finest fibre of my nature, sir."*

*"**The case being so**, we have nothing in the world to wait for: we must be married instantly."* (Ch. Bronte) – *Я люблю Джейн, но любит ли она меня?*

*Всем существом, сэръ.*

*Если дело обстоит так, то нам нечего больше ждать; нам нужно немедленно обвенчаться.*

- dynamic function: increasing the action dynamics; e.g., *The dance broke up, **the couples hurrying** to their seats.* – *Музыка умолкла, и танцующие пары устремились по местам.*

- circumstantiating function: describing some details of the sur-

roundings, the background of a subject or situation described; e.g., *He came into the room, his face red of shame.* – *Он вошел в комнату, заливаясь краской стыда.*

**There are several ways of translating the absolute construction from English into Russian:**

○ by a subordinate clause, especially when the absolute construction is in the beginning of the sentence; e.g., *It being Sunday, it was hard to find a garage open.* – *Поскольку это было воскресенье, было трудно найти открытый гараж.* When translating an absolute construction by the subordinate clause, a translator should pay special attention to the meaning and function of the construction.

○ by a separate clause: *Charles Dickens was born at Landport, Portsmouth, on the 7th February, 1812, Mr. John Dickens, his father, being a clerk, in the Navy Pay Office at that seaport.* – *Чарльз Диккенс родился в Лэндпорте, предместье Портсмута, 7 февраля 1812 г. Его отец, Джон Диккенс, был мелким служащим расчетного отдела Адмиралтейства в этом портовом городе.*

○ by a coordinate clause introduced by the conjunctions *причем, при этом, и, а*, etc., especially when the absolute construction is used in its circumstantiating function as an afterthought; e.g., *Almost all the metals are good conductors of electricity, silver being the best conductor of all.* – *Почти все металлы являются хорошими проводниками электричества, причем самым лучшим из всех оказывается серебро.*

○ by an adverbial participle (деепричастие) only if the subject of the absolute construction is part of the subject of the main clause: *"It's a nasty story," said Granger, his face grim.* – *«Это скверная история», – сказал Грейнджер, помрачнев.*

○ by a prepositional phrase: *She walked out, her head held high.* – *Она вышла с высоко поднятой головой.*

**Translate into Russian:**

1. The storks circled high above us, their slender bodies sleek and black against the orange sky.

2. There was no bus in sight and Julian, his hands still jammed in his pockets and his head thrust forward, scowled down the empty street.

3. Silently they ambled down Tenth Street until they reached a stone bench that jutted from the sidewalk near the curb. They stopped there and sat down, their backs to the eyes of the two men in white smocks who were watching them.

4. The man stood laughing, his weapons at his hips.

5. To his right the valley continued in its sleepy beauty, mute and understated, its wildest autumn colors blunted by the distance, placid as water color by an artist who mixed all his colors with brown.

6. Our car having developed engine trouble, we stopped for the night at a roadside rest area.

7. Whenever you heard distant music somewhere in the town, maybe so faint you thought you imagined it, so thin you blamed the whistling of the streetcar wires, then you could track the sound down and find Caleb straddling his little velocipede, speechless with joy, his appleased eyes dancing.

READ AND CONCERN THE FOLLOWING INFORMATION ABOUT TRANSLATING THE ARTICLE

One of the grammar challenges in translating from English, and especially into English, is the article, since this category no longer exists in the Russian language. Article translation depends on the function the article has in the sentence.

### TRANSLATING THE INDEFINITE ARTICLE

The indefinite article can have the following functions in the sentence:

- classifying
- numeric
- aspect
- individual generalizing

When in **classifying** function, the article signifies an object as a representative of a class. Usually it is not translated into Russian: *He is a taxi-driver.* – *Он водитель такси.* Some translation theorists call this a zero transformation. Another possible version of translation is the article compensation by the pronoun *какой-то/какой-нибудь*: *Tell me a joke.* – *Расскажи какой-нибудь анекдот.* The article can also be compensated by the partitive *один из*: *He is a director of the company.* – *Он один из директоров этой компании.*

In Russian, we sometimes use the introductory word *один* in the classifying function: *Я знаю одного человека, который знает это.* This pronominal adjective has the classifying function and corresponds to the indefinite article *a/an* but not to the numeral *one*: *I know a person who knows it.*

When used with proper nouns, the classifying article is always compensated, either by the pronoun *некий/какой-то*: *A Mr. Jones called you this morning.* – *Сегодня утром тебе звонил некий мистер Джоунз.,* or by the adjective *настоящий*: *You will never be a*



*Dombey. – Ты никогда не станешь **настоящим** Домби.*

The classifying article can change the meaning of a proper name and turn it into a common name denoting a work of art: *This museum has **a** Picasso. – В этом музее есть (**картина**) Пикассо.* If the context allows, the zero transformation can be employed; if not, the translated sentence requires extension.

Thus, lexical compensators of the classifying article might be as follows: *один из, некий, какой-то, некто, один, настоящий, такой.*

If a noun with the classifying article is in the beginning of the sentence, the word order in the sentence is usually changed, with the subject taking the final position in the Russian sentence: ***A** passenger looked out of the window. – Из окна выглянул пассажир.*

The article in the **numeric** function retains its historical meaning of "one": *I'll be back in **a** minute. – Я вернусь через (**одну**) минутку.* This meaning is either rendered in Russian by the corresponding numeral or is not translated at all. With the names of material the numeric article denotes one portion or one sort, so it can be compensated by a noun phrase: *I'd like **a** coffee, please. – Мне, пожалуйста, **чашечку** кофе.*

When the numeric article is used with the ordinal numeral, it conveys the meaning of addition and corresponds to the Russian *ещё один, другой*: *He ordered **a** second coffee. – Он заказал **еще один** кофе.*

On the whole, lexical compensators of the numeric article can be the following: *один, ещё один, очередной, второй, новый, такой же, одинаковый, целый.*

The article in the **aspect** functions helps to single out some aspect or quality of the phenomenon a particular example of a quality, idea or feeling. Very often it is compensated by a pronoun *какой-то, некоторый*, or a phrase *своего рода, так называемый* to emphasize something unusual, strange or peculiar in the object: *There was **an** indefinable sadness in his voice. – В его голосе была какая-то непонятная печаль. Failing the final exams was **a** bitter disappointment for me. – Провал на выпускных экзаменах оказался **своего рода** горьким разочарованием для меня. He proposed **a** National Intelligence Tasking Center. – Он предложил создать **так называемый** Национальный центр по проверке интеллекта.* Followed by a form similar to that of the superlative degree, a group with the indefinite article denotes an object of fairly high quality and is translated by the particles *довольно, весьма*: *That's **a** most amusing story. – Это **весьма** забавная история.*

In summary, the compensatory means of the aspect article are as follows: *некоторый, какой-то, своего рода, как бы, свой, крайне, весьма, довольно, известный*.

The article in the **individual generalizing** function signifies a class made up of individual objects. Any object of the class gives the idea of the whole class. This kind of article is usually not translated into Russian: **A** *drowning man catches at a straw*. – *Утопающий хватается за соломинку*. This article can also be compensated by the pronouns *любой, каждый, всякий, сам*: **A** *book is a mirror*. – *Любая книга подобна зеркалу. ...even a Colbert could not put things right*. – *Даже сам Кольбер не смог бы ничего исправить*.

### TRANSLATING THE DEFINITE ARTICLE

The definite article is usually used in one of the two functions:

- specifying
- generic

The **specifying** article specifies the definite object, either known to the speaker and listener or inferred from the situation. In this case it is often compensated by a Russian pronoun (*вот*) *этот, (вон) тот, тот самый*: *Here is the man we are looking for*. – *Вот тот человек, которого мы ищем*. Sometimes in Russian the specifying function is not expressed; in this case a zero transformation takes place: *This is the house that Jack built*. – *Вот дом, который построил Джек*. (Though not verbalized, the specifying function is implied here and can be easily compensated: *Вот этот дом, который построил Джек*.) The definite article can also be compensated by a possessive pronoun: *"How's the leg today, Mrs. Steel?" "Not too bad, thank you, doctor."* – *«Как ваша нога сегодня?» «Спасибо, доктор, неплохо.»*

The specifying article can also be compensated by the adjectives *известный, данный, вышеупомянутый, вышеуказанный* or some others according to the context: *P. Tchaikovsky, the great Russian composer, is loved all over the world*. – *П. Чайковского, известного русского композитора, любят во всем мире*. *You don't mean you met the Richard Gere, do you?* – *Ты хочешь сказать, что встретила того самого Ричарда Гира, известного всему миру актера?*

The **generic** definite article helps to designate a class as a whole. As such it is often translated by substituting the noun in the singular with that in the plural: *The olive grows only in warm cli-*

*mates.* – **Оливки** растут только в теплом климате.

The article in this function can also be compensated by the noun *семья* or its synonym when used with the name of the family: **The Schmidts** are coming to lunch on Saturday. – В субботу к нам на обед придет **чета** Шмидтов.

When used with the substantivized adjectives, the definite article denotes the plural (referring to people or things in general): **The absent** are never without fault. Nor **the present** without excuse. – У **отсутствующих** всегда найдется какая-нибудь вина. Как у **присутствующих** – какое-нибудь оправдание. It may denote the singular when referring to some abstract thing: *I suppose we'll just have to wait for **the inevitable**.* – Думаю, нам только остается ждать **неизбежного**.

### TRANSLATING THE ZERO ARTICLE

The main functions of the zero article are as follows:

- generalizing
- totalizing
- qualifying
- individualizing

The **generalizing** zero article indicates an abstract notion expressed by the noun rather than a concrete object. Therefore, it can be compensated by the following words: *вообще, как таковой*, if any: **Woman** is physically weaker than **man**. – Женщина **вообще** физически слабее мужчины. **Life** is short. – **Жизнь (как таковая)** коротка.

When usage of the zero article with the noun in the plural is close to that of the classifying indefinite article with the noun in the singular, the compensating pronoun *все* can be used: **Museums** are closed on Mondays. – В понедельник закрыты **все** музеи.

The **totalizing** zero article indicates that two or more objects are considered as a single unit, as a whole. As such, the sentence can be translated either word for word or with the help of a resumptive word: *He gave us **ink, paper and pen** and asked us to put down everything we could remember about the accident.*<sup>135</sup> – Он дал нам **ручку, чернила и бумагу** и попросил написать все, что мы могли вспомнить об этом несчастном случае. Он дал нам **все, что нужно для письма: ручку, чернила и бумагу** – и попросил написать все, что вспомним об этом несчастном случае.

The **qualifying** zero article is used with the nouns referring to action, state, and /or quality rather than object: *I'm really tired and*

*I'm going to **bed**.* – Я действительно устала и собираюсь **лечь спать**. *He was **soldier** enough to fight that battle to its bitter end.* – У него было достаточно **мужества**, чтобы выдержать битву до ее горького конца. *He translated **word for word**.* – Он все перевел **дословно**. Thus, to translate a sentence with the qualifying article, we often have to resort to substitution of a part of speech.

The **individualizing** zero article should be taken into account, first and foremost, in translating from Russian into English. It is common knowledge that no article is used with proper nouns. However, this article can also be characteristics of common nouns, referring to members of one's own family (in this case, the nouns are usually capitalized): *I hope **Uncle** will not be late, because **Grandmother** is rather tired and so is **Mother**.* – Надеюсь, что дядя не опоздает, так как бабушка довольно устала, и мама тоже. The article, thus, helps to understand whose family is meant, the speaker's or somebody else's: *The puppies looked just like the neighbor's dog, so we assumed it was **the father**.* – Щенята были очень похожи на соседского пса, поэтому мы предположили, что это был **их отец**.

The individualizing zero article is also typical of address: *Почему ты плачешь, девочка?* – *Why do you cry, little girl?* This article is also used with nouns modified by postpositional cardinal numerals: *Откройте книги на странице 20.* – *Please open your books to page 20.*

### Translate into Russian:

1. The ever-popular *an historic* is incorrect, at least for American speakers, because *historic* does not begin with a vowel sound.

2. 'On an evening in the latter part of May a middle-aged man was walking homeward.

3. It's never just *a* game when you're winning."

4. Horseshoes are lucky. Horses have four bits of lucky nailed to their feet. They should be *the* luckiest animals in *the* world. They should rule *the* country.

5. I'm a great believer in luck, and I find *the* harder I work, *the* more I have of it.

6. If we were to wake up some morning and find that everyone was the same race, creed and color, we would find some other cause for *prejudice* by *noon*.

7. When Elizabeth was in *hospital*, she had the occasional visit from her parents and one visit from her brother.

***Read and compare the translation of the historical text with the original one.***

Of all the varieties of English which have developed within the British Isles, there are none more distinctive or more divergent from standard English than some of those associated with Scotland. Indeed, the extent of the divergence in one of these varieties has led a well-established use of the label, the 'Scots' language, and to the spirited defense of all that such a label stands for. It is argued that Scots differs from the regional dialects of England in two crucial ways. It is unique because it was once variety used, in the Late Middle Ages, when Scotland was an independent nation; and it is unique because it has a clearly defined history of its own, with a strong literary tradition beginning in Middle Ages, its own dialect variants, its own 'golden age' and period of decline, a modern literary renaissance, and a contemporary sociolinguistic stature which other dialects of British English do not share. There are many more Scottish expressions in current use in any dialect of England. The term 'dialect island' is sometimes used to capture the character of the Scottish situation.

The people of Scotland are generally far more aware of the distinctive character of their speech and writing, take it far more seriously, and argue about standards of usage in it far more forcibly than in the case of speakers of regional dialects to the south. A representation of a regional dialect often appears in print only for jocular or folklore purposes; this is not so in Scotland, where there is in addition a strong and respected tradition of academic linguistic study, societies devoted to the furtherance of Scots as a language, and a growing corpus of written material in one or other of its varieties. For example, Scots has received far more lexicographic description than other regional British varieties, with such major publications as John Jamieson's Etymological Dictionary of the Scottish language (1808, 1825) and the present-day Scottish National Dictionary (1976). The Association for Scottish literary Studies has an active Language Committee. And the Scots language Society's journal, Lallans begun in 1973, presents material in prose which extends the range of the language to well beyond the literary uses to which it has largely been put in recent years.

Translation:

Из всех возможных вариаций английского языка, развивавшихся на Британских островах, нет ни одного такого особенного и расходящегося со стандартным Английским, языка как шотландский. И в самом деле степень распространения этих

расхождений в одной из этих вариаций способствовало формированию хорошо известного всем лейбла (названия)-шотландский язык, а также закреплению этого понятия и отличий от других подобных вариации английского. Ведется много споров о том, что Шотландский язык отличается от других региональных диалектов Англии двумя способами. Это является уникальной особенностью, так как вариации современного шотландского языка использовалась в Средние века, когда Шотландия была независимы государством; кроме этого уникальность заключается в том что у Шотландии есть своя собственная история, с характерной распространенностью литературы, начавшейся еще в Средние века, также Шотландскому языку присуще наличие собственных диалектов, "золотого периода" и периода упадка, кроме этого Шотландский язык пережил период Ренессанса, и продолжает развиваться дальше в современном социолингвистическом направлении. Не одному другому диалекту английского языка это не свойственно. В современном Шотландском больше исконно шотландских фраз и выражений чем английских выражений. Термин " Остров диалекта" часто используется в отношении Шотландского языка для того чтобы показать ситуацию, происходящую в Шотландии.

Шотландцы более осведомлены в отличительных чертах их речи и письменности, они более серьезны и постоянно спорят о стандартах использования языка чем носители региональных диалектов южного региона. Региональный диалект появляется в книгах посвященных юмору и фольклору. Это происходит благодаря тому что шотландцы сильно почитают традицию академического написания. Так же существуют общины которые посвящают свою деятельность дальнейшему развитию Шотландского как языка, а не диалекта. Например, Шотландский язык получил больше лексикографических описаний чем остальные британские вариации. Среди них можно встретить такие важные публикации как Этимологический словарь шотландского языка Джона Джеймсона (1808) и современный национальный шотландский словарь (1976). В ассоциации изучения шотландской литературы есть языковой комитет. А так же журнал общества шотландского языка, начатый в 1973 году, который представляет развитие и становление шотландского языка в последний годы.

## BLOCK 2 PRACTICAL PART

### SAMPLES OF A SCIENTIFIC PAPER FOR TRANSLATION:

#### PHILOSOPHY

*Read and translate the following sample of a scientific paper using the dictionary.*

#### **The Value of Philosophy**

It is impossible to underestimate the value of philosophy in the 21st century as well as many centuries early. Knowledge and methods provided by philosophy can be applied everywhere: in natural sciences, industry, economy, education, medicine, political science, psychology, culture and people's everyday life. All ancient philosophers, such as Plato, Socrates, Aristotle and others were constantly involved in the discussion of the value of philosophy. This problem also remained relevant in the modern world, because every philosopher, no matter whether he/she is only a beginner or already a professional, realize the importance to speak about the role and value of philosophy as the root of all sciences. Among the most obvious advantages of philosophy is critical thinking, which it teaches to all of its followers, ethics theory, definition and explanation of such basic concepts as matter, being, space, time and etc, explanation of origins of life on the Earth. Nowadays, it is possible to major in philosophy and become a versatile person having knowledge in all spheres of life.

The main goal of this essay is to speak about the value of philosophy discussed in the works by Plato, Socrates and Bertrand Russell and give personal view on this matter.

The first work on philosophy to be discussed will be "Plato's Apology" written by Socrates, who was a prominent and ardent philosopher of the 5th century. This work is written in form of a dialogue, depicting Socrates speeches while he is defending himself in the court. In Plato's apology Socrates defines such term as "philosopher" and explains the mission of any philosopher. Socrates was a kind of philosopher that was ready to die for philosophy but would never refuse to study it and obey its laws. Socrates viewed philosophy as the base to understand human inner world and to attain unique self-knowledge, which is very important to every human being.

Philosophy for Socrates was the universal tool of reasoning, with the help of which all things could be defined and explained. In the Apology Socrates revealed his utter devotion to the truth, for

which he was even ready to die. Socrates says: "The unexamined life is not worth living, which explained that philosophy for Socrates had an essential role and was more valuable even than his life. Socrates strongly believed in the power of reason, which he possessed by means of philosophy. In Plato's Apology Socrates also discussed such philosophic concepts as wisdom, soul, life, death and life after death. However, the main reason which made Socrates deliver such speech in the court, was to explain why he was accused, which of course was wrong.

"The Republic" by Plato is the most famous work in philosophy written in Plato's mature years. However, the main emphasis will be put on the seventh book from "The Republic" called "The Myth of the Cave", where Plato explained his idealistic point of view. For Plato the main values of humanity were the ability to speak and think, thus he used the allegory of the cave to explain why exactly these two activities were so important. In this book Plato referred to the misunderstanding of reality, because people depicted there saw the shadows but not the real objects, however, they perceived them as real. Plato supposed that people in the cave could talk. However, he said that they would talk about the shadows they saw, but not the objects that produced the shadows as they were unable to see the real things.

Thus, the main point of Plato, which he tried to emphasize in his book, was that people give names to the objects according to their internal content, which is perceived with the mind, but not according to what can be seen with the help of eyes. When people in the cave turn their heads they see the real objects and realize how much they were mistaken, because they saw the shadows of the objects, but not their internal content. In his book Plato widely spoke about the importance of reflective understanding as one of the chief values of philosophy. The philosopher taught his followers to think and realize the reality in correct way in order not to make errors while perceiving the world around.

The last book concentrating on the matter of value of philosophy, which will be discussed below is "The Problems of Philosophy" by Bertrand Russell. Chapter Fifteen in "The Problems of Philosophy", which is called "The value of Philosophy", focuses on the major value of philosophy and reasons why philosophy should be studied. In his book Bertrand Russell says that "philosophy, like all other studies, aims primarily at knowledge". The author underlines that the main value of philosophy is to provide people with knowledge



about everything and to give clear answers to the questions posed by different people at different times.

Philosophy is considered to be a mother of all sciences, on the base of which such sciences as mathematics, history, geography, political science, law and others were formed. Russell wrote "as soon as definite knowledge concerning any subject becomes possible, this subject ceases to be called philosophy, and becomes a separate science". There are a lot of examples to prove it, just think that all famous mathematicians and physicians, including Newton, are also considered to be prominent philosophers. This happens not because these people wanted to be called so, but because in order to reach success in other sciences they had to study philosophy first. Bertrand Russell sees the main value of philosophy in its "uncertainty", meaning that philosophy doesn't always give the exact answers, but enables people with the ability to think and to reason. The author underlines the chief value of philosophy, which is "the greatness of the objects which it contemplates". Philosophy as a science studies a great variety of objects despite their nature being positive or negative. A person studying philosophy will inevitably attain so-called "freedom of mind", with the help of which he/she will be able to understand the nature of thinking and reasoning, to think critically and to perceive the reality objectively but not personally. "The mind which has become accustomed to the freedom and impartiality of philosophic contemplation will preserve something of the same freedom and impartiality in the world of action and emotion". From the view point of Russell philosophy should be studied not in order to find answers to the questions, but in order to find questions to answer.

From my point view the value of philosophy lies in the following. First of all it provides people with knowledge necessary for problem solving. With the help of philosophy a person can find single best way out, rather than several decent ones. Philosophy grants people certain communication skills and writing skills. It teaches how to correctly perceive the reality and self, by showing how to do a study of the self. Philosophy enables people with effective methods of research and analysis, which play an essential role while studying in general, not just studying philosophy. And finally, such science as philosophy explains the origins and purpose of human life, the meaning of love, trust and other moral concepts.

*Williams, Mary. Constructing a Life Philosophy, 2005.*

## RELIGION

***Read and translate the following sample of a scientific paper using the dictionary.***

### **The Christian Doctrine of Sanctification**

*"because God from the beginning chose you for salvation through sanctification by the Spirit and belief in the truth" (2 Thessalonians 2:13)*

Sanctification is an important part of Christian teaching. Being one of main doctrines of Christianity, sanctification it plays crucial role in the way to spiritual growth. Sanctification is a complex notion and very often it is misinterpreted. Right perception of the entire Christian teaching is not possible without the understanding of the concept of sanctification. Bible gives several definitions of the term sanctification. It defines it as follows: "The state of growing in divine grace; to set apart for holy purposes; the process of being made holy resulting in a changed lifestyle for the believer" (Hein, 52)

Originally the term sanctification derived from the Greek language. It comes from the Greek verb *hagiazō*, which is translated like separate, set apart. In the Bible sanctification is usually described like a divine act, where God separates person, place and things, in order to fulfill his plan. In the book of Exodus we can read about the sanctification of the worship place: "And there I will meet with the children of Israel, and the tabernacle shall be sanctified by My glory." (Exodus, 29:43) The seventh day becomes a day of rest and time, dedicated to God. That is the reason this day becomes the day of sanctification. "Then God blessed the seventh day and sanctified it, because in it He rested from all His work which God had created and made." (Genesis, 2:3)

In the case when the person is sanctified from God, this is done for some divine purpose in order to accomplish the will of God. Being the part of God, people are sanctified from Him in order to fulfill his purpose.

The concept of sanctification is different from the concept of salvation. Salvation is a gift of Jesus Christ to the mankind. He died in the cross in order to save the mankind and this became his gift, which gave people hope for salvation. Sanctification comes as a result of salvation. All adherents of Christianity receive sanctification through Jesus Christ. His death for all the mankind gave people opportunity to enter the process of sanctification but this does not mean that they do

not have to do anything. "To the church of God which is at Corinth, to those who are sanctified in Christ Jesus, called to be saints, with all who in every place call on the name of Jesus Christ our Lord..." (1 Corinthians 1:2) Jesus brought three virtues, which made it possible for people to find their path to God. These three virtues are righteousness, redemption and sanctification. As the Bible states, "But of Him you are in Christ Jesus, who became for us wisdom from God – and righteousness and sanctification and redemption..." (1 Corinthians 1:30)

Sacrifice of Jesus gives only the first push to the person, who performs spiritual search. Since sanctification is not something, that can be achieved right at once, but rather a continuous process a person should put his or her own effort in order to develop the process initiated by Jesus.

Another important thing about sanctification, which is often misinterpreted, is its universal nature. Sanctification is available for everybody and God's purpose was to open it to people as a way to achieve Him. Sanctification can be available for anyone but not only for the selected group of people. The Bible gives very direct instructions concerning this universal nature of sanctification. "Therefore if anyone cleanses himself from the latter, he will be a vessel for honor, sanctified and useful for the Master, prepared for every good work." (2 Timothy 2:20)

Sanctification can be achieved only through the relations. A person can achieve sanctification only through relationship with God, who is the only holy creature. In this case the term is referred to major change, which happens with the belief with the help of God. This major change or transformation, which starts at the point of salvation, lasts for the entire life of a person. Continuity is one of the characteristics of sanctification. The process, which starts with salvation continues through the human life and ends only in heaven. In some Christian traditions the concept of sanctification is connected to the inbred sin or sinful nature of all humans. If justification deals with the sins we commit during our earthly existence, sanctification deals with our born sins. The issues of born sin are confronted with the holiness of God.

Verlyn Verbrugge centers on the positive meaning of sanctification. As he writes, "The basic idea is not that of separation though this is favored by many scholars, but the positive thought of encounter, which inevitably demands certain modes of response" (Verbrugge, 9) In such an approach sanctification is regarded like a kind of

encounter, which can push people towards true spiritual search and help them to obtain union with God. As states William Greathouse, "that while holiness certainly involves separation from uncleanness and sin, it is primarily separation to God" (Greathouse, 18)

From the first lines of the Bible we can see the God's call to sanctification. God asks Abraham to live his native land. The entire Israeli nation became separated from their native place and had to make a long journey in order to fulfill the divine purpose. Even apostles, who became the carriers of the God's will had been selected and thus separated from other people. Through the act of sanctification God wants people to become as holy as He is.

Different branches of Christianity present somewhat different concept of sanctification. In Protestant religion sanctification is closely connected with the notion of grace and is usually used to describe people rather than objects. As soon as we come into relations of salvation with God we start realization that we not always fulfill God's will and step away from holiness. At this point a person discovers a great separation between the divine purpose of God's creation and the way of life he or she leads.

All the attempts to act right finally end in nothing because our sinful nature prevents us from right behavior. At this point person realizes, that he or she must deal with born sin. This sin can not be forgiven in contrast to sins, which people commit during their life. People have to ask forgiveness for the sin of Adam but it can not be forgiven, it can be only cleaned. Sanctification becomes that cleaning, which is able to recover an ill nature of people.

It can be done only by Holy Spirit and it can not be received neither through any physical actions nor through mental activities. It can be received only though faith. Sometimes sanctification is called the second grace because it's the second grace people receive from God after salvation. As soon as the person achieves sanctification, "Our carnal nature has been dealt with, and we can truly love God with all our heart, soul, mind, and strength. But there still remains growth in grace and spiritual maturity that each believer must pursue even after being entirely sanctified." (Philippians 3:8 – 16)

In some branches of Christian religion not only humans can be sanctified. In Roman Catholic tradition bread and wine are transformed into flesh and blood of Jesus. This is an act of sanctification.

Despite sanctification sounds like complicated and controversial notion, it has practical appliance, which helps people to become close

to God in their everyday life. Perfection and closeness to God seem unattainable goals and people do not want even to try to reach this high ideal as they believe that their sinful nature will not let them to reach this high objective. Sanctification can become not a wall, that separates people from God but a pointer, which shows them right path to him. "If you will study the specific wording in some of these verses, God the Father is showing you very clearly how this sanctification process can start to occur in this life. You don't have to wait until you get to heaven to get this sanctification process started with Him." (Wesley, 114)

Sanctification can be regarded not only as Christian doctrine but also as a practical guideline for everyday life. Sanctification is a way to God and a help people receive in their spiritual search. God's love can be felt by an individual in any part of his spiritual search and one does not have to spend years in spiritual search in order to feel sanctification. When we speak about sanctification and meaning it has in our everyday life, we should remember three aspects of this phenomenon.

Sanctification can be achieved and experienced on three levels. These levels are body, soul and spirit. This means that sanctification must be complete and must influence all parts of human existence. Sanctification is the easiest way to let God enter into your life. As Jack Hayford states in his famous Hayford's Bible Handbook, "The work of God's grace by which the believer is separated from sin and becomes dedicated to God's righteousness. Accomplished by the Word of God and the Holy Spirit, sanctification results in holiness, or purification from the guilt and power of sin. Sanctification is instantaneous before God through Christ and progressive before man through obedience to the Holy Spirit and the Word." (Hayford, 79) Sanctification is not an object, which can be achieved. It is a reality, which can be experienced and it can be experienced any moment of human existence if the person possesses right perception of God and Divine Purpose. Sanctification can be regarded as a chance to the entire mankind and separate individuals to find their way back to God and become saint, sharing God-like nature with our Creator. Sanctification, which can be regarded as a way to get back to God and this process, initiated by God and Jesus Christ must be supported by inner work and inner intention of an individual. Only in this case the person can get a true meaning of this complicated phenomenon and use it as a way to achieve sanctity.

The Bible proves this thesis. We can find proof of God's purpose

in the lines of the sacred texts, which tell about sanctification. When talking about sanctification, the term "being sanctified" is used in the Bible. For example, "For both He who sanctifies and those who are being sanctified are all of one, for which reason He is not ashamed to call them brethren..." (Hebrews 2:11) Such a use of the words underlines the continuousness of the process. So, the process started by Jesus must be continued by each individual and should be regarded as processes, which continues in time.

*Grider, J. Kenneth. A Wesleyan-Holiness Theology. Kansas City: Beacon Hill Press, 1994*

## PHSYCOLOGY

***Read and translate the following sample of a scientific paper using the dictionary.***

### **Social-Psychological Approach to Work Stress**

Nowadays work plays a significant role in human lives and influences people's well-being. However, employment became a considerable challenge for a great number of people. It resulted in tremendous source of stress. The problem of work stress is often related with psychological ill health. Numerous interventions must be implemented to prevent or at least to reduce psychological problems.

As far as work requires considerable demands on time and energy, people are increasingly influenced by both positive and negative aspects of their work. The relationship between occupation and mental and physical health constitutes career requirements. Thus, the productivity and economic vital capacity of organizations is performed.

I can define stress as an interaction between people and any kind of demand within their environment. Consequently, stressor may be the event or the object which is destructive for an individual. It often happens when the demands surpass a human capacity to cope. In this research we are to trace the social psychological and physical demands of the work environment that cause stress. I consider the main factors contributing to stress are long work hours, conflicts at work, job insecurity, interpersonal conflict with colleagues or supervisors, shift work, role conflict, psychical hazard exposures, etc. As a result, it causes reduced productivity, low morale, increased turnover, absenteeism, sickness and other negative results.

In order to understand the nature of the relationship between work conditions and mental distress we are to consider individual factors such as age, sex, race, income, education, marital status,

personality, etc. Workers' mental and physical well-being is caused by such harmful effects as the physical environment and the psychosocial conditions of employment. One of the main negative sources of work stress which lead to critical health risks for some employees are lack of control over work, the work place itself, the employment status.

Those workers who are not able to control their lives at their working place are more likely to suffer occupational stress and thus, can experience impaired health. Numerous studies have shown that low control, heavy job demands may cause mental strain, job dissatisfaction, cardiovascular disease, etc. I can define job control as the ability to make environment positive and less threatening for workers. Those people who obtain job control may influence the planning and execution of work tasks.

Workers may suffer less stress diseases if to teach to adapt them to cope with those conditions that are impossible or difficult to change. The main disadvantage of this approach is that it is expensive to deal with each personal transaction with the environment. The solution in this case could be individual counseling services for workers, specialized stress management programs including cognitive behavioral interventions, workers assistance strategies.

It is very important to establish the stressful relationship between the worker or group and the work environment. It requires making changes in worker appointment in order to produce a better individual environment. This approach provides teaching coping strategies for those people who experience the same coping deficits. The example of this strategy could be training in relaxation skills.

We must admit that family responsibilities also became a source of stress. It often happens to single-parent families and those ones in which both parents work. A great number of factors make it difficult to achieve harmony between work and family. The main reasons are lack over the content and management of work, time-pressured work, sudden and unexpected changes in working schedules, and unsympathetic treatment by management and colleagues. Work changes and irregular working hours lead to challenges in family routines and events. As a result, many people find it difficult to suit their work requirements to their family life. All these factors can result in conflicts concerning family roles.

I consider there is a complex problem in the relationships between gender, work and stress. One of the main challenges in the impact of stress on women is a stereotype that they still play a crucial role in the provision of family care. There are numerous reasons

which make women more susceptible to work-related stress:

- The higher amount of women who work in insecure forms of employment;
- Insufficient level of control in their positions because a great number of women still occupy less senior jobs than men. Nowadays many women suffer prejudice and discrimination in more senior jobs such as managerial positions. They are the result of organizational and corporative policy and from their co-workers at work.

Stress has an immense cost for people, organizations and companies since it became so widespread. People suffer stress due to its devastating impact of the important health impairments, the lack of capacity to cope with social situations. All these factors lead to decreasing of success at work, loss of career perspectives and employment.

At the same time it is very complicated by the relationship of several social psychological factors which were described above. These obstacles may block disclosure and be favorable to the persistence of various traumatic stress effects. The influence of traumatic diseases on social identity process can become the reason of recovery process complication. Such problems usually arise due to complex relationships with co-workers. In many cases people feel unable to process their personal losses.

Today we witness that recovery is often complicated by distinctions in the salience of human needs. One of these solutions could be the emotional support provided by various national programs. Recovery can be more efficient if facilitated by ensuring comprehension in the early stages. I believe the main role in this aspect lies in the organizational environment. Efficient recovery management depends on the co-workers and management policy within the organization.

*Locke, E. A., & Taylor, M. S. (1990). Stress, coping, and the meaning of work. In W. Nord & A. P. Brief (Eds.), The meaning of work (pp. 135-170). New York: Heath.*

## **ECOMOMICS**

***Read and translate the following sample of a scientific paper using the dictionary.***



## **The New Global Economy and the Essence of the Human Purpose**

The contemporary economy is characterized by the process of the world globalization. This process affects dramatically the life of societies of different countries as well as the life of individuals. Moreover, the economic globalization accompanied and, to a certain extent, stimulated by the development of new technologies and communication, changes the life of people so significantly that the purpose of human life gets to be reshaped under its influence.

The process of globalization and the development of new technologies lead to the creation of the society of consumption in which the consumption becomes the main moving force of the progress and even the main purpose of human life. Naturally, this engenders a number of discussions as for the role of globalisation and the development of new technologies in the changes that take place in the society and their perspectives. This is why, it is necessary to trace the essence of the process of globalisation and its main effects that would permit to better understand whether and how it can change human society and life of an average individual.

### **The economic globalisation serving to interest of large corporations of developed countries**

Speaking about economic globalization it is necessary to briefly discuss this phenomenon in order to better understand its essence and possible consequences. At this respect, it should be pointed out that this process is relatively new in historical terms and it is the result of a rapid economic development of some countries, both developed and developing ones, that provided great opportunities for the development of international economic relations, trade and cooperation.

At the same time, it is very important to underline that the rapid progress of technologies has played a significant role in the development of the process of economic globalisation. In fact, it was one of the strongest stimuli for economic growth and active international trade. Among new technologies widely implemented in the contemporary world, IT, computing, Internet, and communication have made a particularly significant contribution into the development of economic globalisation.

Basically, the process of economic globalization is characterized by elimination of financial barriers in the international trade that stimulated the development of trade between countries. Furthermore, such elimination of financial barriers led to the specialization of countries on production of certain products and services and the more de-

veloped the country was the wider range of goods and services it could offer on the international arena, while, in stark contrast, the less developed countries were narrow specialized and often were characterized by domination of a single, particular industry, where a developing country could be the most competitive. It means that globalisation is "characterised by economic specialization of different countries" (Danaher 1996:235).

Nonetheless, in certain cases the process of world globalization contributed to a growing cooperation between both developed and developing countries. This was basically the result of the development of new technologies and communication. For instance, it is not a secret that the development of IT and wide spread of Internet made the cooperation between different countries situated in parts of the world easier because geographical boundaries have been eliminated. In practical terms, it means that company or people that are in different countries may easily work on one and the same product in cooperation as well as provide some services without the necessity to be geographically close to each other. Consequently, new technologies provided companies and people with a possibility to be closer to each other without changing their geographical location.

Furthermore, the development of international trade and economic cooperation led to the creation of different international organizations either regional or global that aimed at the regulation of the international relations within certain regions or in global terms. Among such organisations may be named WTO, NAFTA, OPEC, etc. It means that the world as well as human societies has started to change dramatically since a new institutions has started to be created, which were even more powerful and significant than national institutions.

At this respect, it is also worth to mention "the increased role of multinational corporations that spread their operations all over the world" (Khor 2001:155) and many of them are presented in different countries. For instance, there are such famous corporations as McDonalds that is one of the most recognizable brands in the world, Microsoft, and many others. In fact, the appearance of international institutions regulating economic relations was to a significant extent "the response of national governments to the growing power of multinational corporations" (Khor 2001:157) which potentially stronger than any single national government in the world.

In addition to the social changes in the global scale concerning the structure of states and the formation of larger international institutions, which in some cases contribute to the integration of national

states and become even more important than national governments, there are also significant socio-economic changes that take place within countries. At this respect, it is possible to estimate that the effect of economic globalization and the development of new technologies, communication, IT is dubious because, on the one hand, it is profitable for developed countries and very dangerous for developing ones, to the extent that some specialists estimate that globalization leads to the widening gap between developed and developing countries when "profit flows basically in developed countries, while developing getting even more dependent" (Gomory 2002:412).

As for the societies of developed countries they obviously proliferate from the development of economic globalisation because for developed countries this process is accompanied by the opening of new markets and, consequently, the local population can profit from economic growth within the countries and more opportunities for employment because the goods and services produced in developed countries can be sold in new markets of developing countries opened for free trade. At the same time it should be pointed out that it is basically not ordinary citizens that profit from globalisation but large corporations that enlarge their market share all over the world, while the profit of citizens turns to be secondary and indirect.

On the other hand, societies of developing countries are in great danger of socio-economic crises because, despite the fact that the cooperation with developed countries provided them with access to new technologies and foreign investments basically from the part of large corporations, it also fixed the position of developed and developing countries.

What is meant here is the fact that developing societies became highly dependable on the international situation, which, in its turn, depends on the policy of developed countries, or to put it more precisely, on the policy and strategy of development of large corporations. This is particularly dangerous for 'mono-industrial' economies. As a result, the societies of developing countries would suffer the first if there were any economic crisis.

*Berger, Peter and Luckmann, Thomas. The Social Construction of Reality: A Treatise in the Sociology of Knowledge. LA: McGraw Hill, 2001*

## ECONOMICS

***Read and translate the following sample of a scientific paper using the dictionary.***

### **The consumption society and consumption as the main purpose of human life**

Obviously, the process of globalization affects all countries and all societies but, despite the fact that this process seems to be too global to affect the life of individuals, it still influences dramatically the position of people in society, their lifestyle, cultural norms and social behaviour. At this respect, it is necessary to say that there is a great danger for individual's life in the process of globalisation as well as for the society at large. This danger is the result of the formation of a new society, the society of consumption, which makes consumption the main purpose of life.

Actually, such a situation leads to the transformation of the purpose of human life and lifestyle that results in the formation of stereotypes concerning the social status of individuals. According to such stereotypes, "the more an individual may consume, the higher his social status is" (Mitchell and Schoeffel 2002:234).

Naturally, each individual is influenced by such changes and it happens even regardless, individual's will since often social behaviour and cultural norms are acquired subconsciously. Nowadays consumption really becomes the dominating ideology in the contemporary society, as it has been just mentioned, and in the future this trend would be only stronger. What it practically means is that the ideology of consumption affects all spheres of human life and even changes its purpose.

In order to better understand these changes, it is necessary to discuss the entity of the consumption society. At this respect, it is necessary to analyse the situation from two different positions. On the one hand, there are producers of goods and services whose main goal is to sell their goods and services to consumers. On the other hand, there are consumers for whom the consumption of the goods and services has become the main goal of their life.

Speaking about producers of goods and services, it should be said that it is natural for them to strive for new market, and consequently new consumers in larger quantities. At this respect, the implementation of new technologies and communication systems is very helpful for them since they "contribute to the expansion of the goods and services of large producers in new markets" (Danaher 1999:297). Moreover, the process of globalization also plays a very

important role since it eliminates any financial boundaries and restriction in the international trade making goods and services become accessible for a larger number of consumers in new markets. In order to better understand the essence of this process, it is possible to draw an example. For instance, a company produces a certain good but when the national market gets saturated the company naturally expands in the foreign markets but in order to make the good more accessible for the consumers worldwide it can use Internet to promote and distribute the company's product. As a result the company get enormous perspectives of economic growth.

### **The individual and collective agenda defined by the communication environment**

Naturally, there are also consumers, which are also affected dramatically by the ideology of the consumption society but unlike companies, or producers of goods and services, the effects of this ideology and recent trends of globalisation, enforced by "the spread of new technologies and improvement of communication" (Dolan 1996:317), are rather negative. Moreover, the development of IT and media deteriorates the situation dramatically because individuals are constantly informed from different sources and in the future such 'informatization' of individuals will only increase. As a result, individuals are not simply informed but "are stimulated to increase consumption of goods and services" (Ellerman 2003:271).

As a result, in such a situation the consumption becomes the main goal of human life. In practical terms it means that people aim at the acquisition of goods and use of services of possibly more prestigious brands. As a result, the social status of an individual may be defined by his/her consumption abilities, i.e. by his/her ability to buy or use goods and services of a prestigious brand. But what is even more important in this situation is the fact that the quality and even necessity of these goods and services are not important for people what they are really interested in is the prestige of a brand.

Moreover, such attitude affects all spheres of human life, which includes culture as well. Not surprisingly that nowadays such terms as pop culture or mass art appear. In fact the main goal of such a kind culture is the same: to sell certain cultural product to a consumer and the consumer aims at consumption of a product that is currently the most prestigious or simply best selling. Actually, it should be pointed out that the role of new technologies and communication is particularly important in this process because the contemporary media distribute products of pop culture in enormous quantity practically

without restrictions.

In the future, it may result in a complete cultural degradation of human society and each individual in particular because, if the current trends kept growing, it would lead to the development of new generation of individuals which would be members of the consumption society where all moral and ethical values are susceptible to one main goal to consume and new technologies would "provide more opportunities to consume wider range of goods and services" that could be even objectively useless if not promoted via sophisticated means of communication, or media and, in all probability, due to the globalisation of the world economy, this process would involve all countries and, consequently, all people of the world.

### **Conclusion**

Thus, taking into account all above mentioned, it is possible to conclude that the current process of globalization and development of new technologies, especially IT, Internet and communication can produce a stimulating impact on the socio-economic development of different countries. However, even now it is obvious that the process of globalisation affects differently developed and developing countries, notably it is rather profitable for developed countries while developing countries are very susceptible to international situation and are dependent on developed countries. Moreover, the current positive effects of globalisation and development of technologies may turn to be rather negative in the future if profound structural changes did not occur in human society. It means that human society and each individual should refuse from the dominant ideology of the consumption society and return to basic humanistic values and cultural norms that make humans really human. Otherwise, the perspective of cultural degradation of people, overflowed by the most advanced and sophisticated but not always useful goods and services spread with the help of new technologies, would be quite real.

*Johnson, Debra; Turner, Colin. "International Business: Themes and Issues in the Modern Global Economy". Routledge, 2003*

## **MANAGEMENT**

***Read and translate the following sample of a scientific paper using the dictionary.***

### **Public Management in an International Context: Marketing Services in Healthcare and Policing**

Nowadays, it is possible to observe a trend to increasing

marketing services in such services as healthcare and policing in the US. Traditionally, the US healthcare and policing were public services that were under a severe public and state control. At the same time, the recent trends have revealed the fact that traditionally marketing services have started to be amply used in these very sensitive fields. It should be pointed out that such 'marketization' of policing and healthcare provoked numerous debates concerning the consequences of the wide implementation of marketing services in healthcare and policing.

On the one hand, it is argued that it is quite beneficial for both the service providers and recipients, i.e. ordinary people, while, on the other hand, there is a belief that such commercialization of public services is totally unacceptable since it can deteriorate or even undermine the basic principles of work of healthcare and policing system as well as it can negatively influence their public image. Anyway, in order to definitely state whether the tensions around marketing services in healthcare and policing are justified or not, it is necessary to analyze both positions, even though they are absolutely contradicting to each other.

### **"Marketization" of healthcare and policing**

At the beginning, it is necessary to briefly dwell upon the recent trends and the essence of the tension that currently grows in relation to marketing services in the US healthcare and policing. In this respect, it should be said that the development of American society is characterized by the domination of the open market economy and its major principles. In fact, the human life is growing more and more commercialized and open market relationships interfere in practically all spheres of life. Naturally, healthcare and policing are not exceptions.

In such a situation, it is possible to speak about the interference of market interests in the interests of society, or public interests. It is not a secret that healthcare and policing are subjects of public concern because they play an extremely important, vital role in the life of each individual and in the normal functioning of the entire society. This is why any tension within these services inevitably affects human society and each individual.

At first glance, it seems to be paradoxical how marketing services, implemented in the US healthcare and policing, can provoke tension in these services. As it has been just said marketing services and open market relationships have become a norm of the modern life and may be observed in practically all spheres of human life.

Consequently, if it works in other spheres than marketing services should work in healthcare and policing perfectly too.

However, this is exactly where the major problems arise. In actuality, it is possible to speak about two opposing points of view on the implementation of marketing services in healthcare and policing. On the one hand, there are proponents of the further and wider implementation of marketing services in healthcare and policing, believing that they are extremely beneficial for both healthcare and policy and, thus, for the society and people who actually use these services. On the other hand, there exist an absolutely different point of view, according to which the implementation of marketing services in healthcare and policing is inadmissible and may have disastrous consequences not only to healthcare and policing but to the entire society as well.

In this respect, that it is extremely important to clearly define what party is actually right because it is evident that healthcare and policing are vitally important services. It proves beyond a doubt that they are key services that guarantee social stability and progress of the US because these services provide normal functioning of each individual and the society at large as the take care about individuals' health, their security and protection of human rights.

Consequently, any deterioration of the quality of healthcare of policing services will inevitably affect the social life and the life of each particular individual in the US. This is why it is necessary to be very careful with the implementation of marketing services in healthcare and policing.

### **Benefits of marketing services in healthcare and policing**

On analyzing possible benefits of the wide implementation of marketing services in the US healthcare and policing, it is necessary to point out that they basically refer to the financial spheres. To put it more precisely, it is not a secret that often healthcare and policing services suffer from the insufficient funding of its services and, consequently, they need to apply marketing tools to attract the public to their problems or simply to attract additional financial resources to fund their services. Practically, it means that healthcare system may implement services that could be directly financed either by service users or by sponsors, while policing services may also be of a marketing character and provide additional source of funding, such as special service to provide some individuals or organizations with guard, for instance.



It should be said that the supporters of the implementation of marketing services in the US healthcare and policing may really close the gap between the growing needs of the two services and their scarce or limited funding. Obviously, this seems to be a serious argument in favor of the support of marketing services in healthcare and policing.

Furthermore, it is argued that the implementation of marketing services, along with possibility to receive additional funding, may substantially increase the quality of services because the implementation of marketing services in other spheres of social life has proved their efficacy. It should be said that the implementation of marketing services implies the use of marketing principles among which may be named the principle of fair competition, for instance, which, being applied to healthcare, for instance, may result in the growing quality of some medicines or services and decreasing price.

At the same time, it should be said that one of the most arguable points of the current discussion concerning the implementation of marketing services in the US healthcare and policing is closely related to the problem of advertising which is used by healthcare and policing services. In this respect, it is necessary to underline that advertising is one of the most effective tools of marketing, which, being properly used, may be extremely useful.

To put it more precisely, the use of advertising as one of the marketing services may be quite beneficial for the healthcare system. The supporters of the wide use of marketing services in healthcare argue that the advertising and promotion of some medicines, for instance, make them closer to the consumers and may be really helpful. It should be said that the use of advertising makes medicines more accessible and this can be really good or beneficial for the customers if the medicine that is advertised can be distributed without any special prescription (Mintzes 910). Naturally, it seems to be quite comfortable when customers just learn about a remedy that can solve their current insignificant health problem without consultations with a doctor that takes time and, as a rule, is accompanied by certain period spent on the treatment, while the use of medicines distributed without prescription makes it possible to use them and work at the same time. In this respect, advertising is the easiest way to save time and find the essential medicine.

On the other hand, it is necessary to remember that advertising targets not only on the wide public and consumers but also on doctors (Barnes 93). In this respect, advertising may be a useful tool that

keeps American doctors informed about the recent achievements of pharmaceutical industry, though, it is worthy of mention that doctors and medical specialists are the most critical audience of the advertising of medicines.

As for the policing services, it should be said that advertising in this sphere may also be quite useful and effective. However, it is worthy of mention that the advertising should be of a high quality and, naturally, it should be socially oriented. In other words, advertising, being applied to policing, should focus on the promotion of the positive models of behavior, preserving social order, prevention of crimes and anti-social behavior. Basically, advertising in policing may be quite effective preventive tool.

*Viardot, E. Successful Marketing Strategy for High-Tech Firms. New York: New Publishers, 2001*

## ENVIRONMENTAL ISSUES

***Read and translate the following sample of a scientific paper using the dictionary.***

### **Water Quality and Environmental Health**

In the modern world the problem of the reliable water supply is extremely important because the water resources are widely exploited and water is used in different fields of human activities. In fact, the life of human beings is impossible without water but nowadays water is used not only simply to provide people with the essential substance they consume to survive but it is also widely used in agriculture and different industries.

As a result, the water, being widely used, is naturally deteriorating in quality and decreasing in quantity because the water used in agriculture and industries is often impossible to recycle or filter to make it drinkable. In such a situation, the problem of scarcity of water as the vitally important product seems to be quite real. In this respect, it is necessary to underline that the US undertake various steps to improve the current situation and one of the strategic directions in the development of the federal and state policy is the effective treatment of wastewater. Despite the exiting differences in the water supply and water quality in different states, the high level of standards is equally important in all of the states.

First of all, it should be said that the water quality is extremely important to human health. It is not a secret that the current problem of the water pollution is a serious threat to the health of the entire nation since if the existing standards were lower the national health

would be under a threat. The reason is quite obvious since nowadays it is practically impossible to consume water without any artificial treatment being applied (Anon 1998). What is meant here is the fact that nowadays water cannot be used in its original form as it is taken from the nature. In stark contrast, water needs to undergo various stages of special treatment that make it really pure and prepared for the consumption by people without any harm to their health.

Nowadays, due to the development of modern technologies, water undergoes various treatment that make the water purer and closer to its natural and practically ideal consistency. However, the latter is quite difficult to achieve because of the current environmental situation since the development of industries and water pollution undermine the natural potential of the effective water treatment so that the wastewater needs to be specifically treated to avoid the further pollution of natural water (Anon 1998). At this point, it should be said that various states may have different standards concerning the quality of water but, nonetheless, these standards should guarantee the safety of water consumed by people. This means that all states need to supply water which is really safe to human health and is close to its natural consistency without any pollutants.

By the way, it should be said that the water supply is another serious problem since it is getting to be more and more difficult to provide a permanent and ample supply of water to the population. In fact, in the result of the pollution and the increasing costs of its treatment the supply of water may vary depending on states (Bartram 2005). For instance, the states with larger natural resources of water and lower level of pollution could supply more water to consumers compared to the states where the water is naturally scarce and the situation is deteriorated by the high level of the pollution of water.

As a result, the states which are in a disadvantageous position in relation to the water supply need to invest more in the effective treatment of the wastewater and the reliable supply it to consumers. At the same time, these states face a serious problem of the lack of water. In such a situation, the water supply is really a great challenge since it is necessary to provide population with water of possibly higher quality regardless the resources of water and its initial quality. However, the state with larger water resources also need to pay a particular attention to the quality of water since it is the major condition of the supply of water to consumers.

Thus, taking into consideration all above mentioned, it is possible to conclude that nowadays states are in different positions

since some states have larger resources of water and have better environmental situation, while others have scarce resources of water and the level of pollution is dangerously high. Nevertheless, regardless all these factors, the states need to provide population with the sufficient amount of water which should be of a high quality in order to guarantee the national health since the low quality of water or its insufficient supply threatens to the health of people and may provoke infectious diseases. This is why the quality of water and high standards remain the major factors that unite all the states in relation to the water supply.

*Schiff E. Municipal Wastewater Treatment Process. Retrieved from the Web at <http://members.aol.com/ErikSchiff/prelim.htm>*

### BLOCK 3 GRAMMAR SUPPLEMENT

Таблица: множественное число существительных

Способ образования	Примеры	Исключения
<b>1. + -s</b>	a cat – cats a table – tables a book – books	
<b>2. -s, -ss, -sh, -ch, -tch, -x + -es</b>	a bus – buses a glass – glasses a brush – brushes a torch – torches a match – matches a box – boxes	
<b>3. -y → -i + -es</b>	a fly – flies an army – armies a lady – ladies	
<b>4. -o + -es</b>	a hero – heroes a potato – potatoes a torpedo – torpedoes	a piano – pianos a kilo – kilos a photo – photos a video – videos a flamingo – flamingos (es) a volcano – volcanos (es)
<b>5. -ay, -ey, -oy + -s</b>	a day – days a key – keys a boy – boys	
<b>6. -f → -v + -es</b>	a wife – wives a knife – knives a life – lives a leaf – leaves	a scarf – scarfs (ves) a wharf – wharfs (ves) a dwarf – dwarfs (ves) a hoof – hoofs (ves)

	a sheaf – sheaves a thief – thieves a calf – calves a half – halves a shelf – shelves a wolf – wolves	But: chiefs, roofs, safes, cliffs, beliefs
<b>7. Существительные, изменяющиеся не по правилам (Irregular nouns)</b>	a man – men a woman – women a child – children a brother – brethren a foot – feet a tooth – teeth a goose – geese a mouse – mice a louse – lice an ox – oxen	
<b>8. Форма не меняется</b>	a fish – fish a deer – deer a sheep – sheep a trout – trout a swine – swine an aircraft – aircraft a means – means	a fish – fishes (различные виды рыб)
<b>9. Существительные латинского происхождения</b>		
<b>a) -us → -i</b>	a stimulus – stimuli genius – genii	a bonus – bonuses a virus – viruses a circus – circuses a radius – radiuses (radii) a cactus – cactuses (cacti) a nucleus – nucleuses (nuclei)
<b>b) -a → -ae</b>	a larva – larvae an alumna – alumnae	a formula – formulae (formulas) <b>But:</b> areas, diplomas, arenas
<b>c) -um → -a</b>	a datum – data a curriculum – curricula	a symposium – symposia (simposiums) a memorandum – memoranda (memorandums) a medium – media (mediums) <b>But:</b> albums, chrysanthemums
<b>d) -ex, -ix → -ces</b>	an index – indices (в математике) an appendix – appendices (в книгах) a codex – codices	an index – indexes (в книгах) an appendix – appendixes (в медицине)

<b>10. Существительные греческого происхождения</b>		
<b>a) -is -&gt; -es</b>	a thesis – theses a crisis – crises a analysis – analyses a basis – bases	a metropolis – metropolises
<b>b) -on -&gt; -a</b>	a criterion – criteria a phenomenon – phenomena	a demon – demons an electron – electrons
<b>11. Сложные существительные</b>	a schoolboy – schoolboys a housewife – housewives a postman – postmen	1) Если в состав входит предлог: a mother-in-law – mothers-in-law a passer-by – passers by
		2) Если первое слово man или woman: a man-servant – men-servants a woman-doctor – women-doctors 3) Если в составе нет существительного: a forget-me-not – forget-me-nots a merry-go-round – merry-go-rounds
<b>12. Существительные, имеющие только форму единственного числа</b>	advice, education, hair, information, knowledge, luck, luggage, money, music, news, progress, seaside, shopping, traffic, trouble, weather, work, etc.	
<b>13. Существительные, имеющие только форму множественного числа</b>	barracks, billiards, clothes, contents, goods, optics, physics, politics, riches, scales, scissors, spectacles, trousers, wages, works, etc.	

## THE ARTICLE Артикль

Артикль – часть речи в английском языке, используемая в основном перед существительными и характеризующая их по степени определенности – неопределенности.

### THE INDEFINITE ARTICLE (A / AN) НЕОПРЕДЕЛЕННЫЙ АРТИКЛЬ

*Обычно используется перед исчисляемыми существительными в единственном числе.*

1. Предмет упоминается как неопределенный, без деталей: *I bought a book yesterday – Вчера я купил книгу* (какую – точно неизвестно).

2. Существительное – часть составного именного сказуемого: *This is a pen – Это ручка; He is a doctor – Он врач.*

3. Перед существительным стоит определение: *We live in a small flat – Мы живем в маленькой квартире.*

4. В значении «любой», «всякий»: *A child can do it – Любой ребенок сделает это.*

5. В значении «один»: *A week or two passed – Прошла неделя или две.*

6. В значении «еще один» с порядковыми числительными: *A bullet flew by, then a second – Пролетела пуля, затем еще одна.*

7. В восклицаниях: *What a nice day! – Какой прекрасный день!*

(Но: *What nasty weather! – Какая ненастная погода!* 'weather' – неисчисляемое существительное)

8. После *such, quite, rather*: *He's such a clever man! – Он такой умный!*

9. В выражении *a most* – очень: *It's a most funny film! – Это очень смешной фильм.*

10. О цене, расстоянии и частотности: *80 p a kilo – 80 пенсов за килограмм; 100 km an hour – 100 километров в час; once a day – раз в день.*

11. С недомоганиями: *get a cold – простудиться; get a headache – болеть (о голове).*

12. С неисчисляемыми существительными в значении «порция»: *Would you like an ice cream? – Хотите (порцию) мороженого?*

## Academic communication for the young scholars

13. С именами собственными в значении «какой-то»: *A Mrs. Smith is waiting for you – Вас хочет видеть некая миссис Смит.*

14. С именами собственными в значении «один из»: *I was met by a Burton – Меня встретил один из Бёртонов.*

15. С именами собственными в значении «произведение искусства»: *I sold him a Monet – Я продал ему картину Моне.*

### THE DEFINITE ARTICLE (THE) ОПРЕДЕЛЕННЫЙ АРТИКЛЬ

Используется перед любыми существительными.

1. При разговоре о чем-то определенном: *The book I like most is "War and Peace" – Книга, которую я люблю больше всего, – это «Война и мир».*

2. Как правило, перед сочетаниями с **of**: *The title of this book is "War and Peace" – Название этой книги – «Война и мир».*

3. Перед предметами, единственными в своем роде: *the Universe – вселенная, the Earth – Земля.*

4. С прилагательными, перешедшими в разряд существительных: *the rich – богатые.*

5. С превосходной степенью прилагательных: *He's the best dancer – Он лучший танцор.*

6. С *same – тот же самый, wrong – не тот, right – тот, very – самый, next – следующий, last – последний, only – единственный, whole – весь, целый: He is the only child – Он единственный ребенок.*

7. С музыкальными инструментами, танцами (в процессе): *I like playing the guitar – Я люблю играть на гитаре.*

8. С реками, озерами, океанами, каналами, морями, проливами, заливами, пустынями, группами островов и горными цепями: *the Baikal – Байкал, the Black Sea – Черное море, the Sahara – Сахара, the Bermudas – Бермудские острова.*

Но без артикля употребляются:

отдельные острова и вершины: *Everest – Эверест, Sicily – Сицилия;*

озера со словом Lake в начале: *Lake Ladoga – Ладожское озеро.*

9. С составными названиями республик, федераций, королевств: *the Czech Republic – Чешская Республика, the Russian Federation – Российская Федерация, the United Kingdom – Объединенное Королевство.*



10. С музеями, театрами, кинотеатрами, газетами, журналами, гостиницами, клубами, кораблями:

*the Hermitage – Эрмитаж, the Bolshoy – Большой театр, the Coliseum – Колизей, the Times – «Таймс».*

11. С семейными фамилиями: *the Ivanovs – Ивановы.*

12. В значении «тот самый»: *Is he the Sheldon who is a writer? – Это тот самый Шелдон, который писатель?*

13. Исторические эпохи, события: *The Middle Ages – средневековье, the Crimean War – Крымская война.*

14. С частями дня, если перед ними – in: *in the morning – утром, in the afternoon – днем, in the evening – вечером, in the night – ночью.*

### THE ZERO ARTICLE НУЛЕВОЙ АРТИКЛЬ

С абстрактными и неисчисляемыми существительными, неопределенными в контексте существительными во множественном числе, с большинством имен собственных.

1. С неисчисляемыми и исчисляемыми существительными во мн. ч. в высказываниях общего характера: *I like tea. – Я люблю чай. Men like hunting. – Мужчины любят охоту.*

2. С абстрактными и вещественными существительными: *They walked in silence – Они шли в тишине. Blood is thicker than water. – Кровь плотнее воды.*

3. С названиями приема пищи (без конкретики): *I have breakfast at 9 in the morning – Я завтракаю в 9 утра.*

Но: *Do you remember the breakfast at Maurizio's? – Ты помнишь тот завтрак «У Маурицио»? (говорится о конкретном завтраке).*

4. С существительными *school, college, university, hospital, prison, church, court, work, home, bed, table*, когда они используются для обозначения определенных действий: *to go to school – ходить в школу учиться, а не с какими-то другими целями. Но если действие не связано с характером этого места, используется определенный артикль **the**: They went to the church to see icons – Мы пошли в церковь, чтобы посмотреть на иконы.*

*They were sitting at table eating – Они сидели за столом и ели.*

Но: *I sat down at the table to do my homework – Я сел за стол сделать домашнюю работу.*

5. С названиями болезней: *He died of cancer – Он умер от рака.*

6. С именами собственными, которые не используются с **the**: *Tolstoy is my favourite writer – Толстой мой любимый писатель.*

Исключения:

- страны: *the Netherlands – Нидерланды, the Senegal – Сенегал, the Cameroon – Камерун;*

- города: *the Hague – Гаага;*

- улицы: *the Strand, the High Street.*

7. С названиями учебных заведений, если в начале стоит название местности, где они расположены: *London University, Trinity College*

Но: *the University of London.*

8. С частями дня, если перед ними стоит предлог **at**: *at night – ночью, at lunchtime – в обед, at sunset, at dawn – на закате, at sunrise – на рассвете.*

9. С днями недели, месяцами: *on Sunday – в воскресенье, in May – в мае.*

Но: *We met on a Sunday. – Мы познакомились однажды в воскресенье.*

### TROUBLESOME NOUNS AND PHRASES СУЩЕСТВИТЕЛЬНЫЕ И ФРАЗЫ, ОТЛИЧАЮЩИЕСЯ ПО ЧИСЛУ В РУССКОМ И АНГЛИЙСКОМ ЯЗЫКАХ

Singular in Russian – Plural in English ед. число в русском – множ. в англ.		Singular in English – Plural in Russian ед. число в англ. – множ. в русском	
police (полиция) clothes (одежда) pyjamas (пижама) stairs (лестница) outskirts (окраина) binoculars (бинокль)	ARE	news (новости) hair (волосы) funeral (похороны) money (деньги) wallpaper (обои) 5 minutes (время) 5 miles (расстояние) 5 pounds (суммы) 5 kilos (вес)	IS

## THE PREPOSITION ПРЕДЛОГ

### PREPOSITIONS OF TIME: AT, ON, IN ПРЕДЛОГИ ВРЕМЕНИ

AT	ON	IN
1. точное время: <ul style="list-style-type: none"> <li>• at 6 o'clock;</li> <li>• at midnight (в полночь); at noon / midday (в полдень)</li> <li>• at sunrise / dawn (на рассвете), at sunset (на закате)</li> <li>• at the moment</li> </ul> 2. части дня: <ul style="list-style-type: none"> <li>• at night (ночью)</li> <li>• at lunchtime (в обед)</li> </ul> 3. праздники: <ul style="list-style-type: none"> <li>• at Christmas (на Рождество)</li> <li>• at Easter (на Пасху)</li> </ul> 4. выходные: at the weekend ( <i>but</i> : at weekends)                     5. начало и конец ч.-л.: <ul style="list-style-type: none"> <li>• at the beginning of ... (в начале)</li> <li>• at the end of... (в конце)</li> <li>• at first (сначала)</li> <li>• at last (наконец)</li> <li>• at conclusion (в заключение)</li> </ul> 6. о количестве раз: <ul style="list-style-type: none"> <li>• at once (сразу)</li> <li>• one at a time (по одному)</li> <li>• at two sittings (за две встречи)</li> </ul> 7. устойчивые	1. дни, даты: <ul style="list-style-type: none"> <li>• on Monday (в понедельник)</li> <li>• on the 25 of July (25 июля)</li> </ul> 2. перед частями дня, если перед ними стоит определение: <ul style="list-style-type: none"> <li>• on a peaceful night (тихой ночью)</li> <li>• on Monday evening (в понедельник вечером)</li> </ul> 3. перед названием праздника, если в его названии входит суффикс <b>day</b> : on Christmas day                     4. устойчивые фразы: <ul style="list-style-type: none"> <li>• on the eve (накануне)</li> <li>• on time (точно вовремя)</li> <li>• on holiday, on leave (на каникулах, в отпуске)</li> <li>• day on day (день за днем)</li> <li>• cash on delivery (оплата при доставке)</li> <li>• on a trip (в поездке, во время поездки)</li> <li>• on the stroke of two (точно в два)</li> </ul>	1. с месяцами, годами, веками, десятилетиями, тысячелетиями: <ul style="list-style-type: none"> <li>• in April</li> <li>• in 1987</li> <li>• in 1950s</li> <li>• in the 19<sup>th</sup> century</li> </ul> 2. с частями дня, если перед ними стоит <b>the</b> : <ul style="list-style-type: none"> <li>• in the morning (утром)</li> <li>• in the afternoon (днем)</li> <li>• in the evening (вечером)</li> <li>• in the night (ночью)</li> </ul> 3. с временами года: in winter (зимой)                     4. in + время года + holiday: in the summer holiday (на летних каникулах)                     5. in = через : in two years' time (через два года)                     6. устойчивые фразы: <ul style="list-style-type: none"> <li>• in no time (сразу)</li> <li>• in time (вовремя)</li> <li>• in free / spare time (в свободное время)</li> <li>• in the end (в конце концов)</li> <li>• in good time (заранее)</li> <li>• all in good time</li> </ul>

фразы: <ul style="list-style-type: none"> <li>• at the age of (в возрасте...)</li> <li>• at the same time (одновременно)</li> <li>• at no time (никогда)</li> <li>• at times (время от времени)</li> <li>• at the time (тогда)</li> <li>• at the right / wrong time (вовремя / не вовремя)</li> <li>• at the last minute</li> <li>• at the turn of the century (на рубеже веков)</li> </ul>		(всему свое время) <ul style="list-style-type: none"> <li>• in the dead of night (глухой ночью)</li> <li>• in a jiff (мигом)</li> </ul>
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**NOTE:** Как правило, перед словами *this, last, next, every* и следующим за ним существительным, обозначающим время, предлоги не ставятся.

### **Verb Groups in English.**

В английском языке принято следующее деление глаголов на группы:

1. **смысловые глаголы** – глаголы, которые называют действие (to sit – сидеть, to look – смотреть, to wish – желать и другие). Смысловые глаголы могут быть:

- динамическими (можно назвать так глаголы, обозначающие видимые действия) и статическими (глаголы, выражающие наши чувства, желания, состояния, физические возможности). Ниже приведены примеры глаголов

ДИНАМИЧЕСКИЕ ГЛАГОЛЫ		СТАТИЧЕСКИЕ ГЛАГОЛЫ	
to run	бежать	желать	to wish
<b>to look</b>	<b>смотреть</b>	<b>видеть</b>	<b>to see</b>
<b>to listen to</b>	<b>слушать</b>	<b>слышать</b>	<b>to hear</b>
to play	играть	ненавидеть	to hate
to write	писать	верить	to believe
to sleep	спать	понимать	to understand
to study	учиться	быть	to be
to climb	взбираться	знать и т.д.	to know etc.

## Academic communication for the young scholars

Знание статических глаголов позволит избежать грубых грамматических ошибок при использовании видо-временных форм в английском языке. Эти глаголы не могут употребляться в структурах, характерных для длительного аспекта любого грамматического времени. Рассмотрим разницу употребления динамических и статических глаголов на характерных примерах.

- Саша, почему Вы <u>смотрите</u> в окно? Что Вы <u>видите</u> ?	- Why <u>are</u> you <u>looking</u> through the window, Alexander? What <u>do</u> you <u>see</u> there?
- Великолепные горы, покрытые снегом.	- Magnificent mountains covered with snow.
Я знаком с ним с сентября. С того самого времени он пишет книгу.	I <u>have known</u> him since September. He <u>has been writing</u> a book since that time.

- правильными и неправильными. Это деление основано на образовании форм глагола. Любой смысловой глагол имеет четыре формы глагола и четыре формы инфинитива:

<b>ФОРМЫ ГЛАГОЛА</b> (употребляются со вспомогательными глаголами, образуют формы сказуемого)			
<i>инфинитив</i>	<i>форма прошедшего времени</i>	<i>форма причастия прошедшего времени</i>	<i>форма причастия настоящего времени</i>
to play – правильный (играть)	play <u>ed</u> (играл, сыграл)	play <u>ed</u> (сыгранный)	playing (играющий)
<b>to write*</b> – неправильный (писать)	<b>wrote</b> (писал, написал)	<b>written</b> (написанный)	writing (пишущий)

<b>ФОРМЫ ИНФИНИТИВА</b> (употребляются с модальными глаголами и в особых конструкциях)		
неопределенный (Indefinite)	to play	to write
длительный (Continuous)	to be plying	to be writing
совершенный (Perfect)	to have played	to have written

совершенный длительный (Perfect Continuous)	to have been playing	to have been writing
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Употребление инфинитивов Indefinite и Continuous относит действие к настоящему времени; употребление форм Perfect и Perfect Continuous подразумевает действия, совершенные в прошлом.

**2. вспомогательные глаголы** – не имеют смысла, не переводятся, всегда связаны со смысловыми, указывают на время выполнения действия:

	<b>НАСТОЯЩЕЕ ВРЕМЯ (PRESENT)</b>	<b>ПРОШЕДШЕЕ ВРЕМЯ (PAST)</b>	<b>БУДУЩЕЕ ВРЕМЯ (FUTURE)</b>	<b>БУДУЩЕЕ-В- ПРОШЕДШЕМ (FUTURE-IN- THE-PAST)</b>
<b>неопределенное (Indefinite)</b>	<b>do*</b> <b>does*</b> (he, she, it)	<b>did*</b>	shall (I, we) will	should (I, we) would
<b>длительное (Continuous)</b>	am (I) is (he, she, it) are (we, you, they)	was were	shall be will be	should be would be
<b>совершенное (Perfect)</b>	have has (he, she, it)	had	shall have will have	should have would have
<b>длительное совершенное (Perfect Continuous)</b>	have been has been (he, she, it)	had been	shall have been will have been	should have been would have been

**\* – Вспомогательные глаголы, которые не употребляются в повествовательных предложениях.**

**3. модальные глаголы** – глаголы, которые выражают наше отношение к действию как реальному, нереальному, желаемому, запрещенному и т.д.; всегда связаны со смысловыми глаголами; их значение зависит от согласуемой с ними формы инфинитива

**Собственно модальные глаголы**

<i>форма настоящего времени</i>		<i>форма прошедшего времени</i>	
<b>can</b> do  <b>can</b> be doing <b>can</b> have done <b>can</b> have been doing when smb did sth	могу делать ( <i>имею способность</i> ) может быть, делает может быть, сделал может быть, делал, когда кто-то сделал что-то	<b>could</b> do  <b>could</b> be doing  <b>could</b> have done <b>could</b> have been doing when smb did sth	а) мог, имел способность сделать; б) мог бы сделать может быть, делает а) может быть, сделал б) мог бы и сделать ( <i>упрек</i> ) может быть, делал, когда кто-то сделал что-то
<b>may</b> do  <b>may</b> be doing <b>may</b> have done <b>may</b> have been doing when smb did sth  <b>may</b> have to do	могу делать ( <i>разрешено, имею возможность</i> ) возможно, делает возможно, сделал возможно, делал, когда кто-то сделал что-то возможно, будет вынужден	<b>might</b> do  <b>might</b> be doing  <b>might</b> have done <b>might</b> have been doing when smb did sth <b>might</b> have to do	мог, имел возможность сделать; возможно, делает  мог бы и сделать ( <i>упрек</i> ) возможно, делал, когда кто-то сделал что-то возможно, был вынужден
<b>must</b> do  <b>must</b> be doing <b>must</b> have done <b>must</b> have been doing when smb did sth	должен делать ( <i>с точки зрения говорящего</i> ) вероятно, делает вероятно, сделал вероятно делал, когда кто-то сделал что-то		

**Некоторые вопросительные и отрицательные формы с модальными глаголами и их значение**

<b>Can I...? May I ...? Might I...?</b>	Можно мне ...?	He <b>can't (couldn't)</b> do/be doing/have done/have been doing...!	Не может быть, чтобы он ...!
<b>Can you...? Could you ...? Will you...? Would you ...?</b>	Не могли бы Вы ...?	<b>mustn't</b> do	запрещено
<b>Shall I... ?</b>	Мне сделать ... ?	<b>shouldn't</b> do	не следует
<b>Can (could) he</b> do/be doing/have done/have been doing...?	Неужели ...?	don't(doesn't)/didn't/won't <b>have to</b> do	нет/не было/ не будет необходимости делать

**Глаголы с модальным значением**

<i>действие настоящего (будущего) времени</i>		<i>действие прошедшего времени</i>	
<b>should</b> do	следует делать	<b>should</b> have done <b>shouldn't</b> have done	следовало сделать не следовало делать
<b>would</b> do	сделал бы	<b>would</b> have done <b>wouldn't</b> have done	сделал бы не сделал бы
<b>I (we) will</b> do <b>I (we) won't</b> do	( <i>обещание сделать</i> ) ( <i>отказ от действия</i> )		
<b>You (he, she. It, they) do</b>	( <i>угроза</i> )		
<b>need</b> do	нужно сделать	<b>needn't</b> have done	не было необходимости делать
<b>dare</b> do	смечь делать		
<b>to be to</b> do / I am to do... He (she) is to do ... We (you, they) are to do .../	должен делать ( <i>по плану, по договоренности</i> )	<b>was (were) to</b> do <b>was (were) to</b> have done	должны были сделать должны были сделать, но не сделали

<b>to have to do</b> will <b>have to do</b>	вынужден делать ( <i>по обстоятельствам</i> ) будет вынужден сделать ( <i>по обстоятельствам</i> )	<b>had to do</b>	вынужден был сделать ( <i>по обстоятельствам</i> )
<b>to be able to do</b> / I am able to do ... He (she) is able to do... We (you, they) are able to do will <b>be able to do</b>	может сделать  сможет сделать	<b>was able to do</b> <b>were able to do</b>	смог сделать смогли сделать
<b>to be allowed to do</b> will <b>be allowed to do</b>	позволено сделать будет позволено сделать	<b>was (were) allowed to do</b>	было позволено сделать

**4. сложные глаголы** (*эта группа в грамматике не выделяется, но, на наш взгляд, это необходимо*) – это глаголы, которые в предложении могут выполнять функции смыслового, вспомогательного, модального глагола.

глагол	<b>to be</b>	<b>to have</b>	<b>to do</b>
<b>смысловой</b>	He <b>is</b> a teacher. Он учитель.	He <b>has</b> a car. У него есть машина.	He <b>does</b> his job well. Он хорошо работает.
<b>Вспомогательный</b>	He <b>is</b> teaching students. Он обучает студентов.	He <b>has got</b> his salary. Он получил зарплату.	<b>Does</b> he do his job well? Он хорошо работает?
<b>модальный</b>	He <b>is to take</b> three exams. По плану, он должен принять три экзамена.	He <b>has to work</b> much. Он вынужден много работать.	He <b>does do</b> his job well. Он действительно хорошо работает



**Видовременные формы английского глагола.**

АСПЕКТ	ЗНАЧЕНИЕ	ПОВЕСТВОВАТЕЛЬНЫЕ ПРЕДЛОЖЕНИЯ			ВОПРОСИТЕЛЬНЫЕ ПРЕДЛОЖЕНИЯ		
(Present) Indefinite	действие, происходящее регулярно, через определенные промежутки времени	I <b>play</b> with my dog <i>every day</i> . You <i>never</i> <b>play</b> with your dog. He <i>always</i> <b>plays</b> with his dog. She <i>usually</i> <b>plays</b> with her dog. We <i>sometimes</i> <b>play</b> with the dog. They <i>seldom</i> <b>play</b> with their dog.	I <b>am</b> <i>never</i> late for the lecture. You <b>are</b> <i>always</i> late for the lectures. He <b>is</b> <i>usually</i> late for the lectures. She <b>is</b> <i>often</i> late for the lectures. We <b>are</b> <i>sometimes</i> late for the lectures. They <b>are</b> <i>seldom</i> late for the lectures.	I <b>write</b> every day. You <i>never</i> <b>write</b> to me. He <i>always</i> <b>writes</b> to me. She <i>usually</i> <b>writes</b> to me. We <i>sometimes</i> <b>write</b> to them. They <i>seldom</i> <b>write</b> to us.	<b>Do</b> I <b>play</b> with my dog? <b>Don't</b> I <b>play</b> with my dog? Who <b>plays</b> with my dog? What <b>do</b> I <b>do</b> <i>every day</i> ? Whom <b>do</b> I <b>play</b> with? How often <b>do</b> I <b>play</b> with my dog? Whose dog <b>do</b> I <b>play</b> with? <b>Do</b> we or I <b>play</b> with my dog? <b>Do</b> I or <b>does</b> he <b>play</b> with my dog? <b>Do</b> I <b>play</b> or <b>study</b> with my dog? <b>Do</b> I <b>play</b> with my or his dog? <b>Do</b> I <b>play</b> with my dog or cat? I <b>play</b> with my dog <i>every day</i> , <b>don't</b> I? I <b>don't</b> <b>study</b> with my dog <i>every day</i> , do I? I <i>never</i> <b>study</b> with my dog, do I?	<b>Are</b> we late for the lectures? <b>Aren't</b> we sometimes late for the lectures? Who <b>is</b> late for the lectures? What <b>are</b> we late for? How often <b>are</b> we late for the lectures? <b>Are</b> we or is he late for the lectures? <b>Are</b> we late or in time for the lectures? <b>Are</b> we late for the lectures of for the bus? We <b>are</b> late for the lectures, <b>aren't</b> we? We <b>are</b> not late for the bus, <b>are</b> we? We <b>are</b> <i>never</i> late for the bus, <b>are</b> we?	<b>Does</b> she <b>write</b> to me? <b>Doesn't</b> she <b>write</b> to me? Who <b>writes</b> to me? Whom <b>does</b> she <b>write</b> to? <b>Does</b> she or he <b>write</b> to me? <b>Does</b> she or <b>do</b> they <b>write</b> to me? <b>Does</b> she <b>write</b> or <b>ring</b> me <b>up</b> ? <b>Does</b> she <b>write</b> to me or to him? She <b>writes</b> to me, <b>doesn't</b> she? She <b>doesn't</b> <b>ring</b> me <b>up</b> , <b>does</b> she? She <i>never</i> <b>writes</b> to me, <b>does</b> she?
(Present) Continuous	действие в определенный момент – момент говорения	I <b>am playing</b> <i>this moment</i> . You <b>are playing</b> <i>this moment</i> . He <b>is playing</b> <i>this moment</i> . She <b>is playing</b> <i>this moment</i> . We <b>are playing</b> <i>this moment</i> . They <b>are playing</b> <i>this moment</i> .		I <b>am writing</b> <i>now</i> . You <b>are writing</b> <i>now</i> . He <b>is writing</b> <i>now</i> . She <b>is writing</b> <i>now</i> . We <b>are writing</b> <i>now</i> . They <b>are writing</b> <i>now</i> .	<b>Am</b> I <b>playing</b> <i>this moment</i> ? Who <b>is playing</b> <i>this moment</i> ? What <b>am</b> I <b>doing</b> <i>this moment</i> ? What moment <b>am</b> I <b>playing</b> ? <b>Am</b> I or <b>is</b> he <b>playing</b> <i>this moment</i> ? <b>Am</b> I <b>playing</b> or <b>writing</b> <i>this moment</i> ? I <b>am playing</b> <i>this moment</i> , <b>am</b> I <b>not</b> ? I <b>am not playing</b> , <b>am</b> I?	<b>Am</b> I <b>writing</b> <i>now</i> ? Who <b>is writing</b> <i>now</i> ? What <b>am</b> I <b>doing</b> <i>now</i> ? What moment <b>am</b> I <b>writing</b> ? <b>Am</b> I or <b>is</b> he <b>writing</b> <i>now</i> ? <b>Am</b> I <b>playing</b> or <b>writing</b> <i>now</i> ? I <b>am writing</b> <i>now</i> , <b>am</b> I <b>not</b> ? I <b>am not playing</b> <i>now</i> , <b>am</b> I?	
(Present) Perfect	действие, завершившееся к определенному моменту – моменту говорения; важен результат, а не время выполнения действия	I <b>have already played</b> with my dog. You <b>have already played</b> with your dog. He <b>has already played</b> with his dog. She <b>has already played</b> with her dog. We <b>have already played</b> with our dog. They <b>have already played</b> with their dog.	I <b>have been</b> to Canada. You <b>have been</b> to Canada. He <b>has been</b> to Canada. She <b>has been</b> to Canada. We <b>have been</b> to Canada. They <b>have been</b> to Canada.	I <b>have never written</b> to him. You <b>have never written</b> to him. He <b>has never written</b> to him. She <b>has never written</b> to him. We <b>have never written</b> to him. They <b>have never written</b> to him.	<b>Have</b> you <b>already played</b> with your dog? <b>Haven't</b> you <b>already played</b> with your dog? Who <b>has already played</b> with your dog? What <b>have</b> you <b>already done</b> ? Whom <b>have</b> you <b>already played</b> with? <b>Have</b> you or they <b>already played</b> with your dog? <b>Have</b> you or <b>has</b> he <b>already</b>	<b>Has</b> he <b>been</b> to Canada? <b>Hasn't</b> he <b>been</b> to Canada? Who <b>has been</b> to Canada? <b>Has</b> he or she <b>been</b> to Canada? <b>Has</b> he or <b>have</b> they <b>been</b> to Canada? <b>Has</b> he <b>been</b> to or <b>seen</b> Canada?	<b>Have</b> we <b>ever written</b> to him? <b>Haven't</b> we <b>ever written</b> to him? Who <b>has never written</b> to him? What <b>have</b> we <b>never done</b> ? Whom <b>have</b> we <b>never written</b> to? <b>Have</b> we or they <b>ever written</b> to him?

					<p><b>played</b> with your dog?  <b>Have</b> you <i>already played</i> or <b>studied</b> with your dog?  <b>Have</b> you <i>already played</i> with your or his dog?  <b>Have</b> you <i>already played</i> with your dog or cat?                  You <b>have already played</b> with your dog, <b>haven't</b> you?                  You <b>haven't studied</b> with your dog, <b>have</b> you?                  You <b>have never studied</b> with your dog, <b>have</b> you?</p>	<p><b>Has</b> he <b>been</b> to Canada or France?                  He <b>has been</b> to Canada, <b>hasn't</b> he?                  He <b>hasn't been</b> to France, <b>has</b> he?                  He <b>has never been</b> to France, <b>has</b> he?.</p>	<p><b>Have</b> we or <b>has</b> he <b>never written</b> to him?  <b>Have</b> we <i>ever written</i> or <b>rung</b> him <b>up</b>?  <b>Have</b> we <i>ever written</i> to him or to her?                  We <b>have never written</b> to him, <b>have</b> we?                  We <b>have written</b> to him, <b>haven't</b> we?                  We <b>haven't written</b> to him, <b>have</b> we?</p>
(Present) Perfect Continuous	действие, которое началось до определенного момента в настоящем – момента говорения и длится в течение определенного периода; важен период протекания действия	<p><b>I have been playing</b> with my dog <i>for an hour</i>.                  You <b>have been already playing</b> with your dog <i>for an hour</i>.                  He (she) <b>has been already playing</b> with his (her) dog <i>for an hour</i>.                  We (they) <b>have been already playing</b> with our (their) dog <i>for an hour</i>.</p>	<p><b>I have been</b> to Canada <i>for a year</i>.                  You <b>have been</b> to Canada <i>for a year</i>.                  He (she) <b>has been</b> to Canada <i>for a year</i>.                  We <b>have been</b> to Canada <i>for a year</i>.                  They <b>have been</b> to Canada <i>for a year</i>.</p>	<p><b>I have been writing</b> to him <i>since 6</i>.                  You <b>have been writing</b> to him <i>since 6</i>.                  He (she) <b>has been writing</b> to him <i>since 6</i>.                  We (they) <b>have been writing</b> to him <i>since 6</i>.</p>	<p><b>Have</b> you <b>been already playing</b> with your dog <i>for an hour</i>?  <b>Haven't</b> you <b>already been playing</b> with your dog <i>for an hour</i>?                  Who <b>has been already playing</b> with your dog <i>for an hour</i>?                  What <b>have you been already doing</b> <i>for an hour</i>?                  Whom <b>have you been already playing</b> with <i>for an hour</i>?  <b>Have</b> you or they <b>been already playing</b> with your dog <i>for an hour</i>?  <b>Have</b> you or <b>has</b> he <b>been already playing</b> with your dog <i>for an hour</i>?  <b>Have</b> you <b>been already playing</b> or <b>studying</b> with your dog <i>for an hour</i>?  <b>Have</b> you <b>been already playing</b> with your or his dog <i>for an hour</i>?  <b>Have</b> you <b>been already playing</b> with your dog or cat <i>for an hour</i>?                  You <b>have been already playing</b> with your dog <i>for an hour</i>, <b>haven't</b> you?                  You <b>haven't been studying</b> with your dog <i>for an hour</i>, <b>have</b> you?</p>		
(Past) Indefinite	действие, происходившее регулярно, через определенные промежутки времени; единичное действие в прошлом	<p><b>I played</b> with my dog <i>every day 10 years ago</i>.                  You <b>never played</b> with your dog <i>10 years ago</i>.                  He <b>always played</b> with his dog <i>10 years ago</i>.                  She <b>usually played</b> with her dog <i>10 years ago</i>.                  We <b>sometimes played</b> with the dog <i>10 years ago</i>.                  They <b>seldom played</b> with their dog <i>10 years ago</i>.</p>	<p><b>I was</b> <i>never</i> late for the lecture <i>when I was a student</i>.                  You <b>were</b> <i>always</i> late for the lectures <i>when we were students</i>.                  He <b>was</b> <i>usually</i> late for the lectures <i>when he was a student</i>.                  She <b>was</b> <i>often</i> late for the lectures <i>when she was a student</i>.                  We <b>were</b> <i>sometimes</i> late for the lectures <i>when we were students</i>.                  They <b>were</b> <i>seldom</i> late for the lectures <i>when we were students</i>.</p>	<p><b>I wrote</b> to him <i>yesterday</i>.                  You <b>wrote</b> to me <i>last Monday</i>.                  He <b>wrote</b> to me <i>last week</i>.                  She <b>wrote</b> to me <i>last year</i>.                  We <b>wrote</b> to them <i>in 1998</i>.                  They <b>wrote</b> to us <i>last month</i>.</p>	<p><b>Did</b> I <b>play</b> with my dog?  <b>Didn't</b> I <b>play</b> with my dog?                  Who <b>played</b> with my dog?                  What <b>did I do</b> <i>every day</i>?                  Whom <b>did I play</b> with?                  How often <b>did I play</b> with my dog?                  Whose dog <b>did I play</b> with?  <b>Did</b> we or I <b>play</b> with my dog?  <b>Did</b> I or he <b>play</b> with my dog?  <b>Did I play</b> or <b>study</b> with my dog?  <b>Did</b> I <b>play</b> with my or his dog?  <b>Did I play</b> with my dog or cat?                  I <b>played</b> with my dog <i>every day</i>, <b>didn't</b> I?                  I <b>didn't study</b> with my dog <i>every day</i>, <b>did</b> I?                  I <b>never studied</b> with my dog, <b>did</b> I?</p>	<p><b>Were</b> we late for the lectures <i>when we were students</i>?  <b>Weren't</b> we sometimes late for the lectures?                  Who <b>was</b> late for the lectures?                  What <b>were</b> we late for?                  When <b>were</b> we late for the lectures?                  How often <b>were</b> we late for the lectures?  <b>Were</b> we or <b>was</b> he late for the lectures?  <b>Were</b> we late or in time for the lectures?  <b>Were</b> we late for the lectures or for the bus?                  We <b>were</b> late for the lectures, <b>weren't</b> we?                  We <b>were</b> not late for the bus, <b>were</b> we?                  We <b>were</b> <i>never</i> late for the bus, <b>were</b> we?</p>	<p><b>Did</b> she <b>write</b> to me?  <b>Didn't</b> she <b>write</b> to me?                  Who <b>wrote</b> to me?                  Whom <b>did</b> she <b>write</b> to?                  When <b>did</b> she <b>write</b> to me?  <b>Did</b> she or he <b>write</b> to me?  <b>Did</b> she or they <b>write</b> to me?  <b>Did</b> she <b>write</b> or <b>ring</b> me <b>up</b>?  <b>Did</b> she <b>write</b> to me or to him?                  She <b>wrote</b> to me, <b>didn't</b> she?                  She <b>didn't ring</b> me up, <b>did</b> she?                  She <b>never wrote</b> to me, <b>did</b> she?</p>

(Past) Continuous	действие в определенный момент – момент, выраженный точным временем или придаточным времени.	I <b>was playing</b> at 5 yesterday. You <b>were playing</b> at 5 yesterday. He <b>was playing</b> at 5 yesterday. She <b>was playing</b> at 5 yesterday. We <b>were playing</b> at 5 yesterday. They <b>were playing</b> at 5 yesterday.		I <b>was writing</b> when a friend came. You <b>were writing</b> when a friend came. He <b>was writing</b> when a friend came. She <b>was writing</b> when a friend came. We <b>were writing</b> when a friend came. They <b>were writing</b> when a friend came.	<b>Was I playing</b> at 5 yesterday? Who <b>was playing</b> at 5 yesterday? What <b>was I doing</b> at 5 yesterday? What moment <b>was I playing</b> ? <b>Was I</b> or he <b>playing</b> at 5 yesterday? <b>Was I</b> or <b>were</b> they <b>playing</b> at 5 yesterday? <b>Was I playing</b> or <b>writing</b> at 5 yesterday? I <b>was playing</b> at 5 yesterday, <b>wasn't I</b> ? I <b>was not playing, was I</b> ?	<b>Was I writing</b> when a friend came? Who <b>was writing</b> when a friend came? What <b>was I doing</b> when a friend came? What moment <b>was I writing</b> ? <b>Was I</b> or <b>were</b> they <b>writing</b> when a friend came? <b>Was I playing</b> or <b>writing</b> when a friend came? I <b>was writing</b> when a friend came, <b>wasn't I</b> ? I <b>was not playing, was I</b> ?
(Past) Perfect	действие, завершившееся к определенному моменту в прошлом, выраженному точным временем, датой, или придаточным времени	I <b>had already played</b> with my dog <i>by 6 yesterday</i> . You <b>had already played</b> with your dog <i>by 6 yesterday</i> . He <b>had already played</b> with his dog <i>by 6 yesterday</i> . She <b>had already played</b> with her dog <i>by 6 yesterday</i> . We <b>had already played</b> with our dog <i>by 6 yesterday</i> . They <b>had already played</b> with their dog <i>by 6 yesterday</i> .	I <b>had been</b> to Canada <i>before 1995</i> . You <b>had been</b> to Canada <i>before 1995</i> . He <b>had been</b> to Canada <i>before 1995</i> . She <b>had been</b> to Canada <i>before 1995</i> . We <b>had been</b> to Canada <i>before 1995</i> . They <b>had been</b> to Canada <i>before 1995</i> .	I <b>had written</b> to him when a friend came. You <b>had written</b> to him when a friend came. He <b>had written</b> to him when a friend came. She <b>had written</b> to him when a friend came. We <b>had written</b> to him when a friend came. They <b>had written</b> to him when a friend came.	<b>Had</b> you <b>already played</b> with your dog <i>by 6 yesterday</i> ? <b>Hadn't</b> you <b>already played</b> with your dog <i>by 6 yesterday</i> ? Who <b>had already played</b> with your dog <i>by 6 yesterday</i> ? What <b>had</b> you <b>already done</b> <i>by 6 yesterday</i> ? Whom <b>had</b> you <b>already played</b> with <i>by 6 yesterday</i> ? <b>Had</b> you or they <b>already played</b> with your dog <i>by 6 yesterday</i> ? <b>Had</b> you or he <b>already played</b> with your dog <i>by 6 yesterday</i> ? <b>Had</b> you <b>already played</b> or <b>studied</b> with your dog <i>by 6 yesterday</i> ? <b>Had</b> you <b>already played</b> with your or his dog <i>by 6 yesterday</i> ? <b>Had</b> you <b>already played</b> with your dog or cat <i>by 6 yesterday</i> ? You <b>had already played</b> with your dog <i>by 6 yesterday</i> , <b>hadn't</b> you? You <b>hadn't studied</b> with your dog <i>by 6 yesterday</i> , <b>had</b> you?	<b>Had</b> he <b>been</b> to Canada <i>before 1995</i> ? <b>Hadn't</b> he <b>been</b> to Canada <i>before 1995</i> ? Who <b>had been</b> to Canada <i>before 1995</i> ? <b>Had</b> he or she <b>been</b> to Canada <i>before 1995</i> ? <b>Had</b> he or they <b>been</b> to Canada <i>before 1995</i> ? <b>Had</b> he <b>been to</b> or <b>seen</b> Canada <i>before 1995</i> ? <b>Had</b> he <b>been</b> to Canada or France <i>before 1995</i> ? He <b>had been</b> to Canada <i>before 1995</i> , <b>hadn't</b> he? He <b>hadn't been</b> to France <i>before 1995</i> , <b>had</b> he? He <b>had never been</b> to France <i>before 1995</i> , <b>had</b> he?.

(Past) Perfect Continuous	действие, которое началось до определенного момента в прошлом и длилось в течение определенного периода; важен период протекания действия	I <b>had been playing</b> with my dog <i>for an hour by 6 yesterday.</i> You <b>had been already playing</b> with your dog <i>for an hour by 6 yesterday.</i> He (she) <b>had been already playing</b> with his (her) dog <i>for an hour by 6 yesterday.</i> We (they) <b>had been already playing</b> with our (their) dog <i>for an hour by 6 yesterday.</i>	I <b>had been</b> to Canada <i>for a year before 1995.</i> You <b>had been</b> to Canada <i>for a year before 1995.</i> He (she) <b>had been</b> to Canada <i>for a year before 1995.</i> We <b>had been</b> to Canada <i>for a year before 1995.</i> They <b>had been</b> to Canada <i>for a year before 1995.</i>	I <b>had been writing</b> to him <i>for an hour when a friend came.</i> You <b>had been writing</b> to him <i>for an hour when a friend came.</i> He (she) <b>had been writing</b> to him <i>for an hour when a friend came.</i> We (they) <b>had been writing</b> to him <i>for an hour when a friend came.</i>	<b>Had</b> you <b>been already playing</b> with your dog <i>for an hour by 6 yesterday?</i> <b>Hadn't</b> you <b>already been playing</b> with your dog <i>for an hour by 6 yesterday?</i> Who <b>had been already playing</b> with your dog <i>for an hour by 6 yesterday?</i> What <b>had</b> you <b>been already doing</b> <i>for an hour by 6 yesterday?</i> Whom <b>had</b> you <b>been already playing</b> with <i>for an hour by 6 yesterday?</i> <b>Had</b> you or they <b>been already playing</b> with your dog <i>for an hour by 6 yesterday?</i> <b>Had</b> you or he <b>been already playing</b> with your dog <i>for an hour by 6 yesterday?</i> <b>Had</b> you <b>been already playing</b> or <b>studying</b> with your dog <i>for an hour by 6 yesterday?</i> <b>Had</b> you <b>been already playing</b> with your or his dog <i>for an hour by 6 yesterday?</i> <b>Had</b> you <b>been already playing</b> with your dog or cat <i>for an hour by 6 yesterday?</i> You <b>had been already playing</b> with your dog <i>for an hour by 6 yesterday, hadn't</i> you? You <b>hadn't been studying</b> with your dog <i>for an hour by 6 yesterday, had</i> you?		
(Future) Indefinite	действие, которое будет происходить регулярно, через определенные промежутки времени	I <b>shall play</b> with my dog <i>every day.</i> You <b>will never play</b> with your dog. He <b>will always play</b> with his dog. She <b>will usually play</b> with her dog. We <b>shall sometimes play</b> with our dog. They <b>will seldom play</b> with their dog.	I <b>shall be</b> late for the lecture. You <b>will be</b> late for the lectures. He <b>will be</b> late for the lectures. She <b>will be</b> late for the lectures. We <b>shall be</b> late for the lectures. They <b>will be</b> late for the lectures.	I <b>shall write</b> the letter. You <b>will write</b> to me. He <b>will write</b> to me. She <b>will write</b> to me. We <b>shall write</b> to them. They <b>will write</b> to us.	<b>Shall</b> I <b>play</b> with my dog? <b>Shan't</b> I <b>play</b> with my dog? Who <b>will play</b> with my dog? What <b>shall I do</b> <i>every day?</i> Whom <b>shall do</b> I <b>play</b> with? How often <b>shall</b> I <b>play</b> with my dog? Whose dog <b>shall</b> I <b>play</b> with? <b>Shall</b> we or I <b>play</b> with my dog? <b>Shall</b> I or <b>will</b> he <b>play</b> with my dog? <b>Shall</b> I <b>play</b> or <b>study</b> with my dog? <b>Shall</b> I <b>play</b> with my or his dog? <b>Shall</b> I <b>play</b> with my dog or cat? I <b>shall play</b> with my dog <i>every day, shall I not?</i> I <b>shan't study</b> with my dog <i>every day, shall I?</i> I <b>shall never study</b> with my dog, <b>shall I?</b>	<b>Shall</b> we <b>be</b> late for the lectures? <b>Shan't</b> we be sometimes late for the lectures? Who <b>will be</b> late for the lectures? What <b>shall</b> we <b>be</b> late for? How often <b>shall</b> we <b>be</b> late for the lectures? <b>Shall</b> we or <b>will</b> he <b>be</b> late for the lectures? <b>Shall</b> we <b>be</b> late or in time for the lectures? <b>Shall</b> we <b>be</b> late for the lectures or for the bus? We <b>shall be</b> late for the lectures, <b>shall</b> we not? We <b>shall not be</b> late for the bus, <b>shall</b> we? We <b>shall never be</b> late for the bus, <b>shall</b> we?	<b>Will</b> she <b>write</b> to me? <b>Won't</b> she <b>write</b> to me? Who <b>will write</b> to me? Whom <b>will</b> she <b>write</b> to? <b>Will</b> she or he <b>write</b> to me? <b>Will</b> she or <b>shall</b> we <b>write</b> to me? <b>Will</b> she <b>write</b> or <b>ring</b> me <b>up</b> ? <b>Will</b> she <b>write</b> to me or to him? She <b>will write</b> to me, <b>won't</b> she? She <b>won't ring</b> me up, <b>will</b> she? She <b>will never write</b> to me, <b>will</b> she?
(Future) Continuous	действие, которое будет происходить в определенный момент, который выражается или точным временем, или придаточным времени	I <b>shall be playing</b> <i>at 5 tomorrow.</i> You <b>will be playing</b> <i>at 5 tomorrow.</i> He <b>will be playing</b> She <b>will be playing</b> <i>at 5 tomorrow.</i> We <b>shall be playing</b> <i>at 5 tomorrow.</i> They <b>will be playing</b> <i>at</i>		I <b>shall be writing</b> <i>when my mother comes.</i> You <b>will be writing</b> <i>when your mother comes</i> He (she) <b>will be writing</b> <i>when his (her) mother comes</i> We <b>shall be writing</b>	<b>Shall</b> I <b>be playing</b> <i>at 5 tomorrow?</i> Who <b>will be playing</b> <i>at 5 tomorrow?</i> What <b>shall I be doing</b> <i>at 5 tomorrow?</i> What moment <b>shall I be playing?</b> <b>Shall</b> I or <b>will</b> he <b>be playing</b> <i>at 5 tomorrow?</i>		<b>Shall</b> I <b>be writing</b> <i>when my mother comes?</i> Who <b>will be writing</b> <i>when my mother comes?</i> What <b>shall I be doing</b> <i>when my mother comes?</i> What moment <b>shall I</b>

		<i>5 tomorrow.</i>		<i>when our mother comes</i> They <b>will be writing</b> when their mother comes	<b>Shall I be playing or writing at 5 tomorrow?</b> I <b>shall be playing</b> at 5 tomorrow, <b>shall I not?</b> I <b>shall not be playing</b> at 5 tomorrow, <b>shall I?</b>		<b>be writing?</b> <b>Shall I or will he be writing</b> when my mother comes? <b>Shall I be playing or writing</b> when my mother comes? I <b>shall be writing</b> when my mother comes, <b>shall I not?</b> I <b>shall not be playing</b> when my mother comes, <b>shall I?</b>
(Future) Perfect	действие, которое завершится к определенному моменту будущего.	I <b>shall have already played</b> with my dog <i>by 5.</i> You <b>will have already played</b> with your dog <i>by 5.</i> He <b>will have already played</b> with his dog <i>by 5.</i> She <b>will have already played</b> with her dog <i>by 5.</i> We <b>shall have already played</b> with our dog <i>by 5.</i> They <b>will have already played</b> with their dog <i>by 5.</i>			<b>Will you have already played</b> with your dog <i>by 5?</i> <b>Won't you have already played</b> with your dog <i>by 5?</i> Who <b>will have already played</b> with your dog <i>by 5?</i> What <b>will you have already done</b> <i>by 5?</i> Whom <b>will you have already played</b> with <i>by 5?</i> <b>Will you or they have already played</b> with your dog <i>by 5?</i> <b>Will you or shall we have already played</b> with your dog <i>by 5?</i> <b>Will you have already played or studied</b> with your dog? <b>Will you have already played</b> with your or his dog <i>by 5?</i> <b>Will you have already played</b> with your dog or cat <i>by 5?</i> You <b>will have already played</b> with your dog <i>by 5</i> , <b>won't you?</b> You <b>won't have studied</b> with your dog <i>by 5</i> , <b>will you?</b>	<b>Shall we have written</b> to him when our mother comes? <b>Shan't we have written</b> to him when our mother comes? Who <b>will have written</b> to him when our mother comes? What <b>shall we have done</b> when our mother comes? Whom <b>shall we have written</b> to when our mother comes? <b>Shall we or I have written</b> to him when our mother comes? <b>Shall we or will he have written</b> to him when our mother comes? <b>Shall we have written or rung him up</b> when our mother comes? <b>Have we have written</b> to him or to her when our mother comes? We <b>shall not have written</b> to him when our mother comes, <b>shall we?</b> We <b>shall have written</b> to him when our mother comes, <b>shall we not?</b> We <b>shall not have written</b> to him when our mother comes, shall we?	
(Future) Perfect Continuous	действие, которое начнется до определенного момента в будущем и будет длиться в течение	I <b>shall have been playing</b> with my dog for an hour <i>by 5.</i> You <b>will have been already playing</b> with your dog for an hour <i>by 5.</i> He (she) <b>will have been already playing</b> with his (her) dog for an hour <i>by 5.</i>	I <b>shall have been</b> to Canada for a year <i>by 1999.</i> You <b>will have been</b> to Canada for a year <i>by 1999.</i> He (she) <b>will have been</b> to Canada for a year <i>by 1999.</i>	<b>Will you have been already playing</b> with your dog for an hour <i>by 5?</i> <b>Won't you have been playing</b> with your dog for an hour <i>by 5?</i> Who <b>will have been already playing</b> with your dog for an hour <i>by 5?</i> What <b>will you have been already doing</b> for an hour <i>by 5?</i> Whom <b>will you have been already playing</b> with for an hour <i>by 5?</i> <b>Will you or they have been already playing</b> with your dog for an hour <i>by 5?</i>			



	<p>определенного периода; важен период протекания действия</p>	<p>We <b>shall (they will) have been</b> already <b>playing</b> with our (their) dog <i>for an hour by 5.</i></p>	<p>We <b>shall have been</b> to Canada <i>for a year by 1999.</i> They <b>will have been</b> to Canada <i>for a year by 1999.</i></p>	<p><b>Will</b> you or <b>shall I have been</b> already <b>playing</b> with your dog <i>for an hour by 5?</i> <b>Will</b> you <b>have been</b> already <b>playing</b> or <b>studying</b> with your dog <i>for an hour by 5?</i> <b>Will</b> you <b>have been</b> already <b>playing</b> with your or his dog <i>for an hour by 5?</i> <b>Will</b> you <b>have been</b> already <b>playing</b> with your dog or cat <i>for an hour by 5?</i> You <b>will have been</b> already <b>playing</b> with your dog <i>for an hour by 5</i>, <b>won't</b> you? You <b>will</b> not <b>have been studying</b> with your dog <i>for an hour by 5</i>, <b>will</b> you?</p>
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*Наиболее употребляемые видо-временные формы пассивного залога в английском языке.*

Tenses Aspects	–	Active Voice	Passive Voice	Translation
<i>Present Indefinite</i>		I translate articles without a dictionary	Articles <b>are translated</b> without a dictionary.	Статьи переводят без словаря.
<i>Present Continuous</i>		He's translating an article.	The article <b>is being translated.</b>	Статья переводится ( <i>в момент говорения</i> )
<i>Present Perfect</i>		We have already translated the article.	The article <b>has been</b> already <b>translated.</b>	Статью уже перевели.
<i>Past Indefinite</i>		She translated the article yesterday	The article <b>was translated</b> yesterday.	Статью перевели вчера.
<i>Past Continuous</i>		They were translating the article when we came.	The article <b>was being translated</b> when we came.	Когда мы пришли, статью переводили.
<i>Past Perfect</i>		I had translated the article by 6 yesterday.	The article <b>had been translated</b> by 6 yesterday.	Статью перевели вчера к 6 часам.
<i>Future Indefinite</i>		We shall translate the article tomorrow.	The article <b>will be translated</b> tomorrow.	Статью переведут завтра.
<i>Future Perfect</i>		We shall have translated the article by 6.	The article will have been translated by 6.	Статью переведут к шести.

People say that the job involves travelling much	<i>It is said</i> that the job involves travelling much	The job <b>is said to involve</b> travelling much
Говорят, что работы предполагает много поездок.		
People believe that the company gets profit	<i>It is believed</i> that the company gets profit	The company <b>is believed to get</b> profit
Все уверены в доходности этой компании		
People expect that the government will stop inflation	<i>It is expected</i> that the government will stop inflation	The government <b>is expected to stop</b> inflation
От правительство ожидают приостановки инфляции		
People allege that he stole \$1000	<i>It is alleged</i> that he stole \$1000	He <b>is alleged to have stolen</b> \$1000
Полагают, что он украл 1000 долларов		
_____	<i>It is reported</i> that two people were killed in the explosion	Two people <b>are reported to have been killed</b> in the explosion
Сообщают, что два человека погибли при взрыве		
People know him as a good leader	<i>It is known</i> that he is a good leader	He <b>is known to be</b> a good leader
Его знают как хорошего руководителя		

\* Некоторые глаголы (to offer – предлагать, to ask – спрашивать, to tell/told/told – рассказывать, to give/gave/given – давать, to send/sent/sent – посылать, to show/showed/shown – показывать, to teach/taught/taught – учить, to pay/paid/paid – платить) могут иметь два дополнения, поэтому в английском языке с этими глаголами возможны две различные пассивные конструкции, наиболее обычна пассивная конструкция, начинающаяся со слова, называющего человека.

They didn't offer Ann the job	<b>Ann wasn't offered the job</b>	The job wasn't offered to Ann
Они не предложили Анне работу. /Анне не предложили работу		
They gave me two hours to make my decision	<b>I was given two hours to make my decision</b>	Two hours were given to me to make my decision
Они дали мне два часа на принятие решения /Мне дали два часа на принятие решения		



\* Обратите внимание на перевод следующих конструкций в действительном и страдательном залоге.

\*

I don't like people telling me what to do	I don't like <b>being told</b> what to do
Не люблю, когда мне говорят, что надо <u>делать</u>	
He hates people keeping him waiting	He hates <b>being kept</b> waiting
Он не любит, когда его заставляют ждать	
She left the office without anyone seeing her.	She left the office without <b>being seen</b>
Она ушла из офиса незамеченной	

### *Simple Sentences.*

Английские предложения могут быть структурно простыми (с одной основой, т.е. одним подлежащим и одним сказуемым) или сложными (сложноподчиненными и сложносочиненными).

Простые предложения подразделяются на повествовательные (утвердительные и отрицательные) и вопросительные.

**3a1:** Повествовательные предложения употребляются тогда, когда говорящий сообщает незнакомую слушателю информацию. Количество предложений этого типа бесконечно, но следует выделить несколько наиболее часто употребляемых образцов, в дополнение к изученным ранее (see **Appendix 1b**).

<b><i>Here / There comes our bus</i></b>	Here comes our bus. There's your brother	Вот наш автобус Вон твой брат
<b><i>Here / There it is</i></b>	Here he comes There they go	Вот он идет Вон они идут
<b><i>Idioms</i></b>	<b>Here you are</b> <b>Here we are</b> <b>There you are</b>	<b>Это для тебя</b> <b>Вот мы и пришли</b> <b>Вот подтверждение моих слов</b>
<b><i>There + be + a noun-phrase</i></b>	There is a book on the table There's a bus coming There must be something wrong There's nothing to be done about it There was no one for us to talk to	На столе лежит книга Автобус подъезжает Вероятно, что-то случилось Ничего не поделаешь Нам не с кем было поговорить Этот человек живет в Индии

	There' a man (that) lives in India I don't want there to be any misunderstanding	Я не хочу непонимания
<b>Idioms</b>	<b>There's no telling what he'll do</b> <b>There isn't any getting away from it</b>	<b>Никогда не знаешь, что он сделает</b> <b>От этого не уйдешь</b>
<b>There + be + a noun-phrase</b> <i>There + appear, live, come, stand, occur + a noun-phrase</i>	There lived a man named .. There came a laugh There seems to be something wrong with the engine	Жил-был человек по имени ... Раздался смех Кажется, что-то случилось с мотором
<b>It-subject</b>	It (That) was good to see you It's (That's) no use going there so early It (That) was a mistake, letting him go free	Спасибо за встречу Не стоит отправляться так рано Было ошибкой выпускать его на свободу
<b>«She is easy to teach»</b> <i>(difficult, hard, hopeless, impossible amusing, interesting, nice, pleasant)</i>	The rule is easy / difficult to remember	Правило легко запомнить
<b>It is foolish (brave, clever, cruel, generous, polite, kind, rude, selfish, silly, stupid, wise, reasonable) of smb to do sth</b>	It is foolish of him to meet her again and again	Глупо с его стороны снова встречаться с ней
<b>He is sure (certain, (un)likely, said, known) to do sth</b>	He is likely to see her He seems to know English You are sure to like this place	Возможно, он увидит ее Кажется, он знает английский Тебе обязательно понравится здесь
<b>«He was coward (fool, idiot, man) enough to do sth</b>	John was man enough to argue	У Джона хватило смелости спорить

**За2:** В современном английском языке существуют два основных способа образования отрицательных предложений :

- употребляя отрицательную частицу **not** после вспомогательного или модального глагола (*I do not like tea*), при этом отрицательным становится сказуемое;
- используя отрицательные слова **no, never, none, neither** и их производные **no one, nobody, nowhere** etc. , при этом отрицательным становится все предложение (*He has no close friends. Nothing can help me. He saw neither of the men.*)

**Note!** В зависимости от употребления отрицательных частиц и слов меняется эмоциональная окраска предложений:

I have no friends. – У меня нет друзей.

I don't have any friends. – У меня не никаких друзей.

I have not a friend. – У меня нет ни одного друга!

**За3:** Вопросительные предложения, как правило, образуются путем инверсии (т.е., изменения порядка слов), когда сказуемое или его часть (вспомогательный или модальный глагол) ставятся перед подлежащим. Существуют четыре основных типа вопросов, о которых мы говорили выше; **общие** (начинаются со вспомогательного глагола, требуют ответа **да / нет**, интонация повышающаяся), **специальные** (начинаются с вопросительного слова, за ним следует вспомогательный глагол, затем подлежащее и оставшаяся часть сказуемого, интонация понижающаяся), **альтернативные** (структурно представляют собой два (или более) общих вопроса, соединенных соединительным союзом **or**, интонация повышающаяся – понижающаяся), **разделительные** (структурно представляют собой соединение утвердительного предложения и короткого общего).

### **Note!**

Большинство общих вопросов нейтральны, т.е. на них возможен как ответ **да**, так и **нет**, поэтому в них, как правило, употребляются такие слова, как **any** (и его производные), **ever, yet, either**, etc. (*Is there anything else? Have you ever been to Mexico?*). Если в вопросе употреблены слова **some** (и его производные), **already, too, etc.**, значит ожидается положительный ответ (*Did anyone call last night? Did someone call last night (=Is it true that someone called last night?)*).

Специальные вопросы могут включать в себя вводные фразы (*What's he doing, I wonder? What's he doing, do you think? Who do you think did it? What do you think I'm going to do without you?*).

Альтернативные вопросы могут предполагать ответ **да / нет** (*Are you coming or not? Are you or aren't you coming?*), так и выбор (*How shall we go? By bus or by train?*).

При ответе на разделительный вопрос следует знать, что если первая часть утвердительная, ожидается ответ **да** (*She will have to go with him, wion't she?*), если отрицательная – ответ **нет** (*You won't be late, will you?*).

Необходимо запомнить еще несколько примеров:

\* **Everyone** has been told what to do, **haven't they?**  
**Nobody** was watching me, **were they?**

\* She **scarcely (hardly, rarely, seldom)** seems to care, **does she?**

\* There were **only** six people present, **were there? / weren't there?**

\* I **suppose** you are not serious, **aren't you?** I **don't suppose** you are serious, **are you?**

\* **Little** progress has been made, **has it?** But There was a **little** water in the bottle, **wasn't there?**

#### *Imperative and Exclamatory Sentences. Ellipsis.*

Побудительные предложения широко используются в речи, когда говорящий побуждает кого-то к действию (*Come here at once! Put it on the table*). Хотя в подобных предложениях отсутствуют местоимения в функции подлежащего, это не означает, что в подобных предложениях нет значения лица, которого побуждают к действию. Отсутствующее местоимение *you* появляется в разделительных вопросах (*Be quiet, will you?*), в форме возвратного местоимения *yourself* (*Pull yourself together*), в эмоционально-окрашенных предложениях для выражения грубой просьбы или раздражения (**You** mind your own business – you является ударным), для выделения двух или более определенных людей (*You take this tray, and you take that one.*) Менее типичными побудительными предложениями являются предложения, адресуемые к первому и третьему лицу (*Let me go in and see him. Let us (Let's) go for a walk. Let the child go to bed. Let everyone do what they can*).

Отрицательная форма побудительных предложений образуется с помощью вспомогательного глагола *do* (*Don't stay too late*), который в утвердительных побудительных предложениях служит для усиления эмоциональной окраски (*Do hurry up. Do be careful*), а также *let* (*Let us not open the door*).

Существуют устойчивые выражения в форме побудительных предложений в пассивном залоге (*Be seated. Be prepared. Don't be deceived*), а также повелительное наклонение глаголов *come, go* (*Come and see us. Go and help him.*)

В разговорной речи очень часто употребляются безглагольные побудительные предложения шести основных типов, в которых основная часть выражена: 1) существительным (***Tea! Tea at once! Attention! We must get away from here!***); 2) предлогом (***Out of the way there! Into the house, children!***); 3) наречием или элементом наречия (***All aboard! Gently, chicken, gently!***); 4) прилагательным (***Careful, Dick.***); 5) герундием с отрицательной частицей *no* (***No smoking here!***); 6) междометиями (***Hush! Don't make a noise!***)

Восклицательные предложения служат для выражения чувств и эмоциональных состояний говорящего. С помощью интонации любое повествовательное, отрицательное, вопросительное предложение может стать восклицательным. Но в английском языке существуют и собственно восклицательные предложения, отличительной чертой которых являются слова *what* (перед существительными) и *how* (перед прилагательными и наречиями) (*What a shame (it is)! What a beautiful night! How unpleasant! How kind of you!*), а также восклицательные вопросы (*Hasn't she grown! – Разве она не выросла! Isn't it wonderful weather! – Разве погода не прекрасна! Don't I know that! – Я так и знал! Am I hungry! – Я очень голодна!*), выражения (*If only I listened to my parents! – Если бы я слушался родителей! (Just to think! – Подумать только! Who should come in but Tom! – И кто бы Вы думали вошел, Том!), междометия (*Oh, hell! God! My! Ouch! Rats!*)*

Эллиптические предложения выполняют функцию соединительных элементов в диалоге (обычно в форме вопросов и ответов). Пропуски того или иного элемента позволяют привлечь внимание к центральной смысловой части высказывания, кроме того, партнеры могут использовать различные виды эллиптических предложений, чтобы избежать повторов.

В речи встречаются различные типы эллиптических предложений, при этом в предложении могут опускаться следующие элементы:

- подлежащие, выраженное ***I*** (*Beg your pardon. Don't know what to say. Can't see that.*); ***you*** (*Want a drink?*); ***he, she, they*** (*Doesn't look too well. Can't play at all.*); ***it*** (*Looks like rain. Doesn't matter.*); ***there*** (*Appears to be a big crowd in the hall.*);

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- подлежащее и часть сказуемого, обычно вспомогательный глагол (*(I am) Sorry. (I'll) See you later. Where is John? – (He has) Gone to work. (Are you) Looking for anyone? (Have you) Got any chocolate? What is she doing? – (She is) Writing a letter. (It's) Good to see you.*);

- подлежащее и сказуемое полностью (*Where's Alan? – Outside. What did you give Mary? – A bunch of flowers.*);

- сказуемое полностью (*Who told you the news? – John. What prevented you from going there? – Weather*);

- фраза *You had better* сокращается до *You better try it again. | Better try it again.*

Интересны случаи эллиптических вопросов типа (*I'm very hungry. – Are you? The Browns are emigrating. – Emigrating? I went to the theatre on Sunday. – With whom?*), а также тех, которые состоят из вопросительного слова и предлога (*Where from? Where to? What for? What with? Who with? Who by?*)

В предложениях могут быть опущены такие элементы, как неопределенный артикль (*(A) Friend of mine told me about it. (It is a) Pity he won't help*); предлога (*(Of) Course he's here. I'll see you (on) Sunday. We stayed here (for) three weeks. She cooks turkey (in) the way I like.*)

Сложносочиненные предложения могут быть эллиптически-ми (*John will cook dinner today and Barbara tomorrow. Jack was the winner in 1996 and Bob in 1997. Jane must tidy the room and Peter read his book. She'll write to her parents and he will to his sister. We wanted fried fish, but they gave us boiled. Tom was at Oxford, but his brother wasn't. Peter plays football but not John. Kevin writes extremely well – and Mary.*

Эллиптические элементы в сложноподчиненных предложениях имеют свои отличительные черты (*The house (that) I live in is red. The man (whom / that) I met yesterday is Mary's husband. I know (that) he is a BA. If (it is) necessary, buy it. He is an excellent student; if (it is) so, he'll get the position. You arrived earlier than (it was) usual / necessary. All I did was (to) turn off the gas. She enjoyed it much more than I expected her to (enjoy) (но здесь следует оговориться, что глагол «to be» не опускается – She was more beautiful than I imagined her to be.)*

После глагола **help** мы можем опускать частицу **to** (*Will you help me do the room? – American English*), или нет (*This book helped me to see the truth – British English*).

### *Composite and Complex Sentences. Relative Pronouns.*

Для разговорного английского языка характерно употребление простых конструкций и предпочтение сложносочиненных предложений сложноподчиненным:

Formal	Informal
If you ask me nicely, I'll give it to you.	Ask me nicely, and I'll give it to you.
Unless you give it back to me, I'll tell your mother.	Give it to me, or I'll tell your mother

Сложноподчиненные предложения состоят из главного предложения и придаточного. Существуют несколько основных видов придаточных предложений:

- подлежащные придаточные (*It doesn't matter what she looks like. What she looks like doesn't matter. What you need more is a good rest. Whether you love me or not isn't of the smallest consequence. The person / The one who spoke to you must have been John's teacher*);

- придаточные предложения как часть сказуемого (Here is *where the accident took place. You are not who I thought you were.*);

- придаточные дополнительные вводятся такими союзами как **that, if** (может вводить отрицательное придаточное), **whether** (не может вводить отрицательное придаточное), **if / whether ... or** (*I'm sure (that) he is wrong. Do you know that there are not two snowflakes which are exactly alike? I don't care if it doesn't rain. Do you know whether / if the bank is open? I don't care whether it will rain or be sunny.*), а также местоимениями и наречиями **what, who, whose, how, why** (*It is difficult to guess what you may do next. I know who could tell you the news.*);

- атрибутивные придаточные вводятся относительными местоимениями **who**, в официальной речи **whom** (как правило, когда говорим о людях), **that, which** (когда говорим о предметах) (не следует путать атрибутивные придаточные с дополнительными типа: *Did you here what I said? I won't tell anyone what happened*, которые вводятся относительным местоимением **what**). Относительные местоимения в придаточном предложении могут быть подлежащими (*The man who (that) lives next door is very friendly. Where are the apples that were in the fridge?*), в этом случае мы не можем опустить их; если относительные местоимения

употребляются в придаточном как дополнения (The man (*who / that*) I wanted to see was away on holidays. The dress (*that*) Ann bought doesn't fit her very well.), они могут быть опущены. Обратите внимание на положение предлогов в придаточных этого типа (The man (*who / that*) I sat **next to** on the plane talked all the time. Are these the books (*that*) you are looking **for**? The girl (*who / that*) he fell in love **with** left him after a few weeks.)

Если мы проанализируем придаточные приведенных примеров, то обнаружим, что они описывают *какой (или который из множества) человек или предмет перед нами*, в предложениях (Tom's father, *who is 78*, goes swimming every day. The house at the end of the street, *which has been empty for two years*, has just been sold.) придаточные сообщают нам *дополнительную информацию о знакомых людях или предметах*; такие придаточные выделяются запятыми, в них мы употребляем только относительные местоимения **who** (для людей) и **which** (для предметов), которые нельзя опустить. Придаточные этого типа могут также вводиться относительными местоимениями **whose** (A widow is a woman *whose husband is dead*. Martin, *whose mother is Spanish*, speaks both Spanish and English fluently.), **where** (I went back to the town *where I was born*. Mr. Hogg is going to Canada, *where his son has been living for five years*.), **whom** (употребляется вместо *who* в формальной речи, если является дополнением, а также с предлогами – The man *whom I wanted to see* was away on holiday. The girl *with whom he fell in love* left him after a few weeks. My sister, *whom (who) you once met*, is visiting us next week.)

Придаточные, выражающие дополнительную информацию, могут начинаться выражениями: **none of / many of / much of / (a) few of / some of / any of / half of / each of / both of / neither of / either of / one of / two of + whom** (люди) *или* **which** (предметы) (He tried on three jackets, *none of which* fitted him. Tom has a lot of friends, *many of whom* he was at school with. Two men, *neither of whom* I had seen before, came into my office.) Обратите внимание, что если в атрибутивном придаточном выражен факт совершения действия, мы употребляем относительное местоимение **which** (She couldn't come to the party, *which was a pity*. – Она не смогла прийти на вечеринку, что очень жаль. The weather was very good, *which we hadn't expected*. – Погода была очень хорошая, чего мы не ожидали.)

*Complex Sentences: Adverbial clauses.*



Наречные придаточные многообразны. Рассмотрим некоторые из них.

– Придаточные времени вводятся союзами **when, till, until, unless, after, before, as soon as, while**, после которых употребляется структура настоящего неопределенного (Present Indefinite) или настоящего совершенного (Present Perfect) времени: He will phone you *as soon as he returns*. I will return your book, *when I have read it*. Придаточные времени могут вводиться **as** для выражения двух одновременных действий (I watched her *as she opened the letter*. George arrived *as I left*. I began to enjoy the job more *as I got used to it*) или действия, происходившего при совершении другого (The man slipped *as he was getting off the train*)

– Придаточные условия вводятся союзом **if** и бывают трех видов:

- условные предложения, выражающие реальное действие в будущем (*If I study hard, I'll pass all qualification examinations successfully* – Если я буду заниматься усердно, я сдам кандидатские экзамены успешно), в которых в главном предложении употребляется структура простого будущего времени (Future Indefinite), а в придаточном – настоящего неопределенного (Present Indefinite);

- условные предложения, выражающие нереальное, невыполнимое действие в настоящем (*If I attended more academic classes regularly, I would study better* – Если бы я посещал занятия для аспирантов регулярно, я бы учился лучше. *If I were a teacher, I would be strict.* – Если бы я был учителем, я бы был строг), в которых в главном предложении употребляется структура времени Future-in-the-Past (would + indefinite infinitive), а в придаточном – структура простого прошедшего времени (Past Indefinite);

- условные предложения, выражающие нереальное, невыполненное действие в прошедшем (*If I had attended all English classes at University, my English would have been better* – Если бы я посетил все занятия по английскому, учась в университете, я получил бы более прочные знания), в которых в главном предложении употребляется структура времени Future-Perfect-in-the-Past (would + perfect infinitive), а в придаточном – структура прошедшего совершенного времени (Past Perfect).

– Придаточные уступки вводятся союзами **although (though), even though** [хотя] (в устной речи – We are enjoying ourselves *though the weather is bad*. *Even though he sat next to me, we never said a word to each other*) и союзами и соединительными словами **as, however, whatever, no matter what/who** etc.(в

литературном стиле – *However he tries*, he will never succeed – Как бы он не старался, ему не добиться успеха. *Whatever caused the accident*, it was not a broken bottle – Что бы не было причиной аварии, это была не разбитая бутылка).

– Придаточные причины, вводимые союзом **because**, **since**, **as** употребляются, как правило, в литературной речи (The car crashed *because the driver was careless*. *Since we live near the sea*, we can often go swimming. *As we had nothing better to do*, we watched television the whole evening), в обычной речи предложения перефразируются в сложносочиненные, соединенные **so** (The driver was careless, *so* the car crushed. We live near the sea, *so* we can often go swimming).

– Придаточные цели вводятся союзами **so that**, **that**, **for fear (that)**, **in order that**, после которых обязательно употребляются модальные глаголы *should*, *would*, *could*, *might* (He spoke so clearly *so that everyone could understand*. They shut the window, *for fear that the neighbours would / should / could hear the talk*). Идея отрицательной цели («чтобы не ...») передается союзами **lest** (формальная, литературная речь) или **in case** (разговорная речь) (American actors seldom take part in advertising *lest it should tarnish their image*. He left early *in case he should miss the train*). Тем не менее, наиболее распространенными средствами выражения цели в английском языке служат инфинитив и инфинитивные конструкции (He left early *to catch the last train*. He can't wait six month *to be operated on*. *In order to catch the right word*, some speakers stood up. She woke up and got out of bed *so as not to disturb him*).

– Придаточные результата вводятся союзом **so that** и всегда следуют за главным предложением (We turned the radio up *so that everyone heard the announcement*. В главном предложении очень часто употребляются конструкции **so + adjective or adverb**, **such (a) + (adjective) + noun** – His speech was so clear *that we understood every word*. It's such a good chance *that we won't miss it*.

– Придаточные сравнения и образа действия.

Если мы сравниваем два действия или две ситуации, одна из которых нереальна, мы используем придаточное сравнения, которое вводится союзами **as if**, **as though** (более формальный). Если действие придаточного происходит одновременно с действием главного, в нем употребляются формы прошедшего времени (She treats me *as if / as though I were a stranger*), если действие придаточного предшествует действию главного, употреб-

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ляются формы прошедшего совершенного (Mike acted *as though nothing had happened*), если действие придаточного следует за действием главного предложения, употребляется глагольная конструкция would + indefinite infinitive (She began to weep *as though her heart would break*).

Придаточные образа действия могут вводиться союзами **as ...as** (Ann writes *as neatly as her father does*), **not so ... as** (I speak English *not so fluently as Mary does.*), **as much of + a noun + as** (It was *as much a success as I had hoped*), **not such a + (an adjective) + a noun + as** (John is *not such a quick worker as Bill (is)*).

Если мы сравниваем два предмета с целью выделения некоторых различий, мы употребляем придаточные, вводимые **than** (Mary is older than Nick. You look so much better than you did this morning. He is more of a sportsman than his brother)\*

- Других способы сравнения будут описаны в других приложениях.

### MODALS МОДАЛЬНЫЕ ГЛАГОЛЫ

MODAL	MEANING	EXAMPLE
CAN	1. физическая и умственная способность 2. возможность 3. разрешение 4. просьба 5. в отрицаниях – запрет ('нельзя')	I can swim. You can fall ill. You can go home now. Can I have some juice? You can't park here!
COULD*	1. физическая и умственная способность в прошлом 2. возможность 3. просьба	He could read when he was 2. We could still win. Could you help me?
MAY	1. возможность 2. разрешение	I may become a doctor. You may go now.
MIGHT	1. возможность 2. разрешение 3. упрек (+ Perfect Infinitive)	I might come. Might I ask you a question? You might have come.
MUST	1. долженствование, исходящие от говорящего	You must do it right now. You mustn't beat girls!

	2. в отрицаниях – запрет (строже, чем с can)	
SHOULD / OUGHT TO	1. совет ('следует', 'стоит')	You shouldn't eat so many
	2. моральное обязательство	Children ought to help their
	3. необходимость	We should be there in no
	4. возможность	If anything should happen to me call the police.
	5. упрек (+ Perfect Infinitive)	You should have called me.
NEED	необходимость (как модальный – только в отрицательных предложениях)	You needn't do it right now.
SHALL	1. предложение	Shall we begin?
	2. намерения	He shall come.
WILL / WOULD	1. желание, намерения	I will / would lend you some money.
	2. просьбы, предложения	Will / would you help me?
	3. в отрицаниях – нежелание ('никак не')	The door won't / wouldn't open.

\* Когда речь идет об успешном завершении действия в прошлом ('он смог'), следует использовать *was / were able to* вместо *could*, который используется для обозначения физических и умственных способностей.

### SEMI-MODALS\* ПОЛУМОДАЛЬНЫЕ ГЛАГОЛЫ

HAVE TO	1. долженствование, вызванное обстоятельствами ('приходится')	I work hard as I have to keep my family.
	2. в отрицаниях – отсутствие необходимости ('не надо')	You don't have to get up so early.
BE TO	1. договоренность (+ Perfect Infinitive, если не состоялась)	<b>We are to meet at 5. (We were to have met at 5 but we didn't.)</b>
	2. строгий приказ	You are to stay here.
	3. в отрицаниях – строгий запрет	You are not to do that.
	4. что-то неизбежное ('суждено')	He was to become a doctor.
	5. инструкции	What are we to do?

\* Эти глаголы обладают модальным значением (долженствование и проч.), но в предложении функционируют, как обычные глаголы, то есть в отрицаниях и вопросах используются вспомогательные глаголы, происходит изменение по временам.

### MODALS OF DEDUCTION МОДАЛЬНЫЕ ГЛАГОЛЫ ПРЕДПОЛОЖЕНИЯ И ИХ ЭКВИВАЛЕНТЫ

MODAL	TRANSLATION	EXAMPLE	TIME	
<b>MUST</b>	должно быть вероятно очевидно скорее всего	He <i>must have written</i> a book. Должно быть, он написал книгу.	Past (о совершившемся)	
		He <i>must have been writing</i> his book for a year. Должно быть, он пишет книгу уже год.	Perfect meaning (начал в прошлом, до сих пор пишет)	
		He <i>must be writing</i> a book now. Должно быть, он сейчас пишет книгу. He <i>must like</i> writing books.* Д.б., он любит писать книги.	Present (о настоящем)	
		He <i>is likely to write</i> a book. He <i>will probably write</i> a book. Вероятно, он напишет книгу.	Future (о будущем)	
	должно быть вероятно очевидно скорее всего	+ не	He <i>must have failed to write</i> a book. Должно быть, он не написал книгу.	Past
			He <i>isn't likely to have been writing</i> his book for a year. Вряд ли он пишет книгу уже год.	Perfect meaning
			He <i>isn't likely to be writing</i> a book. Вряд ли он пишет книгу. He <i>isn't likely to be</i> a writer. Вряд ли он писатель.	Present
			He <i>isn't likely to write</i> a book. He <i>won't probably write</i> a book. Вряд ли он напишет книгу.	Future
		вряд ли		

<b>MIGHT</b>	ВОЗМОЖНО МОЖЕТ БЫТЬ МОЖЕТ	(±не)	He might (not) <i>have written</i> a book. Возможно, он (не) написал книгу.	Past
			He might (not) <i>have been writing</i> his book for a year. Возможно, он пишет эту книгу уже год.	Perfect meaning
			He might (not) <i>be writing</i> a book now. Возможно, он пишет книгу. He might (not) <i>like</i> writing book. Возможно, он любит писать книги.	Present
			He might (not) <i>write</i> a book. Возможно, он напишет книгу.	Future
<b>CAN</b>	неужели		Can he <i>have written</i> a book? Неужели он написал книгу?	Past
			Can he <i>have been writing</i> the book for a year? Неужели он пишет книгу уже год?	Perfect meaning
			Can he <i>be writing</i> a book now? Неужели он сейчас пишет книгу? Can he <i>like</i> writing books? Неужели он любит писать книги?	Present
			Is he <i>really</i> going to write a book? Неужели он напишет книгу?	Future
	неужели	+ не	Can he <i>have failed to write</i> the book? Неужели, он не написал книгу?	Past
			Can it be that he isn't writing a book? Isn't he writing a book. Неужели он не пишет книгу?	Present
			Can it be that he won't write a book? Isn't he going to write a book? Неужели он не напишет книгу?	Future
	не может быть вряд ли		He can't <i>have written</i> a book. Не может быть, что он написал книгу.	Past
			He can't <i>have been writing</i> his book for a year. Не может быть, что он пишет книгу уже год.	Perfect meaning

			He can't <i>be writing</i> a book now. He может быть, что он пишет сейчас книгу. He can't <i>like</i> writing books. He может быть, что он любит писать книги.	Present
			He isn't likely to write a book. Вряд ли он напишет книгу.	Future
	не может быть	+ не	He can't have failed to write a book. He может быть, что он не написал книгу.	Past
			It can't be that he isn't writing a book. He может быть, что он не пишет книгу.	Present
			It can't be that he won't write a book. He может быть, что он не напишет книгу.	Future

**Notes:**

1. Чтобы перевести предложения с '*вероятно ... не*', '*неужели не*', '*не может быть, что ... не*', относящиеся к прошлому, можно использовать не только глагол *fail*, но и другие лексические средства: Вероятно, она не понравилась твоим родителям = Your parents must have *disliked* her.

2. Когда в предложениях с модальными глаголами предположения, относящихся к настоящему времени, используются статичные глаголы (be, love, hate, belong, possess, etc.), эти глаголы используются просто в форме инфинитива без *to*: Не может быть, что она любит тебя = She can't love you.

**VERBALS**  
**НЕЛИЧНЫЕ ФОРМЫ ГЛАГОЛА**

**FORMS OF THE INFINITIVE**  
**ФОРМЫ ИНФИНИТИВА**

	Active	Passive
Indefinite	to go to take	— to be taken
Continuous	to be going to be taking	— —
Perfect	to have gone to have taken	— to have been taken
Perfect Cont.	to have been going to have been taking	— —

**FORMS OF THE GERUND**  
**ФОРМЫ ГЕРУНДИЯ**

	Active	Passive
Indefinite	writing	being written
Perfect	having written	having been written

**FORMS OF THE PARTICIPLE I**  
**ФОРМЫ ПРИЧАСТИЯ**

	Active	Passive
Indefinite	writing	being written
Perfect	having written	having been written



## THE USE OF THE BARE INFINITIVE ИСПОЛЬЗОВАНИЕ ИНФИНИТИВА БЕЗ TO

Words / phrases followed by a bare infinitive	Examples
<b>Auxiliaries:</b> <i>do, will, would</i>	<i>I don't like rock music. I will call you tomorrow. When a child I would go to the park with my mum.</i>
<b>Modals:</b> <i>can, may, must, need, should, would, will, shall</i>	<i>I can go there right now. You should be careful. Would you like a cup of coffee?</i>
<b>Modal expressions:</b> <i>had better, would rather, would sooner</i>	<i>She would sooner die than come back. You'd better leave me alone! I'd rather go to bed.</i>
<b>Complex object:</b> after <i>see, watch, observe, notice, hear, feel</i>	<i>I felt somebody touch me. He heard the door open. I saw him come into the room.</i>
<b>Verbs of inducement:</b> <i>let, make, have</i> (*only in the active)	<i>Let me tell you something. Don't make me cry. I'll have Hudson show you into your room.</i>
<b>But-phrases:</b> <i>cannot but, do anything but, do nothing but, couldn't but</i>	<i>Did you do anything but ask questions? They did nothing but listen to him.</i>
<b>Comparative formulas</b>	<i>I think he does little more than come at work, give instructions and go home.</i>
<b>Why-sentences</b>	<i>Why wait until then? Why not begin at once?</i>
<b>All + be + bare inf. What + be + bare inf.</b>	<i>All he did was open the door. What we need is buy a new flat.</i>
<b>Subjunctive mood</b>	<i>I suggested <b>that</b> she give up driving. I demand <b>that</b> all the birds be loosed. The rules require <b>that</b> you come to work at 8. He's proposed <b>that</b> I become his partner. I recommend <b>that</b> you buy a more powerful computer.</i>

**VERBS FOLLOWED BY THE GERUND OR THE INFINITIVE  
WITH CHANGE IN THEIR MEANING  
ГЛАГОЛЫ, УПОТРЕБЛЯЮЩИЕСЯ С GERUNДИЕМ ИЛИ  
ИНФИНИТИВОМ С ИЗМЕНЕНИЕМ ЗНАЧЕНИЯ**

Verbs	+ Gerund	+ Infinitive
<b>begin, start</b>	процесс: <i>It started drizzling.</i>	a) inf – гл. умств. деят. и чувств: <i>I began to feel cold.</i> b) подлежащ. – неодуш. сущ.: <i>The barometer began to fall.</i> c) после времен Continuous: <i>It's starting to snow.</i>
<b>go on</b>	продолжение той же деятельности: <i>They went on laughing.</i>	смена деятельности в ходе процесса: <i>After discussing the exams they went on to talk about the party.</i>
<b>stop</b>	завершение процесса: <i>She stopped crying and smiled.</i>	с инфинитивом цели («чтобы»): <i>He stopped to smoke.</i>
<b>like</b>	«нравиться» (о привычке): <i>I like cooking.</i>	a) «считать полезным / нужным»: <i>I like to get up early.</i> b) о чем-то конкретном: <i>I like to swim in this lake.</i>
<b>loathe</b> (не выносить)	в общем: <i>I loathe travelling by air.</i>	в частности: <i>I loathe to have to do this dirty work.</i>
<b>hate</b>	«ненавидеть»: <i>I hate going by public transport.</i>	«сожалеть» (в извинениях): <i>I hate to trouble you, but I have to tell you something unpleasant.</i>
<b>remember</b>	«вспоминать» о прошлом: <i>I remember seeing you somewhere.</i>	«вспоминать» = «не забыть»: <i>He remembered to post the letter.</i>
<b>forget</b>	«забыть» = «не помнить»: <i>He forgot calling me but I reminded him.</i>	«забыть» = «не сделать»: <i>Don't forget to call me tomorrow.</i>
<b>regret</b>	«сожалеть» о прошлых действиях: <i>I regret saying that you were mistaken.</i>	«к сожалению» (в извинениях): <i>I regret to tell you that your wife died.</i>
<b>try</b>	«пробовать»: <i>Try jogging in the morning, it might help.</i>	«пытаться» (прилагать усилия): <i>Try to get here by noon.</i>

<b>prefer</b>	в общем (привычка): <i>I prefer walking to cycling.</i>	частный случай: <i>I prefer to wait here.</i>
<b>mean</b>	«значить»: <i>Being a parent means feeling responsible.</i>	«намереваться», «хотеть»: <i>She means to buy a new car soon.</i>
<b>be afraid of</b>	«бояться», т. к. может случиться что-то плохое: <i>I don't like dogs. I'm afraid of being bitten.</i>	не хотеть что-то делать, т. к. это опасно или неприятно: <i>He was afraid to go to the police as he knew they would hold him.</i>
<b>consider</b>	«размышлять»: <i>I consider going to Greece.</i>	«считать»: <i>I consider him to be clever.</i>
<b>remind</b>	+of: напоминать о чем-то прошлом: <i>She reminded me of missing the date.</i>	напомнить ч.-л. сделать: <i>She reminded me to feed the dog.</i>
<b>want</b>	«надо ч.-т. сделать»: <i>The windows want cleaning.</i>	«хотеть»: <i>I want to sleep.</i>
<b>recommend</b>	без объекта: <i>I recommend drinking it.</i>	с объектом: <i>I recommend her to drink it.</i>

### COMPLEX SUBJECT СЛОЖНОЕ ПОДЛЕЖАЩЕЕ

Подлежащее + сказуемое + инфинитив (часть подлежащего)

Подлеж.	Сказуемое	Infinitive (часть подлежащего)	
<b>He</b>	<b>is / was</b> known (известно, что) thought (думают, что) considered (полагают, что) seen (видели, как) heard (слышали, как) said (говорят, что) reported (сообщают, что)	to have left.	совершившееся действие
	seems / seemed (кажется, что) proves / proved (он оказался) turns out / turned out (он	to have been working...	действие началось в прошлом и продолжается до сих пор
		to be leaving.	действие совершается или планируется

	оказался) happens / happened (он оказался) doesn't seem, doesn't prove, didn't happen	to know about it.	состояние в настоящем
		to leave soon.	будущее действие

### COMPLEX OBJECT СЛОЖНОЕ ДОПОЛНЕНИЕ

Подлежащее + сказуемое + объектное местоимение / сущ-е  
+ (to) infinitive

Verbs	Form of the Inf.	Examples
<b>know, think, believe, consider, expect, suppose, etc.</b>	<b>Inf. с to</b>	I know <i>him to be an honest man</i> . Я знаю, что он честный человек. She believed <i>him to have left</i> for Moscow. Она думала, что он уехал в Москву. The boss considers <i>me to be a professional</i> . Начальник считает меня профессионалом.
<b>like, love, hate, dislike, etc.</b>		I'd love <i>you to come</i> with me. Я бы хотел, чтобы ты пошла со мной. She hated <i>him to be sent</i> there. Она не хотела, чтобы его посылали туда.
<b>want, wish</b>		I don't want <i>him to be punished</i> . Я не хочу, чтобы его наказывали.
<b>make, let</b>	<b>Inf. без to</b>	Mom made <i>him eat</i> the soup. Мама заставила его съесть суп. We'll let <i>them go out</i> . Мы выпустим их.
<b>see, hear, feel, watch, notice, etc.</b>		I didn't hear you say that. Я не слышал, чтобы ты говорила это. I saw him come in. Я видел, как он вошел.

*Notes*

1. Если после глаголов *see, hear, watch, etc.* идет процесс, а не однократное действие, то вместо инфинитива следует использовать причастие:

*I didn't hear you telling this joke. – Я не слышал, как ты рассказывал этот анекдот.*

*I saw him coming in. – Я видел, как он входил.*

2. Если глагол *see* означает «понимать», а глагол *hear* употребляется в значении «мне сказали», то после них используется не Complex Object, а предложение с *that* (придаточное изъяснительное):

*I saw that he didn't understand anything. – Я видел, что он ничего не понимает.*

*I heard that they have moved. – Я слышал, они переехали.*

**VERBS AND PHRASES REQUIRING THE GERUND  
ГЛАГОЛЫ И ФРАЗЫ, ТРЕБУЮЩИЕ ГЕРУНДИЯ**

<b>Verb + Gerund</b>	admit adore appreciate avoid deny detest dislike enjoy fancy forgive	grudge imagine include involve justify mention mind miss postpone practice	prevent propose recall recollect report require resist risk suggest tolerate
<b>Verb + Prep. + Gerund</b>	accuse of agree to approve of apologize for burst out complain of	depend on dream of insist on object to persist in prevent from	put off rely on reproach with speak of succeed in suspect of
<b>Phrase + Gerund</b>	be aware of be capable of be fed up with be proud of be sure of be surprised at be fond of	be guilty of be happy about be indignant at be keen on be tired of be used to	be worth cannot help have difficulty in it's no use there's no use in look forward to

### **Conditional Sentences.**

	<i>Time Reference</i>	<i>Examples</i>	<i>Russian Equivalents</i>
<i>Conditional I</i>	<b>Future</b>	<b>If I have</b> enough money, I'll <b>come</b> and <b>see</b> you.	Если у меня будет достаточно денег, я навещу тебя (в будущем).
	<b>Future</b>	<b>If</b> the weather <b>is</b> fine tomorrow, I'll <b>paint</b> the windows.	Если погода завтра будет хорошей, я покрашу окна.
<i>Conditional II</i>	<b>Present</b>	If I <b>had</b> enough money, I <b>would come</b> and <b>see</b> you	Если бы у меня (сейчас) было достаточно денег, я бы навестил тебя.
	<b>Present</b>	<b>If</b> the weather <b>were</b> fine, I <b>would paint</b> the windows.	Если погода была хорошей, я бы покрасил окна (сейчас).
<i>Conditional III</i>	<b>Past</b>	<b>If I had had</b> enough money, I <b>would have come</b> and <b>see</b> you	Если бы у меня было достаточно денег, я бы навестил тебя (некоторое время назад).
	<b>Past</b>	<b>If</b> the weather <b>had been</b> fine, I <b>would have painted</b> the windows.	Если погода была хорошей, я бы покрасил окна (некоторое время назад).

#### **Conditional I**

В условных предложениях этого типа придаточные могут вводиться другими союзами (*unless, till, until, before, after, as soon as, in case, when, etc.*)

Следует помнить разницу между употреблением *when* и *if*: В первом случае что-то обязательно случится, во втором – что-то может случиться.

<b>Both ... and ...</b>	<b>Both</b> Ann <b>and</b> Tom were late. I was <b>both</b> tired <b>and</b> hungry.	И Анна, и Том опоздали. Я и устал, и был голоден.
<b>Neither ... nor ...</b>	<b>Neither</b> Liz <b>nor</b> Robin came to the party. She said she would contact me but she <b>neither</b> wrote <b>nor</b> phoned.	Ни Лиз, ни Робин не пришли на вечеринку. Она сказала, что свяжется со мной, но ни написала, ни позвонила.
<b>Either ... or ...</b>	I'm not sure where he is from. He's <b>either</b> Spanish <b>or</b> Italian. <b>Either</b> you apologise <b>or</b> I'll never speak to you again.	Я не уверен в том, откуда он. Он или испанец, или итальянец. Или ты извинишься, или я никогда не заговорю с тобой.

**Note!** *Both, either, neither* – two things, *any, none, all* – more than two.

There are *two* good hotels in the town. You can stay at **either** of them.

There are *many* good hotels in the town. You can stay at **any** of them.

We tried *two* hotels. **Neither** of them had any rooms/**Both** of them were full.

We tried *a lot of* hotels. **None** of them had any rooms/**All** of them were full.

### **Numerals and Dimensions.**

0	oh (zero is not often used in reading decimal (десятичные) values)
1-10	
11-19	eleven, twelve, -teen
20-99	twenty one, -two etc.
100-999	nine hundred and ninety-nine
1,000-999,999	(comma to denote thousands)
1,000,000	one million/a million
35.395	(point to denote decimals) thirty-five point three nine five
500 books	five hundred books ( <i>but</i> : hundreds of books)
3,000 cars	three thousand cars ( <i>but</i> : thousands of cars)
1/2	a half
1/4	a quarter
1/3	a third
3/4	three-quarters

$\frac{2}{3}$	two-thirds
$\frac{1}{8}$	an eighth
$\frac{3}{16}$	three-sixteenth
$a + b = c$	<b>a</b> plus <b>b</b> equals <b>c</b>
$a - b = d$	<b>a</b> minus <b>b</b> equals <b>c</b>
$a \cdot b = e$	<b>a</b> times <b>b</b> equals <b>e</b> or <b>a</b> multiplied by <b>b</b> equals <b>e</b>
$a/b = f$	<b>a</b> over <b>b</b> equals <b>f</b> or <b>a</b> divided by <b>b</b> equals <b>f</b>
$\sqrt{x}$	square root of <b>x</b>
$x^2$	<b>x</b> squared
$x^n$	<b>x</b> to the power of <b>n</b> or <b>x</b> to the <b>n</b>
$<$	less than
$>$	greater than



**ENGLISH VERB. ACTIVE TENSES**

	<b>Indefinite (Simple)</b>		<b>Continuous (Progressive)</b>	<b>Perfect</b>	<b>Perfect Continuous</b>
<b>Present</b>	We paint pictures. He paints pictures. They don't paint pictures. He doesn't paint pictures. Do you paint pictures? Does he paint pictures?	He is ill. Is he ill? He isn't ill. You are ill. You aren't ill. Are you ill?	<b>AM / IS / ARE + Ving</b> We are painting pictures. He is painting a picture. I am not painting a picture. They are not painting pictures. Are you painting a picture? Is she painting a picture?	<b>HAVE / HAS + V<sub>3</sub></b> I have painted the picture. He has sold the picture. They have not painted the picture. He hasn't sold the picture. Have you painted the picture? Has she sold the picture?	<b>HAVE BEEN + Ving</b> <i>I have been reading this book for 2 days.</i> Я читаю эту книгу 2 дня. How long has he been reading this book? Сколько он уже читает эту книгу?
	1. <b>регулярные</b> действия в настоящем 2. факты, истины (Cats catch mice) 3. расписание (The train leaves at 5) после if и when для		<b>процесс</b> в момент речи или вокруг него (I'm reading a book now) 2. запланированное действие (We are leaving for	1. <b>результат</b> действия, завершивш. к наст моменту 2. жизненный опыт (I've never been to Egypt)	Подчеркивается длительный хар-р действия, кот. началось в прошлом и все еще продолжается или законч. к

	обозначения будущих действий	Moscow tonight) 3. эмоции (I'm always losing my keys)	3. действие началось в прошлом и продолжалось до наст. мом. (I've always loved you)	настоящему моменту
<b>Past</b>	<b>Ved / Irreg. V.</b>	<b>WAS / WERE + Ving</b> We were painting pictures from 1 to 5. He was painting his picture. He wasn't painting, he was sleeping. Was he painting? Were they painting?	<b>HAD + V<sub>3</sub></b> He had cooked dinner before I came. Он приготовил обед до того, как я пришел. Had he cooked dinner before you came? He hadn't cooked dinner by 5.	<b>HAD BEEN + Ving</b> <b>He had been cooking dinner for 2 hours when I came.</b> Он готовил обед уже 2 часа, когда я пришел. Had he been cooking dinner? He hadn't been cooking dinner.
	We painted pictures. Did you paint pictures? He didn't paint pictures.	He was ill. Was he ill? He wasn't ill		

	факты, события, регулярные действия в прошлом	<b>процесс</b> в прошлом.	действие, завершившееся к определенному моменту в прошлом	действие началось до опред. момента в прошлом и длилось вплоть до этого момента.
<b>Future</b>	<p><b>WILL + V</b>            He will paint a picture.            Will he paint a picture?            He won't paint a picture.</p> <p>1. предсказание            2. обещание, предложение            3. спонтанное решение</p>	<p><b>WILL + BE + Ving</b></p> <p><b>He will be painting his picture for 2 years.</b>            Will he be painting? ...            He won't be painting ...</p> <p>1. процесс в будущем            2. запланированное действие</p>	<p><b>WILL HAVE + V<sub>3</sub></b></p> <p><b>He will have painted his picture by July.</b>            Он нарисует картину к июлю.            He won't have painted.            Will he have painted?</p> <p>завершенное действие в будущем</p>	<p><b>WILL HAVE BEEN + Ving</b></p> <p>By that time he will have been painting his picture for 10 years.            К тому времени он будет рисовать свою картину уже 10 лет.</p> <p>действие начнется до определенного момента в будущем и будет длиться вплоть до этого момента</p>

### THE PASSIVE VOICE СТРАДАТЕЛЬНЫЙ ЗАЛОГ

	<b>SIMPLE</b>	<b>CONTINUOUS</b>	<b>PERFECT</b>
<b>PRESENT</b>	<b>am / is / are + V<sub>3</sub></b>	<b>am / is / are + being + V<sub>3</sub></b>	<b>have / has been + V<sub>3</sub></b>
	Letters are written every day. <i>Письма пишут каждый день.</i> Letters are not written. Are letters written every day?	The letter is being written now. <i>Письмо сейчас пишут.</i> The letter isn't being written. Is the letter being written?	The letter has just been written. <i>Письмо только что написали.</i> The letter hasn't been written. Has the letter been written?
<b>PAST</b>	<b>was / were + V<sub>3</sub></b>	<b>was / were being + V<sub>3</sub></b>	<b>had been + V<sub>3</sub></b>
	The letter was written. <i>Письмо было написано.</i> The letter wasn't written. Was the letter written?	The letter was being written. <i>Письмо писали.</i> The letter wasn't being written. Was the letter being written?	The letter had been written by 2. <i>Письмо было написано к двум.</i> The letter hadn't been written. Had the letter been written?
<b>FUTURE</b>	<b>will be + V<sub>3</sub></b>		<b>will have been + V<sub>3</sub></b>
	The letter will be written. <i>Письмо будет написано.</i> The letter won't be written. Will the letter be written?	-----	The letter will have been written by 2. <i>Письмо будет написано к двум.</i> The letter won't have been written. Will the letter have been written?

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