

Министерство науки и высшего образования Российской Федерации  
Федеральное государственное бюджетное образовательное учреждение  
высшего образования  
«Владимирский государственный университет  
имени Александра Григорьевича и Николая Григорьевича Столетовых»

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# STUDY AND RESEARCH

Учебное пособие по английскому языку  
для аспирантов и соискателей



Владимир 2022

УДК 811.111  
ББК 81.2Англ  
Н73

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Издаётся по решению редакционно-издательского совета ВлГУ

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Н73 Study and Research : учеб. пособие по англ. яз. для аспирантов и соискателей / Л. В. Новикова ; Владим. гос. ун-т им. А. Г. и Н. Г. Столетовых. – Владимир : Изд-во ВлГУ, 2022. – 147 с.  
ISBN 978-5-9984-1486-2

Содержит материалы, необходимые обучающимся при подготовке к вступительным испытаниям в аспирантуру, а также аспирантам при сдаче кандидатского минимума по иностранному языку. Рекомендуется аспирантам и соискателям при подготовке к участию в международных конференциях и симпозиумах, для усовершенствования навыков чтения и перевода оригинальной научной литературы, формирования навыков устных или письменных высказываний по теме диссертационной работы, навыков изложения содержания прочитанного текста в формах резюме и аннотации.

Предназначено для аспирантов и соискателей первого года обучения всех специальностей.

Рекомендовано для формирования профессиональных компетенций в соответствии с ФГОС ВО.

Ил. 24. Табл. 3. Библиогр.: 24 назв.

УДК 811.111  
ББК 81.2Англ

ISBN 978-5-9984-1486-2

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## PREFACE

Предлагаемое учебное пособие предназначено для работы в группах аспирантов, соискателей и научных работников, готовящихся к сдаче вступительного экзамена по английскому языку. Его также можно использовать при работе в студенческих группах с углубленным изучением английского языка. Цель пособия – развитие коммуникативных умений и навыков речевой деятельности различных видов, а также навыков аннотирования и реферирования научной литературы.

Пособие состоит из трех частей, каждая из которых включает в себя несколько уроков. В первой части даются методические указания: раскрывается содержание вступительного испытания и экзамена на сдачу кандидатского минимума по иностранному языку, рассматриваются виды чтения, приводятся образец экзаменационного билета и критерии оценки.

Вторая часть включает в себя оригинальные тексты практически по всем специальностям.

Третья часть посвящена письменному деловому общению.

Теоретический и практический материал, представленный в учебном пособии, поможет аспирантам подготовиться к участию в международных конференциях, усовершенствовать навыки чтения и перевода оригинальной научной литературы, подготовить устные или письменные высказывания по теме диссертационной работы, изложить содержание прочитанного в формах резюме и аннотации.

Часть, посвященная деловой переписке, способствует выработке у студентов умения общаться на английском языке по проблемам, связанным с научной деятельностью, вести деловую переписку с учеными как в России, так и за рубежом.

# Part I

## APPLYING THEORY TO PRACTICE

### Unit I

#### REQUIREMENTS FOR THE ENTRANCE EXAM IN A FOREIGN LANGUAGE

##### *Exam Structure*

1. Reading and translation into Russian of the original scientific text in the specialty. The volume of the text is 2500 – 3000 characters.
2. Retelling of the original scientific text in the specialty (on foreign language). The volume of the text is 3000 – 3500 characters.
3. Conversation with the examiner in a foreign language on questions, related to the specialty and future scientific research.

Speech activities tested during the exam.

**Reading.** The applicant must demonstrate the ability to read and understand the original literature in the specialty, based on the studied language material, professional background knowledge, language and contextual guessing skills. The skills of the student, search and browsing reading are assessed.

**Written translation** of a scientific text in a specialty is assessed taking into account the general adequacy of the translation, that is, the absence of semantic distortions, compliance with the norm and usage of the target language, including the use of terms.

**Oral speech.** The read text is assessed taking into account the volume and correctness of the extracted information, the adequacy of the implementation of the communicative intention, meaningfulness, consistency, semantic and structural completeness, the normality of the text; the ability to determine the range of issues considered in the text and to identify the main facts emphasized in the text is assessed within a short time.

**Speaking.** At the entrance exam, the applicant must demonstrate mastery of a prepared monologue speech, as well as an unprepared monologue and dialogical speech in a situation of official communication

within the program requirements of the university course passed. Content, adequate implementation of communicative intention, consistency, coherence, semantic and structural completeness, normativity of the statement are assessed.

***Knowledge of language material.*** At the entrance exam, the applicant must demonstrate the orthoepic skills formed at the university when reading aloud and speaking. When controlling the written translation of the text and in the oral expression, the applicant's possession of general scientific and special vocabulary, terms and terminological phrases, phraseological combinations, idioms, non-equivalent vocabulary, etc. should be taken into account.

Knowledge of abbreviations, conventions, the ability to correctly read formulas, symbols, etc., is also a prerequisite for the exam for the applicant.

***At the entrance exam,*** the applicant must demonstrate proficiency in the grammatical minimum of a university course in a foreign language, namely:

- 1) word order of a simple sentence;
- 2) complex sentence – compound sentence;
- 3) conjunctions and relative pronouns;
- 4) elliptic sentences;
- 5) sequence of tenses;
- 6) conjunctionless subordinate clauses;
- 7) use of personal forms of the verb in active and passive constructions;
- 8) passive constructions;
- 9) functions of the infinitive – the infinitive in the function of the subject, definition, circumstance.

Phrases: object case with infinitive, nominative with infinitive, infinitive in function of an introductory term, infinitive in compound nominal predicate ***“be plus infinitive”*** and in compound modal predicate, ***“for plus noun plus infinitive”***;

- 10) functions of the participle – participle in the function of definition and attributive participle phrases; independent participle phrases;

- 11) functions of a gerund – a gerund in the function of a subject, addition, definitions, circumstances; gerundial phrases;
- 12) subjunctive mood;
- 13) modal verbs – modal verbs with simple and perfect infinitives; functions of the verbs “*should and would*”;
- 14) conditional sentences;
- 15) pronouns, words substitutes, compound and paired conjunctions, comparative – contrastive phrases.

The applicant must be proficient in all types of reading: study, explore, search and revision reading.

**Revision reading** is aimed at acquaintance with the topic scientific text, and the examinee must show the ability to concisely convey the content of the text based on the extracted information.

**Exploratory reading** provides the applicant with an opportunity to show his ability to analyze the development of a topic and the general idea of the author of a scientific article, as well as to understand in general at least 70 % (per cent) of the main information.

**Learning reading** aims at a complete and accurate understanding of the content of the text.

All types of reading are aimed at the result – to learn to read a foreign text fluently in your specialty.

Free reading provides for the formation of skills isolate basic semantic blocks in the readable one, determine structural and semantic core, highlight the main thoughts and facts, find logical connections, exclude redundant information, group and combine the highlighted provisions according to the principle community, as well as the formation of the skill of language guessing, as well as forecasting incoming information.

To develop some basic translation skills you need to know information about the features of the scientific functional style, and also have an idea of such concepts as an equivalent and an analogue; translation transformations; compensation for translation losses, contextual replacements; polysemy of words; dictionary and contextual meaning of the word; coincidence and divergence of the meanings of international words – “false friends” of the translator.

## Unit II

### ASSESSMENT OF POSTGRADUATES' KNOWLEDGE

As we have already noted in the first unit, at the entrance exam, the applicant must demonstrate the ability to use the spelling, orthoepic, lexical and grammatical norms of the studied language within the university program and use them correctly in all types of speech communication in the field of science.

***Studying reading*** of the original text in the specialty:

**“Excellent”** – full translation (100 %) adequate to the semantic content of the text in Russian. The text is transmitted grammatically correctly, lexical units and syntactic structures characteristic of the scientific style of speech are translated accordingly;

**“Good”** – full translation (90 – 100 %), lexical, grammatical and stylistic shortcomings are noted, they do not interfere with the general understanding of the text, but do not correspond to the norms of the target language specified by the style of scientific presentation;

**“Satisfactory”** – a fragment of the text proposed in the exam is not fully translated, with a large number of lexical, grammatical and stylistic mistakes that lead to a misunderstanding of the content of the scientific text;

**“Unsatisfactory”** – translation of less than one second of the text with a large number of lexical, grammatical and stylistic mistakes that lead to a misunderstanding of the content of the scientific text.

***Viewing reading*** of the original text in the specialty with the transfer of its content:

**“Excellent”** – a complete presentation of the main content of the text fragment;

**“Good”** – the text is conveyed semantically adequately, but the content is not conveyed in full;

**“Satisfactory”** – the text is conveyed too briefly with a significant distortion of the meaning;

**“Unsatisfactory”** – less than 50 % of the main the content of the text, there is a material distortion of the content text.

***Conversation with examiners*** in a foreign language on issues related to the specialty and future scientific research.

*When talking with examiners* in a foreign language, issues related to the specialty and future scientific work, monologue speech is assessed at the level independently prepared and unprepared statements.

Particular attention is focused on the topic of the specialty and future work on the dissertation through dialogue, with discussion of issues related to scientific work, as well as on everyday topics.

***The evaluation criteria:***

**“Excellent”** – competent and expressive speech. Right lexical and grammatical constructions are used if mistakes are made, then immediately corrected by the speaker. Style scientific statement is sustained throughout the conversation. Volume statements meet the requirements – 10 – 15 sentences. The speaker understands and adequately answers questions;

**“Good”** – when pronouncing grammatical mistakes. The volume of the statement corresponds the requirements. Questions the applicant understands completely, but the answers are sometimes difficult. Scientific style is sustained in 70 – 80 % of statements;

**“Satisfactory”** – grammatical mistakes are made, sometimes very serious. The volume of the statement is no more than ½. Both the questions asked and the answers are difficult. Scientific style is sustained in no more than 30 – 40 % of statements;

**“Unsatisfactory”** – incomplete statement (less than ½), many grammatical, lexical and phonetic mistakes. The examiner does not understand the questions and cannot answer.

### **Unit III**

#### **PREPARATION FOR WRITTEN TRANSLATION OF SCIENTIFIC LITERATURE**

*Written translation* involves a number of stages.

**1st stage.** Acquaintance with the original. Careful reading of everything text using a dictionary as needed.

**2nd stage.** Allocation of logical parts of the original.



Dividing the text into complete semantic segments – sentences, paragraphs, periods.

**3rd stage.** Draft translation of the text. Consistent work on logically separated parts of the original.

**4th stage.** Re-reading the original, checking the completed translation in order to control the correct transfer of the content.

**5th stage.** Final editing of the translation with the corrections.

**6th stage.** Translation of the title.

When translating, it is important to distinguish between truly international words, that is, similar in spelling and sound in different languages and coinciding in meaning, from words that, with their external similarity, have different meanings. Words of the second category are especially dangerous for those performing written translation, as they are often misleading and cause gross semantic mistakes. Such words are called pseudo-international words, or “false friends of the translator”.

*International words* in Russian, as a rule, have a narrower special meaning. So, for example, the word revolution in Russian has only one meaning – “revolution, coup”, while in English the basic meaning of the word revolution is “circular rotation, a complete revolution of the wheel of a car”.

International words present a known difficulty when translating, since, naturally, first of all you use the corresponding international word in Russian, and the translator often overlooks other meanings of this word or another form of its use.

So, in modern translations, words are often incorrectly used *practically, formal, dramatic*.

Under “*false friends of the translator*” we mean words more often of Latin and Greek origin that have a similar spelling, but different meanings in English and Russian.

Accurate – точный, а не аккуратный

Actual – фактический, а не актуальный

Object – цель, предмет, а не объект

Prospect – вид, перспектива, а не проспект

Subject – вопрос, предмет, а не субъект

Technique – метод, методика, а не техника

It lasted the whole decade.

Это продолжалось целое десятилетие.

She has a very fine complexion.

У неё прекрасный цвет лица.

The vast majority of these words have only one meaning. They are truly international.

*For example:*

Expert – эксперт и знаток, сведущий специалист, специалист

Control – контроль и руководство, управление, надзор, проверка

Dramatic – драматический, драматичный, неожиданный, яркий, впечатляющий, сенсационный

***“False friends of the translator” are divided into three groups.***

1. Words that have an external similarity (sound and spelling) with the words of the Russian language, but the meaning of which does not always coincide.

Decade – десятилетие

Popular – народный, популярный

Nation – нация, народ, страна

Crisis – кризис, конфликт, напряженная ситуация

2. Great help to people when transferring “false friends of the translator” can provide English-Russian and Russian-English dictionary of “false friends of the translator” by V. V. Akulenko.

3. The dictionary contains a detailed analysis of over 1000 English words, in the overwhelming majority of abstract meaning that Russians analogs.

### ***PRACTICE TASKS THAT WILL IMPROVE WHAT YOU HAVE LEARNED***

**Task 1. Note the difference in the meaning of English and Russian words and suggest appropriate equivalents when translating them.**

1) actual ≠ актуальный

2) appellation ≠ апелляция

- 3) aspirant≠аспирант
- 4) balloon≠баллон
- 5) billet≠билет
- 6) compositor≠композитор
- 7) concern≠концерт
- 8) depot≠депо
- 9) direction≠дирекция
- 10) fabric≠фабрика
- 11) genial≠гениальный
- 12) intelligence≠интеллигенция
- 13) motion≠моцион
- 14) motorist≠моторист
- 15) obligation≠облигация
- 16) physique≠физик
- 17) probe≠проба
- 18) protection≠протекция
- 19) pathos≠пафос
- 20) baton≠батон

**Task 2. Translate the following sentences into Russian, paying attention to the translation of ambiguous words (“false friends of the translator”).**

1. A **physician** working with X-rays must be something of a **physicist**.
2. The faculty of the New Orleans University consists of the best **scholars, especially in Arts**.
3. Little Oliver Twist was very much afraid of **the master** in the working house.
4. Michael Jackson has lost many of his **fans** after the scandal.
5. There are many creepers in the **conservatory**.
6. Mendeleev was a great **student** of chemistry.
7. The work of a **compositor** is rather difficult.
8. The crew of the boat consisted of her husband, his two **mates**, three **engineers**, twelve firemen and ten **able-bodied seamen**.

**Task 3. Translate the following text, paying attention to the translation of international words.**

These outcomes have been most pronounced where the past transition state structures have been weak and fractured, allowing parts of the government to be captured by groups whose major objective is to use the state to legitimate or mask their acquisitions of wealth. (Poor outcome can also occur when stronger governments fail to create a modicum of prudential regulation for financial and capital markets).

The international financial institutions must bear some of the responsibility for these outcomes, because they requested and required transition governments to privatize rapidly and extensively, assuming that private ownership would, by itself, provide sufficient incentives to share holders to monitor managerial behavior and encourage firms' good performance.

**Task 4. Translate the following sentences from Russian into English, paying attention to the highlighted words.**

1. **Правительство**, которое обрушивается на такие политические организации, может быть лишь правительством, которое боится своего народа.

2. В 80-е годы прошлого века консервативная партия исповедовала настолько радикальные **принципы** управления страной, что им вряд ли можно найти пример в истории Соединённого Королевства.

3. **Прежде** отношения между служащими этих управлений и правительства были гармоничными.

4. Для принятия **обоснованного** решения необходимо учитывать по крайней мере шесть факторов.

5. Материалы в остальных разделах носят несколько **умозрительный** характер.

6. Спустя три года картина **существенно** изменилась.

7. Для этого требуется **глубокое** изучение звёзд и применение сложных теорий.

8. **Война за независимость в Америке** – прямой прототип национально-освободительных войн в колониальных и полуколониальных странах в настоящее время.

9. Это **буквальный** перевод текста.
10. Мне нравится участие в работе этого **журнала**, однако я не имею никаких **обязательств** перед его редакцией.

#### Unit IV

### NEOLOGISMS. TRANSLATION OF NEOLOGISMS

Neologisms are new words that have not yet been registered in dictionaries, or new meanings of words not fixed by dictionaries, already existing in the language.

*To understand the meaning of the neologism, it is necessary:*

- 1) to find out the meaning of a word from the context;
- 2) refer to the latest edition of one of the English-Russian or Russian-English dictionaries and try to find the given word in the section “New words”;
- 3) try to figure out the meaning of the new word, based on its structure, i.e. to determine whether it is formed by the existing word-formation model.

When translating neologisms, the following translation methods are used:

- 1) transcription;
- 2) transliteration;
- 3) calquing;
- 4) descriptive translation.

*Translation methods for transcribing neologisms:*

Beatles – БИТЛЗ

briefing – брифинг

*Transliteration nowadays is practically not used:*

inauguration – инаугурация

Benelux countries – страны Бенилюкс

*Examples of calquing* neologisms (i.e. reproduction by means of the Russian language of meaning and morphological structure new English word or phrase):

air bridge – воздушный мост  
shadow cabinet – теневой кабинет  
nuclear umbrella – ядерный зонтик  
brain trust – мозговой трест

***Examples of descriptive translation:***

to lobby – посылать делегатов для оказания давления на членов парламента, депутатов округа

buck-passer – человек, любящий переключать ответственность на других

***PRACTICE TASKS THAT WILL IMPROVE  
WHAT YOU HAVE LEARNED***

**Task 1. Translate the following sentences containing neologism words.**

1. The pill was **sugar-coated**.
2. She is **air-minded**.
3. Summer at last. You look **summary** too.
4. We are the **not-wanted**s.
5. There are people who have much and those who have nothing well, you see. I'm among **muchers**.
6. A man doesn't come a thousand and odd miles **to be not-at-homed** at the end of it.
7. The white tiled, gleaming-**tapped** bathroom.
8. It was a **dehumanized** apartment.
9. Ireland has a right to **nationhood**.
10. Is the child a **mouth-breather**?

**Task 2. Translate the following sentences, accurately defining the meanings of the highlighted words and expressions.**

1. Volunteers work in nurseries and playrooms in children's hospitals, in the **golden age** clubs and veteran hospitals.
2. Executives have to keep workers satisfied in order to reduce **job hopping**.

3. European **head-hunters** typically stalk their prey by telephone. They seldom write and never show up at a candidate's current place of employment.

4. Americans are traditionally self-conscious about exclusive displays of patriotism, and will deride such excess as "**Fourth of July**" speech.

5. ...on the left stands a man in a very dark suit with very dark tie, very dark glasses, very white shirt, and very bald head, a cap, **Feebie**, CIA, something like that.

**Task 3. Translate the text into Russian in accordance with the style requirements. Comment on the translation of the neologisms that you come across.**

Net Gain: a Pollyanna-ISH View of Online Personals

When I first went to work at Nerve.com, the online sex and culture magazine, I knew very little about the "personals" side of the site. No, I was a big editorial snob, too busy soliciting personal essays on Canadian toplessness to pay much attention to the tech-heads to my left, who were beta-testing classified ad databases. Little did I know about the real literary revolution taking place – that out of the inky duckling of the print personal and was emerging this proud and freaky swan, the online profile.

The old-style personal ad was a solitary two-line cry for help, delivered with haiku-length concision. The language was as coy as that of a real estate ad: Rubenesque meant fat, generous meant rich patsy, artistic meant broke. Two types of daters were assumed to use these ads: the extremely lonely and those with narrowly specific sexual kinks. Before a meeting one likely knew very little about one's date, other than the fact that he or she would be sporting a glittery beret as a signal.

**Task 4. Translate the following neologisms into English:**

- 1) искусство воздействия на массы
- 2) рассматривать по пунктам
- 3) закрытие (ликвидация) завода
- 4) ноу-хау
- 5) пикетирование

- 6) быть членом профсоюза
- 7) переносной компьютер
- 8) челночная дипломатия
- 9) “ящик” (телевизор)
- 10) утечка мозгов

## Unit V

### AMERICANISMS. TRANSLATION OF AMERICANISMS

*For written translation* from English into Russian, knowledge of Americanisms is of the greatest importance. They certainly do not change the basics of the English language (grammatical structure and basic vocabulary), but they also create certain inconveniences when translating scientific articles, and not only.

*In grammar, difficulties of Americanisms’ translation are the following.*

Instead of Present Perfect they use Past Simple (Indefinite).

*They just left* instead *They have just left*.

Past Simple instead of Past Perfect.

*After he came back home he ate dinner* (instead of *after he had come*).

In the American version, there is a tendency for ***non-compliance with the sequence of tenses***.

*For example:*

He said he is feeling bad.

In the structure of the sentence in the American equivalent, there is ***another words order***, for example, adverbs are often preceded by verb:

*For example:*

He then asked for another appointment.

The so-called “economy” of words is also appeared in ***the omission of “should” in additional clauses***.

*For example:*

They suggested that I (should) do it myself.



*The use of prepositions and articles* can also consider some difficulties of translating Americanisms, since they differ from the British equivalent.

*The presence or absence of dots in abbreviations* is an example of the difference between American and British punctuation.

***Prepositions:***

on the street (US), in the street (UK) – на улице

bill out a form (US), bill in a form (UK) – заполнить

do over (US), do up (UK) – переделать

***Articles:***

one thing or the other (US), one or other thing (UK)

go to the hospital (US), go to hospital (UK)

There are significant *lexical differences* between American and British English.

<b>British</b>	<b>American</b>	<b>Meaning of the word</b>
tube/underground	subway	метро
flat	apartment	квартира
barrister	lawyer	адвокат
engine	motor	мотор
a receptionist	a desk clerk	администратор
a primary school	an elementary school a junior school	начальная школа
an aerial	an antenna	антенна

***PRACTICE TASKS THAT WILL IMPROVE  
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**Task 1. Give two variants – British and American – of the words that correspond to the definitions.**

1. A line of people or vehicles that are waiting for something.
2. A device that moves up and down inside a tall building and carries people from one floor to another.

3. A major road that has been specially built for fast travel over long distances.
4. An area of building where people can leave their cars.
5. A large vehicle that is used to transport goods by road.
6. A vehicle without an engine that can be pulled by a car or a van. It contains beds and cooking equipment so that people can live and spend their holidays in it.
7. A liquid which is used as a fuel for motor vehicles.

queue/line; lorry/truck; motorway/expressway, highway; caravan/trailer; lift/elevator; petrol/gas, gasoline; car park/parking lot

**Task 2. Translate the sentences into Russian. Pay attention to Americanisms.**

1. The **baggage** claim area was right under the main hall of the airport.
2. A flat in America is called an **apartment**; what they call a flat is a puncture in your tyre.
3. If you ask for **suspenders** in a man's shop you receive a **braces**... and should you ask for a pair of braces, you receive a queer look.
4. A friend of mine gives me a **fill-in** on how Castello is running the country.
5. The stark **rundown** of household budget was all too familiar.
6. He **updated** me on the recent events.
7. Why has crime **sky-rocketed** in California?
8. Those who were interested in the same thing **hung around**.
9. In his 36 years in New York's prison department he never once **let up** on his fight against capital punishment.
10. Sorry, we had the **run-in**, but it was all my fault.

**Task 3. Divide the following words into two groups: British and American, paying attention to the spelling of the words.**

Favorite – favourite, apologize – apologise, labour – labor, catalogue – catalog, theatre – theater, counselor – counsellor, license – licence, color – colour, hypnotise – hypnotize, center – centre, programme – program,

specialize – specialise, traveller – traveler, humour – humor, archaeology – archeology, dialog – dialogue, defence – defense, neighbour – neighbor, kilometre – kilometer.

Trousers – pants (брюки), gas – petrol (бензин), freeway – motorway (шоссе), a boot – a trunk (багажник), candy – sweets (конфеты), a flashlight – a torch (фонарик), autumn – fall (осень), an apartment – a flat (квартира), a diaper – a nappy (подгузник), underground – subway (метро), sidewalk – pavement (тротуар), a lift – an elevator (лифт), first floor – ground floor (первый этаж), post – mail (почта), cookies – biscuits (печенье), chips – French fries (картофель фри), pharmacy – chemist's (аптека), a truck – a lorry (грузовик), rubbish – garbage (мусор), crazy – mad (сумасшедший), holiday – vacation (отпуск), to wait in line – to queue (стоять в очереди), a shopping cart – a trolley (тележка), a mobile phone – a cell phone (мобильный телефон), a city centre – downtown (центр города), a restroom – a toilet (общественный туалет), engaged – busy (занят), soccer – football (футбол), a jumper – a sweater (свитер), at five past nine – at five after nine (в пять минут десятого), a cab – a taxi (такси), a tin – a can (жестяная банка), a faucet – a tap (кран), an eraser – a rubber (ластик), a film – a movie (фильм), sneakers – trainers (кроссовки), a cooker – a stove (кухонная плита), drapes – curtains (шторы).

**Task 4. Translate into Russian. Pay attention to Americanisms.**

1. I'm just a lonesome old hobo, ain't got no money, ain't got no home, but I got me one thing; I got me a disease that's eating me up.

2. An unsheathed Japanese sword lay across Butch's lap, a war souvenir which, Butch said, he had taken off the body of a dying Nip on the island of Tarawa (he had actually traded six bottles of Budweiser and three joysticks for the sword in Honolulu).

3. ...he would hear it, something worse than all the Commies and murderers in the world, worse than the Japs, worse than Attila the Hun, worse than the somethings in a hundred horror movies.

4. Butch was settled in for the afternoon on the back porch, a quart milk-bottle filled with exquisitely hard cider.

5. His Philco portable radio on the porch rail (later that afternoon the Red Sox would be playing the Washington Senators, a prospect that would have given a man who was not crazy a bad case of cold chills).

6. Yang killings are corny or old-fashioned these days.

7. If you ask for suspenders in a man's shop, you receive a pair of braces... and should you ask for a pair of braces, you receive a queer look.

8. An overwhelming “yea” from 38 critics with five giving it the brush-off.

9. A friend of mine gives me a fill-in on how Castello is running the country.

10. The stark rundown of household budget was all too familiar.

11. Sorry, we had the run-in, but it was all my fault.

12. He updated me on a couple of gimmicks.

13. He has been credited with sparkplugging the current movement for court reforms in North Carolina.

14. Why has crime sky-rocketed in California?

15. Those who were interested in the same thing hung around.

16. In his 36 years in New York's prison department he never once let up on his fight against capital punishment.

17. If you believe that London underground trains are crowded in the rush hours, you are mistaken. At 9 a.m. or 5 p.m. on the Bakerloo Line between Piccadilly and Oxford Circus you will find a hermit-like solitude compared with a New York subway at the same period of the day.

## Unit VI

### PHRASEOLOGICAL UNITS. TRANSLATION OF PHRASEOLOGICAL UNITS

*Phraseological word combinations* are constant combinations of words whose meanings are composed of the meanings of the components included in them, but one of the words is always used in a idiomatic meaning. They do not have national specificity, and due to the transparency

of their internal shape and often lack of imagery, it is easy to understand their meaning.

Phraseological word combinations are often translated by words in their direct meaning with the desired stylistic coloring.

***Translation of phraseological units causes certain difficulties for a number of reasons.***

1. Becoming components of a phraseological unit, words with free meaning lose their semantics and acquire a new, connected meaning.

2. A person who does not know the phraseological phrases of the source will not be able to give an equivalent translation of the phraseological unit in the translation text, which will lead to a word-by-word or literal translation. Thus, there will be a deformation of meaning and subsequent misperception of information.

3. If there is an equivalent of phraseological unit in the target language, the translator needs to look for other ways to convey meaning, due to the fact that this or that phraseological unit does not correspond to the context.

4. When translating a phraseological unit, our task is accurately and correctly conveying its meaning, as well as show emotionally expressive characteristics, evaluative connotation, functional and stylistic features.

5. Difficulties in translating a phraseological unit are its high degree of national specificity.

6. The external similarity of phraseological units in the source and the target languages that have different semantics can lead to false associations and incorrect translations.

In order to convey the meaning of the phraseological unit adequately and accurately, we choose methods of translating such phrases.

*For example:*

Poor lamb, he must be as poor as a church mouse.

Ах ты, ягненок! Видно, беден, как церковная мышь.

We can see ***word choice of an equivalent***. The English sentence and its translation are equivalents – semantics, imagery, stylistic coloring, component composition, grammatical structure.

Not infrequently, when translating a phraseological unit, we are searching for *analog, phraseological units* that convey the same meaning, but based on a different image.

*For example:*

What he said had a hateful truth in it, and another defect of my character is that I enjoy the company of those, however depraved, who can give me a Roland for my Oliver.

Он высказал роковую истину. Мне нравятся люди пусть дурные, но которые за словом в карман не лезут.

***Descriptive translation*** is a special lexical substitution with additions, this means that the meaning of phraseological units is conveyed using free phrases, explanations, comparisons, descriptions are also given.

Descriptive translation is needed when the target language there is no equivalent and analogue of the original phraseological unit.

Differences in cultural and linguistic realities also require an interpreter to provide an explanation.

*For example:*

It had been done when he took silk and it represented him in a wig and gown. Even they could not make him imposing...

Он тогда только что стал королевским адвокатом и по этому случаю был снят в парике и в мантии, но даже это не придало ему внушительности...

***Lexical translation or replacement*** is used when in the source a concept is denoted by a phraseological unit, and in the target language – by a lexeme.

*For example:*

He'd be a bit surly sometimes, but when we hadn't had a bite since morning, and we hadn't even got the price of a lie down at the Chink's, he'd be as lively as a cricket.

Иногда он, конечно, хмурился, но, если у нас с утра до вечера маковой росинки во рту не бывало и нечем было заплатить китаезе за ночлег, он только посмеивался.

**Contextual translation** is a choice of the translated phraseological unit of contextual correspondence, logically related to it and different from the dictionary one.

*For example:*

It's a smack in the eye of course, it's no good denying that, but the only thing is to grin and bear it.

Конечно, спорить не приходится, это удар по самолюбию, но что мне остается? Улыбнуться, и все. Как-нибудь переживем.

**Antonymic translation** is a translation of a phraseological unit, i. e. the original phraseological unit of the opposite semantics, as well as the transformation of an affirmative construction into a negative one and vice versa.

*For example:*

...and with the possibility that Michael might be killed at any moment – it was true he said he was as safe as a house, he only said that to reassure her, and even generals were killed sometimes – if she was to go on living she must have a child by him.

...и при том, что Майкла могли в любой момент убить, – конечно, он говорил, что ему абсолютно ничего не грозит, но он просто успокаивал ее, даже генералов и тех убивали, – удержать ее в жизни мог только его ребенок.

**Calquing** is used in cases where a phraseological unit is recognized as sufficiently motivated by the meanings of its components. This method helps to show the figurative characteristic of the phraseological unit, to recreate the unique author's, and in most cases when translating, there is practically no deformation of the translation.

*For example:*

In those days Julia did not think it necessary to go to bed in the afternoons, she was as strong as a horse and never tired, so he used often to take her for walks in the Park.

В те дни Джулия не считала нужным ложиться днем в постель, она была сильна, как лошадь, и никогда не уставала, и они часто гуляли вместе с лордом Чарлзом в парке.

*Holistic transformation* is used when the value phraseological unit is impossible to pick up in any way, analyzing the semantics of individual words. In this case, we need to understand the meaning of the entire phrase as a whole and then show the general meaning of the target language. Spoken speech most often requires such a method as a holistic transformation.

*For example:*

...let's go back to your studio. If you've made a fool of yourself you must eat humble pie. Your wife doesn't strike me as the sort of woman to bear malice.

...пойдем сейчас к тебе. Раз уж ты заварил кашу, так ты ее и расхлебывай. Твоя жена, по-моему, женщина незлопамятная.

### ***PRACTICE TASKS THAT WILL IMPROVE WHAT YOU HAVE LEARNED***

#### **Task 1. Match Russian equivalents to English phraseological units.**

Apple of one's eye; half-baked; be like chalk and cheese; fish out of water; happy as a clam; break a leg; a piece of cake; you can't judge a book by its cover; bite off more than you can chew; add fuel to the fire; cry over spilt milk; to be in the same boat; to be broke; once in a blue moon; over my dead body; head over heels; when pigs fly; it is not my cup of tea; be as poor as a church mouse.

Влюбиться по уши; не в моём вкусе; когда рак на горе свистнет; только через мой труп; не стоит принимать решение на основании только видимых, внешних факторов; гол как сокол; зеница ока, свет очей; не готов, не доработан, сыроват; абсолютно разные; не в своей тарелке; доволен, как слон; ни пуха ни пера; задача, которую легко выполнить, проблема, которую не составит труда разрешить; брать слишком много обязательств на себя; подлить масла в огонь; не стоит огорчаться о том, что уже не вернуть; в одинаковом положении, братья по несчастью (счастью); на мели; то, что происходит очень редко, об исключительном событии, которое может произойти раз в несколько сот лет.



## Task 2. Match English equivalents to Russian phraseological units.

Сизифов труд; ломать голову (усиленно думать, вспоминать); бойкотировать кого-либо, прекратить общение с кем-либо; загнанный, в безвыходном положении; быть всегда готовым к услугам = быть на побегушках; лить как из ведра (о дожде); быть неловким, неуклюжим; смертельные враги; выдать секрет; сжигать мосты; иметь дела поважнее; заговаривать зубы; обжечься на чем-либо; поливать грязью; не понимать шуток; сгущать краски; вставлять палки в колеса; золотить чистое золото, стараться улучшить, украсить что-либо и без того достаточно хорошее; подкрасить цвет лилии, пытаться улучшить или украсить что-либо не нуждающееся в улучшении.

A Sisylean labor; rack one's brains; to Coventry; at bay; be at smb.'s beck and call; to rain cats and dogs; be all thumbs; Kilkenny cats; to spill the beans to burn bridges; to have other fish to fry; to throw dust into smb.'s eyes; to burn one's fingers; to throw mud at smb.; to be narrow in the shoulders; to paint the devil blacker than he is; to put a spoke in smb.'s wheel; to gild refined gold; to paint the lily.

## Task 3. Translate the following sentences into Russian. Pay attention to the phraseological units.

1. Mr. Bernhard's first comments on what needs to be done showed he is starting **to grasp the nettle**.

2. Such talk is the **thin end of a very thick wedge**.

3. I'm happy **to go wheel to wheel** with Schumacher.

4. People say Soames **was born with a silver spoon in his mouth**.

5. Mrs. Bardell would never do it – she hasn't the heart to do it – she **hasn't the hipped doing** case ridiculous.

6. He played **the first fiddle in the orchestra**.

7. They look like they have **a marriage made in heaven**.

8. Nick understood **the game is not worth the candle**.

9. There is a good proverb, my mother said: “**A bird in the hand is worth two in the bush**”.

10. In those days Julia did not think it necessary to go to bed in the afternoons, she was **as strong as a horse** and never tired, so he used often to take her for walks in the Park.

11. There are so many cases in which it absolutely ruins a chap's career. Especially if he marries an actress. He becomes a star and then she's a **millstone round his neck**.

**Task 4. Insert right idioms into the sentences.**

1. Nick spent only \$3 on his brother's present. He is such ... !
2. My friend is ... – he is sitting in front of TV and eating all days long.
3. Kent was so sweet and calm at school. He was ... .
4. Lyci is so ... . Her plans and dreams are very practical.
5. My dad doesn't use skype or e-mail. He is a bit ... .
6. Mike is ... . You can count on him.
7. My aunt is an extrovert, she hates being alone because she is ... .
8. The newly-weds are really happy. They are ... .
9. Max works in an office. He is ... .
10. Please, tell me the latest news. I am ... .

behind the times; a social butterfly; a cheapskate; all ears; a couch potato; on cloud nine; a man of his word; down-to-earth; a goody two-shoes; a white-collar worker

**Task 5. Divide the following idioms into three columns according to the type of speech they are used in: colloquial, literary or ironic. Translate them.**

Hoping for the best; be a closed book; lyrical digression; run errands; be ranting and raving; sell for thirty pieces of silver; be a jack-of-all-trades; take out of context; the salt of the earth; warble like a nightingale; be a knee-high to a grasshopper.

**Task 6. Which of the following idioms describe the positive features of people's behaviour and actions? Which of them are negative characteristics?**

Be in the right mind; be at smb.'s beck and call; have a thin skin; be at one's best; be in smb.'s shoes; be one's own master; weigh one's words; pull oneself together; be in the clouds; put one's heart into smth.

**Task 7. Say if the following pairs of idioms are synonyms or not.**

Be in the clouds – be in the air; put one’s heart into smth. – get into smb.’s skin; be like a squirrel on a treadmill – be in a constant whirl; live for work – to be married to one’s job; a real master of one’s craft – a jack-of-all-trades; work with total dedication – work with a strong sense of duty; make a mess of everything – do everything backwards.

**Task 8. Match the idiom with its definition.**

- |                                   |  |
|-----------------------------------|--|
| 1. Show the door                  | a) Become more and serious, sensible   |
| 2. Feed smb. promises             | b) Undertake an action towards some goal                                     |
| 3. Struggle one’s shoulders       | c) Pretend not to understand   |
| 4. Take in hand                   | d) Draw attention to impending danger, trouble                               |
| 5. Keep one’s word                | e) Remain silent   |
| 6. Sound/raise the alarm          | f) Fulfil one’s promise  |
| 7. Get some sense into one’s head | g) Bring someone under one’s control   |
| 8. Take the first step            | h) Raise and low one’s shoulders as a sign that one does not understand smth |
| 9. Keep one’s mouth shut          | i) Demand that someone leave, drive someone out                              |
| 10. Play the fool                 | j) Promise doing something but not fulfil one’s promises                     |

**Unit VII  
HEADINGS**

*Translation of headings*, due to their specificity, have certain difficulties. The headline plays a very important role; its main task is to attract the attention of the reader, to interest and even amaze him, and only in the second place is the heading entrusted with an information and explanatory function – a message to the reader of a summary of this article.

As a result of this purposefulness, a special style of newspaper headline has developed in the Anglo-American press, a characteristic feature of which is the extreme expressiveness of lexical and grammatical means.

Headings, as a rule, are written in “telegraphic language”, that is, with using the most concise, extremely laconic phrases in which all semantically secondary elements are omitted. Together with topics, in order to ensure maximum clarity, headings are built on the basis of common vocabulary and the simplest grammatical means.

***The most characteristic features of the translation of headings are given below.***

1. To draw the reader's attention to the main point of the message in the headlines, as a rule, articles and personal forms of the auxiliary verb ***to be*** are omitted. Action is usually expressed in the forms Indefinite or Continuous.

*For example:*

(The) Russian Athlete (is) Winning (a) Prize

2. Recent events are reported using Present Indefinite forms. This makes events closer to the reader and enhances his interest.

*For example:*

Liner Runs Ashore

3. The future action is often conveyed using the infinitive.

*For example:*

Glasgow Dockers to Resume Work

4. Often the predicate is omitted in the title, it plays in the sentence a secondary role.

*For example:*

Hurricane in Miami

5. In order to pay special attention to the predicate, and together with to interest the reader, the subject is omitted if it is inferior in meaning to the predicate.

*For example:*

(They) Expect New Economic Depression

6. The possessive case, due to its structural compactness, is used with inanimate nouns and displaces the prepositional phrase with “***of***”.

*For example:*

Price Control's Effect Discussed

7. Popular nicknames and abbreviated names are used instead of the names of some politicians, artists, athletes, etc.

*For example:*

Winnie – Winston Churchill

8. Only the names of politicians, artists, etc. are used.

*For example:*

Medvedev Tops Up Market Funding

9. To give an emotional coloring to common vocabulary, neologisms, dialectisms, poetisms, slang.

*For example:*

cop – policeman

foe – enemy

10. Abbreviations and compound words are widely used.

*For example:*

WTO to Consider New Russia Proposal

11. The presence of elements of imagery.

*For example:*

Clinton Raises His Eyebrows

***The following features of headings should be kept in mind.***

1. Complete sentences as headings (no gaps service words, articles and prepositions) are not so common. All words in headings can be capitalized.

*Small Investments That Make a Big Difference/Небольшие инвестиции, играющие большую роль*

2. If the title is complete in structure a sentence, for its translation it is sometimes necessary to read the article or at least the first paragraph to understand the meaning.

*Euro Rises on Talk of ECB Invention/Евро растет благодаря инвестициям ЕЦБ (Европейского центрального банка)*

3. Colons and question marks are used to draw attention to headings.

*Laptops: Do We Need That Speed?/Портативный компьютер: Есть ли необходимость в такой скорости?*

4. The greatest difficulty in translation, obviously, is the use of word play, phraseological units and deliberately modified set expressions in the titles of phraseological units, the change of which is transparent only for those who know the culture of English-speaking countries.

*To Save or Not to Save* (парафраз из Шекспира “to be or not to be” – БЫТЬ ИЛИ НЕ БЫТЬ)

*Ready, Steady, Go!*/На старт, внимание, марш! (использование спортивного жаргона)

Sometimes the translation of the title can be understood by knowing the realities and culture of the country.

*Rich Man, Poor Man*/Богач, бедняк (название известного романа Ирвина Шоу).

As we can see, the headlines of English and American newspapers reveal a number of peculiarities that require a special approach in their translation. Often a careful study of the content of the text is required for correct understanding and translation of the title.

### ***PRACTICE TASKS THAT WILL IMPROVE WHAT YOU HAVE LEARNED***

#### **Task 1. Translate the following headings into Russian.**

1. Go to crack down on net crime.
2. Floods toll rises.
3. Minister quits over cover-up.
4. TV stars split to wed.
5. Move to curb junk food sales.
6. National speed limits set to change.
7. PM pledges tax cut.
8. Cat saves owner from blaze.
9. Olympic chief in vote rigging row.
10. Murder probe: police quiz model.
11. Football boss axed.
12. UN urged to act over new clashes.
13. Free trade plan opposed.

14. Jamaica rail crash industry.
15. Price of coal going up.

**Task 2. Translate the following headings into Russian.**

1. Whither Modern Medicine?
2. Why Polar Expedition?
3. Steam Versus Electric Locomotives.
4. Anglo-French Drive in Egypt Halted.
5. Stay-in-Strikers at Chicago to Crush Bosses.
6. 1000 British Aircraft Stop Work.
7. Manchester Ship Canal Reconstruction.
8. Portrait Exhibition Opening in New Orleans.
9. Ford Automobile Repair Shop Organization.
10. More Arms in Italy's Budget.
11. Metal Works Reorganization Conference at Montreal.
12. Industrial Power Plant Modernization.
13. Coal Handling Problems at Electric Stations.
14. Norwegian Tug-Boat on Fire.
15. Soil Water Supply Important for Subtropical Plants.

**Task 3. Translate the following sentences as the headings.**

1. Small Investments That Make a Big Difference.
2. Czechs Pay a Heavy Price for Bank Sell-Offs.
3. Farmer Bill Dies in House.
4. Men Recommend More Clubs for Wives.
5. Milk Drinkers Are Turning to Powder.
6. Italy's Bank Govenner Paints a Black Picture.
7. Lorry Crushers into Shop-Window.
8. After a String of Troubled Deals, the Firm Is Facing Criticism.
9. Has Ford Backed Detroit into Corner?
10. What's Coming for Light Weight Clay Blocks?
11. Modernize?
12. Why Wash Aggregates?

**Task 4. Translate the following headings from “The Financial Times” and “Business Week” and “The Economist”. Pay attention to the characteristic features of the headings.**

1. Is this deal really dead?
2. China trade: Will the U.S. pull it off?
3. Ford: A comeback in Europe is job one.
4. Brussels plan aims to boost cross-border investment.
5. Fed plants disclosure system for banks.
6. Israeli high-tech companies need more promising land.
7. Hyundai founder steps down in concession to reform plans.
8. Maybe what’s good for GM is good for Ford.
9. Globalization: What Americans are worried about?
10. Remember interactive TV? It’s active again.
11. The struggle against red tape.
12. A difficult meeting of cultures.
13. A cap on bank deposit rates?
14. A nation of risk-takers.
15. Come see my movie-please!
16. Iran: Don’t write off the reforms yet.
17. Slowdown in sales.
18. Give me that old-time economy.
19. California: “Public school system to the world?”
20. The recovery: So far, so good.
21. Is the market too high or too low? Maybe a little of both.

**Task 5. Translate the following headings from Russian into English.**

1. Евро растёт благодаря интервенциям ЕЦБ (Европейского центрального банка).
2. Посланники Израиля и Палестины направляются на переговоры.
3. Компания БМВ планирует начать сборку автомобилей «Роллс-Ройс» на новом заводе на юге Англии.
4. Индекс Доу Джонса резко повысился на приобретение высокотехнологических компаний.
5. Компания Хэндспринг сокращает диапазон стартовых цен.



6. ОАГ (Организация американских государств) разделилась в мнениях по вопросу о действиях Перу.
7. Задержка соглашения о кредите МВФ.
8. Сохраняя темп.
9. Играет ли на руку Германии падение евро?
10. Система автоматической котировки Национальной ассоциации биржевых дилеров.

## Unit VIII

### RETELLING OF THE ORIGINAL SCIENTIFIC TEXT IN THE SPECIALTY

A wide variety of scientific texts are used in the foreign language exam. Preparing an applicant for retelling a scientific text requires special skills. Scientific texts are primary and secondary.

**Primary – these are primary sources, originals.** These include, for example, a scientific article, a monograph. *A scientific article* is an essay in which the author presents the results of his own research. *A monograph* is a scientific work devoted to the study of one topic.

Secondary texts are created on the basis of primary texts belonging to another author.

In the scientific text (primary and secondary), the following parts are distinguished: **heading, introductory part.** The purpose of the work is formulated and the choice of the research topic is justified, research methods are described. **The main part** is divided into chapters in accordance with the tasks of the work. Each new thought is formed into a new paragraph. **The conclusion** takes the form of conclusions or a short summary.

**Work on the text begins with an introduction.** This is not just a part of the work, but also a document characterizing the work. It begins with justifying the relevance of the chosen topic. Further, it is necessary to show the author's acquaintance with the available sources, his ability to think critically in assessing what has already been done by his predecessors.

The goal of the presented work logically follows from this. ***The next stage of work*** is a story about the methodology for studying the problem. The formulation of the goals and objectives of the research should be clear and concise, logically correct. If there can be one goal, then there should be several tasks, they represent the methods of achieving the goal. Often the wording of the tasks coincides with the titles of chapters and paragraphs of the main part. The tasks are given in the form of an enumeration.

***The content of the main body*** depends on the topic. The paragraph titles should be defined so as not to go beyond the limits delineated by the chapter title. The general content of the main part should correspond to the research topic and purpose as its disclosure.

***Conclusion*** performs an important function. It reproduces the whole research. It is necessary to submit conclusions logically following from it. Conclusions should be related to the objectives set at the beginning. A conclusion is a kind of report on the work done, where real achievements are shown, and, if necessary, practical benefits are indicated.

***The bibliography and appendices*** are also important elements.

Secondary text is often used in the foreign language exam. It is created as a result of compression. With the help of compression, the text becomes smaller in volume, it is easier to highlight the main points and the most significant moments in it.

***The sequence of actions for compression is as follows:***

- 1) reading text and highlighting keywords;
- 2) writing secondary text using appropriate speech clichés;
- 3) the use of words with a generalized abstract meaning in order to convey the main content of the paragraph (objectives, point of view, conclusions, etc.).

***The simplest type of compression is a plan.*** Plans are ***question, title and thesis.***

***The question plan*** uses interrogative words. (What is the role of information in the modern world?)

***The naming plan*** defines the subtopics of the text and uses nominative sentences to determine (The role of information in a person's life).

**Proceedings** reflect the key sentences of the text and also uses verb forms (The role of information in the life of society is extremely great, since the one who owns the information owns the situation).

Proceedings briefly formulated main items of the article, report. They can be primary and secondary.

**Primary proceedings** this is a summary of the content of the public speaking.

**Secondary proceedings** are based on the work of another author (articles, monographs, lectures).

The main idea of the topic is briefly and logically presented in the proceedings. Each proceeding covers a micro-topic and, as a rule, constitutes a separate paragraph. Proceedings clue the solution of problems, questions, while the plan only names them. They have no citations and examples. As a rule, sentences with proceedings are built using verbal predicates, impersonal sentences.

**Abstract** – a brief description of the content (description) of the article, book. It gives the main idea of the article (what is being discussed), and does not clue the essence of the issues raised.

Abstracts are: **informational** (a description is given, but there is no assessment), **advisory** (a characteristic and recommendations for practical use are given), **group** (a characteristic of several works).

Before the text, the output data (author, title, place and time of publication) are given in the nominative form (in the nominative case).

The abstract consists of two main parts: the first one gives a bibliographic description, formulates the topic, the second lists the main problems or instructions. At the end, the addressee may be indicated.

**The following speech cliches are used:**

the book explores (what?); shown (what?); research (what?) is of great importance; the monograph gives a characteristic (what?); the book contains examples, illustrations; the book analyzes (what?); the main attention is paid (to what?); the problem was reflected in the work; in the conclusion briefly understands (what?); article is recommended, intended ... .

**Report** (lat. to prove, to report) – a summary of a scientific work or several scientific works, i.e. message about what information is contained, what is stated.

***The main requirements*** for writing report are the objectivity of presentation and the identification of new, essential. The presentation of one work usually contains an indication of the topic and composition of the abstracted work, a list of its main ideas with argumentation. Such report is called simple informational.

For writing a report, two or three scientific works can be involved. Such a report will be an overview. A simple informative report may contain an assessment of the ideas expressed by the author of the work. This assessment usually expresses agreement or disagreement with the author's point of view.

***The peculiarity of the report*** lies in its objectivity: it should not reflect subjective views or subjective assessments. The report contains illustrative material as opposed to annotation. The volume of the report ranges from five to fifteen printed sheets at two intervals.

***Before starting work***, having chosen a topic, you need to outline a plan and select literature. Distinguish between productive and reproductive reports. ***Productive report*** involves creative (critical) thinking about scientific literature. ***Reproductive reports*** reproduce the content of the primary text. ***They share:***

reproductive – abstract, resume;

productive – review, report.

***The abstract*** contains in a generalized form the factual material, illustrations, information about research methods, about the results obtained, the possibility of application.

***The abstract-summary*** gives only the main provisions related to the topic of the text.

***The abstract-review*** covers several primary texts, provides a comparison of different points of view.

***The abstract-report*** provides an analysis of the information of the primary source and an objective assessment of the state of the problem.

***There are three main components in the structure of the report.***

***The introductory part*** is a bibliographic description.

***The text*** consists of an introduction, main part and conclusion.

***Conclusions, literature.***

***Evaluation criteria for the report:*** compliance with the content to the topic, the depth of the study of the material, the correctness and completeness of the use of sources, the use of speech clichés.

***As a rule, speech clichés are used, which are necessary to make a report:*** bibliographic description (“in an article published in a journal, in a collection”, “the article has a title”); the topic of the article, book (“the proposed book is devoted to the topic”, “problem”, “the choice of the topic is important”, “the article is a presentation, generalization”); composition (“the article is divided into three parts”); the main content (“the author touches”, “raises the question of ...”, “the author proves the statement”, “the author refutes”); conclusion, author's conclusions (“the author draws conclusions”, “undoubted interest are the author's conclusions that the studies performed show”, “on the basis of the data obtained, it was concluded that ...”); assessment of the referent (“the author convincingly proves that ...”).

***The report must have*** a title page, plan-table of contents, introduction, main part, conclusion, bibliography.

***The title page contains the following information:*** the name of the university, the name of the department, topic of the report, information about the student and the advisor, the place of writing and the year of writing.

## ***PRACTICE TASKS THAT WILL IMPROVE WHAT YOU HAVE LEARNED***

### **Task 1. Questions to test the knowledge of the studied unit.**

1. What is the basis for distinguishing scientific genres?
2. What is a synopsis?
3. How does the abstract differ from the detailed plan?
4. How to write a report, your opinion?
5. Can you say that the report has the same basis as other types of analytical and synthetic processing of the original text – synopsis and abstracts? If yes, which one?
6. How does an abstract differ from a review?

**Task 2. Write a short definition of each genre of scientific style you use in your studies. Use scientific words and word combinations.**

1. Данная статья – the present paper
2. Тема – the theme (subject-matter)
3. Основная проблема – the main (major) problem
4. Цель – the purpose
5. Основной принцип – the basic principle
6. Проблемы, связанные с ... – problems relating to; problems of
7. Аналогично – similarly; likewise
8. Поэтому, следовательно – hence; в результате этого – therefore
9. Наоборот – on the contrary
10. Тем не менее – nevertheless; still; yet
11. Кроме того – besides; also; again; in addition; furthermore
12. Сначала – at first
13. Далее, затем – next; further; then
14. Наконец, итак – finally
15. Вкратце – in short; in brief

**Task 3. Write on the basis of one scientific text in your specialty:  
a) theses; b) annotation; c) a review.**

The results are analyzed in terms of ...; the line shapes are expressed in terms of a set of cross sections; two distinct types of correlation effects are investigated in ...; distribution function; we consider the relative motion of ...; a brief interpretation of the ...; chemical bonds is given ...; the quantity cannot be defined in terms of a specific group of ...; we evaluated the ... activity of the ...; from the data obtained it might be inferred (concluded that ...) ...; from our data we concluded that ...; the results were obtained from the data ...; results from two experiments are given; the performance of a ... based on this principle is presented; we analyze the method in terms of a simple model; according to Brown ...; according to theory (to the model) ...; according to our measurements the introduction of ... does not have strong effect on the thermal properties of ...; calculations

are based on new method ...; calculations are made on the basis of (according to) a new method; similar results were obtained by further experiments; the final results have proved to be very important; preliminary data seem to confirm the recent observation; similar results have been obtained both for ... and ... .

**Task 4. Translate the sentences from Russian into English.**

1. Были получены предварительные результаты.
2. Никаких численных результатов не приводится.
3. Обсуждаются результаты экспериментов *in vitro*. Обнаружено, что они подтверждают существующую гипотезу.
4. Были суммированы окончательные данные нескольких экспериментов.
5. Аналогичные результаты были получены путем дальнейшего экспериментирования.
6. Экспериментальные данные свидетельствуют о роли фосфора в таких процессах.
7. Для обоих видов (*species*) были получены аналогичные результаты.
8. Полученные результаты подтверждают важность и значение такого эксперимента.
9. Предварительные данные, видимо, противоречат первоначальному предположению.
10. Нет данных относительно того, как именно ведет себя это вещество.
11. Мы сообщили о ваших результатах.
12. Мы получили точный, правильный результат (*accurate/exact*).

**Task 5. Make up the sentences according to the following models.**

1. ... is interpreted with the assumption of ...
2. ... is derived under the assumption that ...

3. ... is calculated from the data on ..., with the assumption that ...
4. ... is calculated ...
5. ... we based our calculation on ... assuming ...
6. We obtained ... on the basis of ..., under the assumption that ...
7. ... we compared our ... with the values obtained from experiments ..., assuming that ...

**Task 6. Translate the following sentences using *base on* and a preposition *from*, as well as word combinations *on the basis*, *according to*, *in terms of*. Write in English sentences in which you report what the results are based on your work.**

1. Этот эффект объясняется на основании теории полупроводников.
2. Описан прибор, построенный на основе вращающегося анализатора (the spinning analyzer technique).
3. Получено (develop) теоретическое уравнение, основанное на простой модели.
4. Концентрация резко падает, как это можно было ожидать (as might be inferred, concluded) на основе предварительных данных.
5. Теорема (эта теорема) сформулирована согласно (по) Лотки (Lotkey).
6. Представлена работа (performance) счетчика (a counter), созданного (построенного) по этому принципу.
7. На основе полученных данных определена (оценена) плотность центров возмущения (perturbation).
8. Учитывая эти данные (the results), мы пришли к выводу, что скорости (the rates) образования кабриола (cabrion formation) можно снизить (decrease).



9. Полученные (the) экспериментальные данные (evidence) интерпретируются на основе (с использованием) двухзонной модели (a two-band model) сверхпроводимости.

10. Вычисления сравниваются с опубликованными результатами. Из этого сравнения (this analysis) мы делаем вывод об изменении (a variation) положения (the position) темных пятен (spaces).

**Task 7. Do the test for the unit you have learned.**

1. What genre of scientific style is characterized by the following features: presentation of the main ideas, absence of direct citations, exact headings:

- report;
- annotation;
- synopsis;
- proceedings?

2. What genre of scientific style presupposes a critical analysis of any scientific work and contains a reasoned assessment:

- review;
- annotation;
- synopsis;
- proceedings?

3. What genre of scientific style does the definition correspond to: “This is a summary in writing of the content of a scientific work”:

- report;
- annotation;
- synopsis;
- proceedings?

4. Which item is not a compositional part of a scientific article:

- about the author;
- statement of the problem, justification of the relevance of the topic;
- the process of investigating the facts;
- formulation of conclusions?

5. Which statement is incorrect: proceedings is a process... :
- selection of information;
  - reformulation of information;
  - fixing important and new information;
  - evaluating information?
6. Which of the statement does not apply to the synopsis:
- content integrity;
  - semantic integrity;
  - structural integrity;
  - emotional integrity?
7. Which genre of scientific style does the following definition correspond to: “This is a secondary text, which is a concise description of the primary source”:
- report;
  - annotation;
  - synopsis;
  - proceedings?
8. Point out what feature is not inherent in proceedings:
- statement of the main ideas;
  - highlighting the main information;
  - compression of information;
  - main problem?
9. The author of a scientific text usually writes on behalf of:
- 1st person plural;
  - 2nd person plural;
  - 3rd person singular.
10. The vocabulary which is not typical for the scientific style of speech:
- active language;
  - scientific;
  - colloquialisms;
  - terminological.

## Unit IX

### CONFERENCES AND SYMPOSIA

Every year in the world hundreds of various international scientific meetings are organized. Most of them are held in the form of conferences, symposia, colloquia and workshops/seminars. Sessions are regularly collected and general assemblies of scientific societies and unions.

Members of various international committees and commissions hold their meetings. Periodically international associations organize representative congresses. Popular among scholars are schools/short courses/study days/institutes/teach-ins. Let's get acquainted with the main realities of a scientific conference, including the typical components inherent in this form of scientific communication.

Preparation of a scientific conference begins, as a rule, with the definition of its topic.

*Example:* The 15th Pacific Science Congress.

Theme: Conservation, development and utilization of the resources of the Pacific.

Usually the main/major theme is formulated, or the official theme of the conference, which can allow for a wide variety of topics for discussion.

*Example:* “To provide a focus for the meeting, without in any way restricting the topics for discussion, the ISA (International Sociological Association) Executive Committee chose an official theme: Sociological Theory and Social Practice”.

You can learn about a scientific conference from information letters or circulars sent to interested scientific institutions and individual scientists. Typically, the first such letter is invitation to participate in the conference.

*Example:* “The International Federation for Information Processing (IFIP) cordially invites you to the World Conference on Computers in Education to be held in Switzerland in July 2021”.

There is usually a special application for this circular. It is so-called application or registration form which after filling is sent to the specified address.

*Example:* “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”.

Usually, the information message indicates working languages of the conference.

*Example:* “Papers may be delivered in English, French or German, preferably English”.

The basics of a conference are usually found in program booklet.

News bulletins are issued at representative scientific forums. You can find out about their content and frequency of publication from the conference program.

*Example:* “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 keynote speaker is usually a renowned scholar and recognized authority in his field.

*Example:* “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”.

Often, the organizing committee provides participants with the opportunity to hold an unscheduled meeting (impromptu meeting), if they express such a desire. You can find out about this from the announcement.

*Example:* “Groups wishing to hold impromptu meetings in the evening after the regular program may ask for room assignment from the Mexican Local Organizing Committee”.

***PRACTICE TASKS THAT WILL IMPROVE  
WHAT YOU HAVE LEARNED***

**Task 1. Study the types of conferences. Make a short note on what you've learned.**

<b>Type</b>	<b>Definition</b>	<b>Examples</b>
Conference	The most general term to indicate a meeting for discussion – most commonly adopted by associations and organizations for their regular meetings. It is usually associated with the most traditional type of presentation, that is, papers followed by questions	X international scientific and practical conference “Personality, society, state, law: problems of correlation and interaction”
Symposium	Nowadays, this describes a meeting to discuss a particular subject, but its original meaning defines it as a drinking party devoted to conversation and following a banquet. A symposium thus has a slightly more informal character than a conference	Linguistics Symposium Russia – Germany
Seminar	The first meaning of this term refers to a group of students studying under a professor with each doing research and all exchanging results through reports and discussions. Its second definition: ‘debating special issues’ reserves the conversational character of the term ‘seminar’	Environmental Issues Seminar
Colloquium	This term indicates both a traditional conference and a conversational seminar. Colloquia tend to privilege the aspects of debate	Intercultural communication today
Workshop	Taken from the language of manufacturing, the term workshop indicates a brief intensive educational program for a small group of people that focuses on techniques and skills in a particular field. In academia, it is adopted to describe meetings reserved for small groups of specialists who come together for concerted activities or discussion	Russian language abroad
Roundtable	The roundness of the table clearly symbolizes the equality of all participants. Each of them will have the same right to take the floor	Semantics and phraseological units

**Task 2. Match Russian equivalents to English words and word combinations.**

Exhibition; scientific associate; secretary-general; call for papers; short abstract; extended extract; summary of the presentation; manuscript of the paper; attendee; poster session; scientific contribution; accommodation; information desk; committee chairman; key-note speaker; session; review paper; to take place proceedings of the conference; full member of the Academy of Science; to lecture; to take the floor; to take part in; contributed paper; digest panel discussion.

Участник; генеральный секретарь; действительный член Академии наук; стендовое заседание; справочное бюро; научный доклад; обзор материалов; основной докладчик; иметь место; сборник материалов конференции; выступить; принимать участие; читать лекцию; председатель комитета; автореферат; краткий тезис; подробный тезис; заседание; выставка; научный сотрудник; рукопись доклада; дискуссия с участием ведущих специалистов; место проживания; приглашение на присылку материалов для публикации; научный вклад.

**Task 3. Match the words and word combinations in A with their synonyms in B.**

**A.** Participant, accommodation, speaker, to take place, exhibition, scientific associate, head, deputy director, to take the floor, to present a paper, seminar, overview paper, concurrent session, round table discussions.

**B.** To submit a paper, display, assistant director, round tables, attendee, reporter, chief, workshop, housing, research associate, review paper, parallel session, to be held, to speak.

**Task 4. Match the words and word combinations in A with their antonyms in B.**

**A.** Success, dependence, in general, interested, significance, order, approximately, to win, up-date equipment, theoretician, formal discussion, include.

**B.** Exclude, out-date equipment, failure, disinterested, disorder, accurately, practitioner, independence, in particular, insignificance, to lose, informal discussion.

**Task 5. Translate the following English words and word combinations.**

Let's start with...; What is the main problem? What do you mean by...? What should we do about it?; I recommend that...; I think that's a good idea; In summary...; It's been nice talking to you; The first item on the agenda is...; We need to discuss...; Let's look at item number one; Let's move on to number two; The next item on the agenda is...; What's next on the agenda?; Before we move on, I think we should...; Wait a minute. We haven't discussed...; What is the real issue here?; I think the major problem is...; Our primary concern is...; The crux of the matter is...; As I see it, the most important thing is...; The main problem we need to solve is...; We really need to take care of...; It all comes down to this: ...

**Task 6. Translate the following Russian words and word combinations.**

В чем состоит суть проблемы?; Я думаю, основная проблема в том, что...; В первую очередь нас беспокоит...; Суть дела в том, что...; На мой взгляд, самое важное...; Главное, что нам нужно решить...; Нам необходимо разобраться с...; Все сводится к следующему: ...; Первый пункт повестки дня...; Нам нужно обсудить...; Рассмотрим первый пункт; Перейдем ко второму пункту; Следующий пункт повестки дня...; Что у нас далее на повестке дня?; Прежде чем мы продолжим, я думаю, мы должны...; Подождите, мы еще не обсудили...

**Task 7. Make up your own dialogue using the most useful words and word combinations.**

I'll give you a call; I'll send you an e-mail; I'll put a packet in the mail for you; We'll send out that information right away; I'll have my secretary schedule an appointment; Could you send me a brochure/some more information?; Could I contact you by e-mail/by phone?; How do I get in touch with you?; How can I reach/contact you?; I look forward to seeing you again; We'll see you on Friday; Let me give you my business card.

Here's my e-mail/office number; Let's keep in touch by e-mail; We'll be in touch; Call me if you have any questions...; It's been nice talking to you; It's been great talking with you; I really enjoyed meeting you; It was nice meeting you, Mr. Jackson; I'm sorry, but I have to go now; I'm afraid I have to leave now; Thank you for the information/your time.

## Unit X

### MAKING A SPEECH

1. Do you have any experience in speech making? Is it positive or not?
2. Study the main principles of speech making. The contents of your speech, and how you deliver it, are based on *three important factors*.

***The occasion.*** The occasion will dictate not only the content of your speech, but also the duration, the tone, and the expectations of your audience. For example, humour may be inappropriate during a business presentation or a eulogy, while it may be welcome during a wedding speech, or a sports event.

***The audience.*** If you are familiar with your audience, then your speech should acknowledge and build upon your existing intimacy with your audience. The use of names and personal details of members of your audience can help to engage your listeners.

If the speech is to an unfamiliar audience then an early goal of your speech must be to build a degree of trust with the listeners.

***The purpose of your speech.*** By setting out a few clear goals before you start writing your speech, you will be better equipped to judge its progress and success of your speech prior to its public airing.

***Most good writing must have structure.*** A good speech is no exception. By providing your speech with a beginning, middle, and an end, you will have laid the foundations for a successful speech that fulfils all of your aspirations. We will now cover each of these areas.

***The beginning.*** The first thirty seconds of your speech are probably the most important. In that period of time you must grab the attention of the audience, and engage their interest in what you have to say in your speech.



This can be achieved in several ways. For example you could raise a thought-provoking question, make an interesting or controversial statement, recite a relevant quotation or even recount a joke. Once you have won the attention of the audience, your speech should move seamlessly to the middle of your speech.

***The body.*** The body of your speech will always be the largest of your speech. At this point your audience will have been introduced to you and the subject of your speech (as set out in your opening) and will hopefully be ready to hear your arguments, the subject of your speech. The best way to set out the body of your speech is by formulating a series of points that you would like to raise. In the context of your speech, a “point” could be a statement about a product, a joke about the bridegroom or a fond memory of the subject of a eulogy.

The points should be organized so that related points follow one another so that each point builds upon the previous one. This will also give your speech a more logical progression, and make the job of the listener a far easier one.

Don’t try to overwhelm your audience with countless points. It is better to have fewer points that you make well than to have too many points, none of which are made satisfactorily.

***The closing.*** Like your opening, the closing of your speech must contain some of your strongest material. You should view the closing of your speech as an opportunity. It is an opportunity:

- to summarise the main points of your speech;
- provide some further food for thought for your listeners;
- leave your audience with positive memories of your speech;
- choose the final thought/emotion.

***Scripts, notes or memory?*** It’s now time to prepare to deliver your speech. If you are nervous or inexperienced, you will probably want to choose to read your speech from a script or from notes.

***Reading from a script.*** Reading your entire speech from a script may give you confidence and ensure that nothing is forgotten or omitted, however it is the least desirable option for delivering your speech.

You will find it more difficult to see your audience, and make it harder for them to get involved to you. When reading from a script it is extremely difficult to deliver your speech to your audience, rather than just read it aloud.

***Using notes.*** If you are not confident enough to recited your speech from memory, then the use of notes is a much more desirable option than using a complete script. Your notes should consist of the keywords or points of your speech – a skeleton of thoughts or words around which you can build your speech. You may refer to your notes occasionally to maintain the thread of your speech, while for the most part of you will be able to speak directly to the audience.

***Reciting from memory.*** You may prefer to recite from memory. However you should only do this if you are comfortable speaking publicly, and not prone to loss of concentration (or memory!). As with reading from a script, you should be careful not to lapse into a monotonous recitation of your speech.

***Speech delivery tips.***

1. Make sure that your appearance is well presented.
2. Speak clearly, and adjust your voice so that every one can hear you. Don't shout for the sake of being loud.
3. It is common to speak rapidly when nervous, try to take your time speaking.
4. Effectively used, a pause in your speech can be used to emphasize a point, or to allow the audience to react to a fact, anecdote or joke.
5. Make eye contact with your audience. This helps to built trust and a relationship between the speaker and the listeners.
6. Do no fidget or make other nervous gestures with your hands.
7. Do not keep your hands in your pockets. Do use hand gestures effectively.
8. Be yourself – allow your own personality to come across in your speech.

## ***PRACTICE TASKS THAT WILL IMPROVE WHAT YOU HAVE LEARNED***

### **Task 1. Match Russian equivalents to English words and word combinations.**

Hello, I'm...; Hello everyone; Thanks for coming; For those of you who don't know me yet, my name is...; On behalf of ABC, I would like to welcome you here today; First of all, I would like to thank the organizers of this conference for inviting me here today; Let me thank you all for coming here today; Let me start by saying a few words about my background; I work for the ABC Company; We are in the IT business; We sell...; We produce...; We manufacture...; Our company's major products are...; I am in charge of...; In the company, I take care of...

Здравствуйте, я...; Всем добрый день; Спасибо, что пришли; Для тех, кто меня еще не знает, меня зовут...; От лица компании ABC я рад приветствовать вас здесь сегодня; Прежде всего я бы хотел поблагодарить организаторов конференции за приглашение; Разрешите поблагодарить всех присутствующих за то, что пришли на мое выступление; Разрешите начать с того, что я немного расскажу о своем профессиональном опыте; Я работаю на компанию ABC; Мы занимаемся информационными технологиями; Мы продаем...; Мы создаем...; Мы производим...; Основная продукция нашей компании...; Я руковожу.../Я отвечаю за...; В компании я занимаюсь...

### **Task 2. Translate the following English words and word combinations.**

The occasion will dictate...; the content of speech; audience; a business presentation; a eulogy; familiar with...; personal details of members of the audience; goal of smb. speech; trust with the listeners; to judge its progress and success of; exception; probably the most important; the period of time; grab the attention; engage smb. interest; can be achieved in several ways; raise a thought-provoking question; make an interesting or controversial statement; recite a relevant quotation; win the attention of the

audience; the body of speech; at this point; the subject of speech; to hear arguments; should be organized; follow one another; the previous one; a more logical progression; make the job of the listener a far easier one; to have too many points.

**Task 3. Translate the following Russian words and word combinations.**

В практической деятельности; возникает необходимость; ознакомления с обширными по объему иностранными материалами; занимает много времени; краткое выступление; содержание доклада; ознакомление со справочной литературой; отражает его содержание с достаточной полнотой; раскрывает важные стороны содержания; показывает слушателю; имеет ли для него смысл; полностью или частично; проштудировать; данный источник информации; в оригинале; представляет собой процесс; аналитико-синтетическая переработка; оригинал документа; излагается основное содержание; приводятся данные о характере работы; методика и результаты исследования; объект исследования; задачи исследования; является преимущественно научная, техническая и производственная литература; виды публикаций; как правило; составляются аннотации и библиографические описания; определяется их значимость; предназначена только для информации; определенного содержания.

**Task 4. Translate the following sentences from Russian into English.**

1. В этой презентации я расскажу вам о нескольких лучших маркетинговых стратегиях.

2. В своем выступлении я сконцентрируюсь на пяти основных вопросах.

3. Мой доклад состоит из трех частей.

4. На рассмотрение этих вопросов уйдет около сорока минут.

5. Следующие десять минут я буду говорить о первых шагах нашего эксперимента.

6. Поскольку у нас всего лишь 30 минут для обсуждения этой обширной темы, я буду краток.

7. Можете ничего не записывать – вся нужная информация в моей презентации.

8. У всех есть копия моего доклада на английском языке?

9. Я могу отправить по почте все материалы всем, кто хочет.

10. Если у вас есть вопросы, можете задавать их в любое время.

11. Буду рад ответить на ваши вопросы в конце своего выступления.

12. Извините, пока я не могу этого сказать.

13. Я объясню немного позже данные эксперимента.

14. Мы можем обсудить это позднее?

15. В данное время мы работаем над проблемой загрязнения водоемов.

**Task 5. Translate the following sentences from English into Russian.**

1. We are designing this machine for three years with our partners from Germany.

2. The purpose/aim of my presentation today is to give your speech a more logical progression, and make the job of the listener a far easier one.

3. As you all know, today I am going to talk about Ecological problems.

4. In my report I'll focus on four major issues.

5. This report is structured as follows the beginning, the body and the conclusion.

6. There will be time for a Q&A (Questions and Answers) session at the end.

7. I'm afraid I can't answer your question at the moment. I'll get back to you later.

8. Can we save that until later?

9. Now let's move on to our results.

10. This example relates to what I said earlier.
11. Let me explain our methodology.
12. There's a good reason for this.
13. I'd like to illustrate this point by showing you my presentation.
14. This is our newest product.
15. I'll briefly summarize the main issues.

**Task 6. Make a speech of your own on the topic of your research work. Use the following words and word combinations.**

Good morning everyone.

Let me introduce myself.

My name is...

I'm a specialist in...

I'm going to divide my talk into four parts.

First I'll give you...; after that...; finally...

If you have any questions, don't hesitate to ask.

I'll be glad to answer any questions (at the end of my talk).

I'll give you some background information.

Let's start with the background.

Right, let's now move on to...

Ok, I'll now look at...

To sum up...

So to summarise...

If you look at the graph...

Could I draw your attention to the chart?

If you take a look at the first year, you'll see...

If you look at the graph...

If you take a look at the first year, you'll see...

Thanks very much. Any questions?

Well, that's all I have to say.

Thank you for listening.

## Part II

### TEXTS FOR READING, TRANSLATING AND SUMMARIZING

#### Unit I

**Task 1. Read and translate the text “2011 Among Hottest Years, Marked by Extreme Weather. Not even cooling La Niña could take edge off warming trend”.**

*Richard A. Lovett for National Geographic News. Published November 30, 2011.*

This year is shaping up to be one of the ten hottest years on record, according to a United Nations report announced yesterday.

Likewise, 2011 may be the hottest year on record during La Niña, a periodic cooling of the eastern tropical Pacific.

That's a bad sign, since La Niña years are generally relatively cool, said Steven Running, a professor of ecology at the University of Montana, who was not part of the study team.

So the new finding suggests that La Niña conditions that once produced strong global cooling now only slightly affect the overall temperature trend, Running said by email.

“What does it take now to have a cooling cycle?” he asked. “And what will happen in the next strong El Niño?”

El Niño is a warming of tropical waters in the central and eastern Pacific Ocean. During El Niño years, the warmer currents heat the planet on top of the steady global warming trend caused by human-induced greenhouse gases.

Based on data from 189 countries, the World Meteorological Organization (WMO) report was presented at an international climate conference this week in Durban, South Africa.

Climate Hot, and Getting Hotter The report also found that all but two of the overall 15 hottest years since record-keeping began in 1850 have occurred between 1997 and 2011. In addition, sea ice coverage was the second lowest on record. The lowest occurred in 2007. Even that figure might be deceptively optimistic, because much of the sea ice appears to have

been thinner than in past years. When sea ice cover was at its smallest in 2011, on September 9, the total Arctic sea ice volume was 8 percent lower than in 2010 – previously the lowest on record, the WMO scientists found.

The WMO's Global Atmosphere Watch program also recently released a report concluding that heat-trapping greenhouse gases in the atmosphere had reached a new high – an increase that will only continue, researchers say.

“Our science is solid, and it proves unequivocally that the world is warming and that this warming is due to human activities”, WMO Secretary-General Michel Jarraud said in a statement addressing both reports.

**Task 2. Make up your own questions to the text.**

**Task 3. Make up your own plan to the text.**

**Task 4. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text “2011 Among Hottest Years, Marked by Extreme Weather. Not even cooling La Niña could take edge off warming trend”.**

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up,...

On the whole,...

In conclusion it is possible to say that...



**Task 5. Read and translate the text “Floods, Droughts: A Year of Climate Extremes” without the dictionary and render the main idea of the text in English.**

This year was also full of extremes, according to this week's report. Not surprisingly, given the high rates of melting in the Arctic, many Arctic regions were unusually hot. Parts of northern Russia reported springtime temperatures more than 16 °F (9 °C) above average, the WMO said. But there was plenty of other extreme weather elsewhere.

For instance:

- Finland, Armenia, Central America, and Spain all reported record heat.

- It was the driest spring on record in many parts of western Europe, followed in some areas by the wettest summer.

- East Africa experienced severe drought followed by flooding.

- Other severe floods, often deadly, occurred in Southeast Asia, Brazil, Australia, Southern Africa, Central America, and Pakistan. (Read “Extreme Storms and Floods Concretely Linked to Climate Change?”)

- Tropical cyclone and hurricane activity was unusually low, although not as low as in 2010 (which had the lowest storm count since satellites first allowed accurate record keeping).

***Texas-Size Temperature Rise.*** Extremes were also present in the U.S. and Canada, where conditions ranged from drought and heat in the South to heavy snowpack in the Midwest to record-breaking rainfall in the Northeast. It was also the third worst U.S. tornado season since 1950, after 2004 and 2008. But the most stunning figures may have come from Texas, where daily temperatures averaged 86.7 °F (30.4 °C), in June through August – a staggering 5.4 °F (3.0 °C) above normal, scientists said. The Texas statistic is “the highest [such average] ever recorded for any American state”, according to the WMO website. It's difficult to determine exactly how much of the extremes are due to climate change versus normal weather variations, said Richard Alley, a geoscientist at Pennsylvania State University, who was not part of the WMO team. “The increasing carbon dioxide and other greenhouse gases in the air from our activities do not make 'weather' disappear”, he said by email. “But they do 'load the dice' to make hot

conditions more likely. We haven't made cold snaps, and even record lows, disappear, but data and our physical understanding agree that we're still pushing strongly toward warming”.

**Task 6. Make up your own presentation on the topic “My Special Field of Interest Is Climate”.**

## Unit II

**Task 1. Read and translate the text “Largest U.S. Dam Removal to Restore Salmon Runs”.**

*Ker Than for National Geographic News. Published August 31, 2011*

The Pacific Northwest's Elwha River to teem with life again, experts say. This story is part of a special National Geographic News series on global water issues. In Washington State's Olympic Peninsula, members of the Lower Elwha Klallam Tribe still tell stories of a time when the Elwha River was so full of salmon that a person could cross from one bank to the other by walking atop the thrashing bodies of fish struggling to move upstream. No one has attempted such a feat since two dams were built, near the mouth of the river, in the early 20th century, blocking salmon runs. But on September 15, officials in Olympic National Park will begin the long process of dismantling the Elwha and Glines Canyon dams on the Elwha River. (See a map of the region.) Salmon to Easily Return to River? Biologists do not think the salmon will have any problems recolonizing their ancestral breeding grounds. “They're programmed to do this”, said Michael McHenry, a fisheries biologist for the Lower Elwha Klallam Tribe. “Salmon have dealt with large scale disturbances across the Pacific Northwest landscape for millions of years. They've dealt with glaciation, volcanic eruptions, and huge landslides that probably temporarily eliminated them from parts of their range”. In comparison, the dams, which have been around for only a century, are “a blink in geologic time”, McHenry said, and 120 should not pose any major challenges for the returning salmon. But whether the fish will return in strong enough numbers to allow for salmon walks across the river once again remains to be seen, especially with other

pressures on the fish, such as overfishing. “I guess I’m not a person who thinks we can turn back the clock to the 18th century”.

**Task 2. Make up your own questions to the text.**

**Task 3. Make up your own plan to the text.**

**Task 4. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text “Largest U.S. Dam Removal to Restore Salmon Runs”.**

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up,...

On the whole,...

In conclusion it is possible to say that...

**Task 5. Read and translate the text “Dams No Longer Needed on Elwha” without the dictionary and render the main idea of the text in English.**

Completed in 1913, the 108-foot (33-meter) high Elwha Dam is situated about 4 miles (6.43 kilometers) from the mouth of the Elwha River. About 10 miles (16 kilometers) farther upriver sits the 210-foot-high (64-meter-high) Glines Canyon Dam, which was completed in 1927. (See more dam pictures.) Both dams, constructed to provide electricity for a paper

mill in the city of Port Angeles, were built without fish ladders, which allow salmon to navigate through dams. The dams played an important role in the early development of the Olympic Peninsula at the turn of the last century but today are obsolete, because most of the region's power is now imported via an electric grid from Portland, Oregon. The dams' removal had been proposed as far back as the 1970s, but was resisted by many of the local communities. Finally, a U.S. congressional act passed in 1992 paved the way for the U.S. government to acquire the dams and remove them in order to restore the river's ecosystem. According to Kober, much of the initial resistance to the dams' removal was due to a fear of change. For many of the residents of Olympic Peninsula, the artificial lakes created by the dams' reservoirs were a natural part of the landscape, and their disappearance would be jarring. No homes or buildings would be threatened by the restored flow of the river. But “over the years, people came to realize that the benefits of removing the dams far outweighed any benefits of keeping them”, Kober said. Despite the government’s support, nearly another decade would pass before the dams' deconstruction could begin. The barrier this time was cost, according to David Graves, Northwest program manager for the Washington, D.C.-based National Parks Conservation Association (NPCA). “The final cost was estimated to be 351 million dollars, and it took many years to get that money together”, he said. Also, the 1992 act called for 43 projects to be completed before the dam dismantling process could start. These projects were designed to prepare the river and the region for the effects of the dams' removal. For example, new water-treatment plants had to be constructed to deal with the predicted rise in river sediments, and levies had to be improved to protect private property along certain sections of the river where the water level was expected to rise. Those safeguards now in place, engineers can finally begin slowly removing sections of the dams next month in a process that is expected to take about three years. The draining of the dams' reservoirs began earlier this summer. The lumber mill that relies on the dam for power will begin looking for ways to generate power on site, Kober said.

**Task 6. Make up your own presentation on the topic “My Special Field of Interest Is Nature”.**

### Unit III

#### **Task 1. Read and translate the text “HIV Study Identifies Key Cellular Defence Mechanism”.**

*ScienceDaily (Nov. 7, 2011)*

Scientists have moved a step closer to understanding how one of our body's own proteins helps stop the human immunodeficiency virus (HIV-1) in its tracks. The study, carried out by researchers at The University of Manchester and the Medical Research Council's National Institute for Medical Research and published in *Nature*, 82 provides a blueprint for the design of new drugs to treat HIV infection, say the researchers. Scientists in the United States and France recently discovered that a protein named SAMHD1 was able to prevent HIV replicating in a group of white blood cells called myeloid cells. Now, crucially, the teams from Manchester and the MRC have shown how SAMHD1 prevents the virus from replicating itself within these cells, opening up the possibility of creating drugs that imitate this biological process to prevent HIV replicating in the sentinel cells of the immune system. “HIV is one of the most common chronic infectious diseases on the planet, so understanding its biology is critical to the development of novel antiviral compounds”, said Dr. Michelle Webb, who led the study in Manchester's School of Biomedicine. “SAMHD1 has been shown to prevent the HIV virus replicating in certain cells but precisely how it does this wasn't known. Our research has found that SAMHD1 is able to degrade deoxynucleotides, which are the building blocks required for replication of the virus. If we can stop the virus from replicating within these cells we can prevent it from spreading to other cells and halt the progress of the infection”. Co-author Dr. Ian Taylor, from the MRC's National Institute for Medical Research, added: “We now wish to define more precisely, at a molecular level, how SAMHD1 functions. This will pave the way for new therapeutic approaches to HIV-1 and even vaccine development”. The study was funded by the Medical Research Council, the European Union Seventh Framework Programme and the European Leukodystrophy Association.

#### **Task 2. Make up your own questions to the text.**

**Task 3. Make up your own plan to the text.**

**Task 4. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text “HIV Study Identifies Key Cellular Defence Mechanism”.**

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up,...

On the whole,...

In conclusion it is possible to say that...

**Task 5. Read and translate the text “Why Measles Spreads So Quickly” without the dictionary and render the main idea of the text in English.**

*ScienceDaily (Nov. 2, 2011)*

Mayo Clinic researchers have discovered why measles, perhaps the most contagious viral disease in the world, spreads so quickly. The virus emerges in the trachea of its host, provoking a cough that fills the air with particles ready to infect the next host. The findings may also help in the fight against ovarian, breast and lung cancers. The findings, published online Nov. 2 in the journal *Nature*, give researchers insight into why some respiratory viruses spread more quickly and easily than others: They found

the measles virus uses a protein (called nectin-4) in the host to infect and then leave from the strategic location of the throat. Despite the development of a measles vaccine, the virus continues to affect more than 10 million children each year and kills about 120,000 worldwide. In recent years, the spread of the virus has increased due to lack of people being vaccinated, and measles is still a significant public health problem in the United States. But why is the measles virus so much more contagious than other respiratory viruses? “The measles virus has developed a strategy of diabolic elegance”, says Roberto Cattaneo, Ph.D., principal investigator of the study and Mayo Clinic molecular biologist. “It first hijacks immune cells patrolling the lungs to get into the host. It then travels within other immune cells everywhere in the body. However, the infected immune cells deliver their cargo specifically to those cells that express the protein nectin-4, the new receptor. Remarkably, those cells are located in the trachea. Thus, the virus emerges from the host exactly where needed to facilitate contagion”. The researchers were also excited about another aspect of these findings. Nectin-4 is a biomarker of several types of cancer such as ovarian, breast and lung. Clinical trials are under way that use measles and other viruses to attack cancer – including current ovarian, glioma and myeloma clinical trials at Mayo Clinic. Because measles actively targets nectin-4, measles-based cancer therapy may be more successful in patients whose cancer express nectin-4. Many researchers believe that modified viruses could be a less toxic alternative to chemotherapy and radiation. Dr. Cattaneo worked with colleagues at the Paul Ehrlich Institute in Germany; Mathieu Mateo, Ph.D., and Chanakha Navaratnarajah, Ph.D., at Mayo Clinic; and other colleagues at the University of Iowa; the Armand Frappier Institute in Montreal, Canada; Inserm/CRCM/University of AixMarseille in France; and the National University of Singapore/Duke University. The research was funded by the National Institutes of Health and by grant agencies in Germany, France, Canada and Singapore.

**Task 6. Make up your own presentation on the topic “My Special Field of Interest Is Nature”.**

## Unit IV

### **Task 1. Read and translate the text “Western Financiers Have No One to Talk to”.**

This week an annual meeting of IMF and World Bank shareholders opens in Washington. Fifty countries will send their financiers to the US capital to appraise the past year, to talk to colleagues, and to map out plans for the future. The situation is going to be tense: since last year's meeting in Hong Kong, the South Asian financial crisis has affected the whole world, destroying a number of economies including ours. The Russian delegation was to have been led by Vice Premier Alexander Shokhin. Now it is not clear who the shareholders of the two largest international financial organizations are going to see at the opening ceremony on Saturday, October 3. Nor is it clear what the Russian delegation will bring to the meeting. Still, it is already clear how it will leave: empty handed. In recent years – the “reform years” – relations with the IMF and the World Bank have been based on double standards. The government drilled it into the people's minds that as long as the IMF and the World Bank are giving money, reforms are in full swing and soon life will be even better. Meanwhile, it was saying to the Bank and the Fund: if there is money in the morning, the reforms will come in the evening and if there is money in the evening, the reforms will materialize next morning...

Such a policy could not have led to anything good. And look what we've got: an inflation rate of 63 % in the past month, a catastrophic shortfall in tax collection, and a sharp rise in unemployment, the freezing of Russian bank accounts abroad, a left-wing government, and irreparably damaged relations with Western lenders. It would be an exaggeration to say that Shokhin's resignation dashed the government's hopes for a constructive dialog with the IMF and the World Bank. The gamble on Shokhin as, in his own words, “a showcase for the west”, did not come off. Evidence of this is the outcome of the negotiations that he has already held with an IMF mission.



Their scenario failed to differ from similar discussions of the past year. Shokhin demanded that the loans pledged earlier be made available while IMF representatives asked to be shown at least a semblance of an economic program by the government. At the same time, everyone understood that the Primakov cabinet had no program at all, let alone a credible one, while the disbursement of yet another tranche would not postpone for a minute the cranking up of the ruble printing presses. According to one negotiator, Alexander Shokhin was not even aware of the current macroeconomic indicators – so irrelevant were they to the talks. The mission left Moscow determined not to give Russia any money. This is, in fact, the real reason behind Vice Premier Shokhin's resignation. It needs to be pointed out in all fairness that in May, when Anatoly Chubais was to “squeeze” a \$20-billion credit from the IMF and the World Bank, he was granted maximum powers and minimum personal responsibility for the promises that he made. Shokhin, quite the contrary, ended up with minimum powers and maximum responsibility. The problem that Shokhin's resignation created for the White House and the Kremlin can be compared only to the problem of obtaining Western credits.

The new Russian government instantly lost its “human face”, there was no economist who could talk with the IMF on an equal footing. True, the feeling is that the Russian government is not really going to talk to the IMF: as soon as Shokhin announced his resignation, Yevgeni Primakov and Yuri Maslukov decided that the government did not need a vice premier for finance in the first place, promptly dividing up among themselves the areas that he was to oversee (up to date, there has been no official distribution of powers in the cabinet). When he learned about this, one IMF official was baffled, asking this author: “But who will go to Washington then?” This is irrelevant.

Russia and international financial organizations no longer have anything to discuss. If the foreigners are still hoping that we will use their money to carry out reforms, their hopes are in vain. We will not. That this decision has not been formulated does not at all mean that it has not been made. Lately, the worst-case scenarios have been fulfilled in Russia. In a recent interview, Anatoly Chubais predicted that monetary emission, a

plummeting ruble, a hyperinflation, and a complete financial meltdown were the most likely scenario, compared to which “August will look like child's play”. Yet there is also another, even more radical scenario which can apparently not be imagined even by liberal reformer Chubais. The government is irretrievably going left, it supports the national commodity producer by monetary emission and nationalization, defaults on its foreign debt and next we will see the attachment of Russia accounts abroad, a total collapse of the banking system, the imposition of customs barriers.

In other words, a total isolation with ration cards, shortages and so forth. And then August 17 will indeed look like “child's play”. Who can vouch that this is impossible?

**Task 2. Make up your own questions to the text.**

**Task 3. Make up your own plan to the text.**

**Task 4. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text “Western Financiers Have No One to Talk to”.**

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up,...

On the whole,...

In conclusion it is possible to say that...

**Task 5. Read and translate the text “What Is Economics?” without the dictionary and render the main idea of the text in English.**

Economics is often thought of either as the answers to a particular set of questions (How do you prevent unemployment? Why are prices rising? How does the banking system work? Will the stock market go up?) or as the method by which such answers are found. Neither description adequately defines economics, both because there are other ways to answer such questions (astrology, for example, might give answers to some of the questions given above, although not necessarily the right answers) and because economists use economics to answer many questions that are not usually considered “economic”. (What determines how many children people must have? How can crime be controlled? How will governments act?) I prefer to define economics as a particular way of understanding behavior; what are commonly thought of as economic questions are simply questions for which this way of understanding behavior has proved particularly useful in the past: Economics is that way of understanding behavior that starts from the assumption that people have objectives and tend to choose the correct way to achieve them. The second half of the assumption, that people tend to find the correct way to achieve their objectives, is called rationality. This term is somewhat deceptive, since it suggests that the way in which people find the correct way to achieve their objectives is by rational analysis – analyzing evidence, using formal logic to deduce conclusions from assumptions, and so forth. No such assumption about how people find the correct means to achieve their ends is necessary.

***What is bookkeeping?*** There are eight steps to the bookkeeping cycle. A bookkeeper is a person that performs one or more of these steps. In large companies, for instance, the bookkeeping cycle might be divided into departments such as Accounts Receivable, Accounts Payable, or Payroll. While most often these people are referred to as “clerks”, they might also be considered bookkeepers as they are “keeping the books” for a company. In small companies, the bookkeeper may perform the entire bookkeeping process, or might just enter data to give to the “accountant”. All bookkeeping steps are mechanical in nature. Bookkeeping is a regimented process usually occurring in monthly cycles consisting of entering transactions into the

journals, making adjustments, and preparing reports. The Accounts Receivable Clerk may be assigned to enter all sales on account, and all payments from the customers. The Accounts Payable Clerk's responsibility would be to enter purchase orders and checks. Again, in a small company, the same person may perform both duties. The full-charge bookkeeper is someone who can do it all – including compiling the data into the General Ledger and preparing financial statements.

*What is accounting?* Someone has to set up the bookkeeping system, monitor it, and interpret the results. These processes are called “Accounting”. The accounting process is much less mechanical and more subjective. It begins with designing a system that will benefit the business, by capturing the financial information in a useful manner without being overly burdensome to the bookkeeper. Once set up, the accountant monitors the system to ensure it's doing what it's supposed to do. And finally, on a monthly basis usually, the accountant presents the financial statements to the business management in such a way that decisions can be made. Since accounting requires an understanding of the bookkeeping process, accountants typically supervise the bookkeepers. In a large corporation there may be several, possibly even thousands of accountants. One will be designated as the “Controller” who oversees the entire accounting and bookkeeping system. In a small business, one person, often a freelancer (a contract accountant) will perform all the phases of accounting and bookkeeping for a company. Since “Accountant” is the more prestigious title, most small business jack-of-all-trades call themselves an “Accountant”.

It merits some note that a few states actually regulate the use of the title “Accountant”. In these states, the “Accountant” title is reserved for CPA's only. This does not necessarily coincide with the definition of an accountant since most CPA's don't perform the role of an “Accountant” as described above and many people that perform the accountant's roles are not CPA's. Nevertheless the laws define it as such. Universal's course trains in bookkeeping and accounting. The first module emphasizes the bookkeeping process, although it does address the proper setup of the accounting system. Modules two and three include some bookkeeping practice, but emphasize the set up and interpretation of the accounting process. Therefore, most of

our graduates, in states that permit use of such a title, refer to themselves as “Accountants”.

**Task 6. Make up your own presentation on the topic “My Special Field of Interest Is Economics”.**

## Unit V

**Task 1. Read and translate the text “Mobile Business Intelligence”.**

*Business intelligence* is nothing new to many organizations, and desktop-based solutions have been around for quite some time. One thing is new, though: Vendors that have built out their desktop BI offerings have also been working on mobile-based solutions. These mobile BI solutions take advantage of features specific to smartphones and tablets to provide information where and when it’s needed. Almost every BI vendor has a mobile BI solution which means that companies today have plenty of options. Some solutions are more generic and others zero in on specific uses, but all of them provide beneficial information for companies in almost every industry.

Companies that will get the most out of *mobile business intelligence* are those that understand the many different applications for the technology as well as the best interaction for their needs. It’s not what kind of information they can use, it’s what they will do with the mobile BI solution and what the use case is. One particular use case consists of using mobile BI as a management dashboard. Management dashboards provide a wealth of information for a variety of different topics, such as data center performance or even warehouse workflow. By using mobile BI to leverage these types of tools, you can give users an interactive and engaging visual experience that we expect from a mobile device, but now with business information. A similar use case allows companies to optimize the business processes of workers in the field. For example, a taxi driver may use business intelligence to determine when his shift should end and how many more fares he would need to reach his revenue goal. Another example of a mobile BI use case is

content mobilization. This is much less complex than creating management dashboard or other tool for mobile use, and instead is designed to merely make sure that the BI content you already have is mobilized and accessible on tablets, smartphones, and other mobile devices. The last use case is for companies that want to use mobile BI for analytics or as a part of other mobile applications. For instance, you can embed business intelligence into your existing applications or take advantage of BI tools built into CRM (Customer Relationship Management) and other commonly used programs. These tools will provide the same types of information you might expect from any other BI solution, but help gear it more toward that specific application.

*The great thing about mobile business intelligence* is that there really isn't a type of information you can't get on a mobile BI platform that you can get with a traditional desktop. You can still grab crucial customer information, data about industry trends, and other data that can be used to push your company forward and provide new business opportunities. And depending on your device's network connection, you can access this information almost as quickly on a mobile device. Plus, mobile BI can also provide other types of information in ways that can't necessarily be done on desktop platforms. What you get is added geolocation data for the device being used. You can put that information into context of the analytics. If a customer is using their smartphone and you know the location, you can make locationbased service options. If a sales rep or customer service member is using a core device, you know not only location but also the identity of the sales rep's patterns. Both of these can be added into the equation where a static desktop solution tells you more about what city or ZIP code the analysis is being performed in.

Many vendors offer mobile versions of their desktop-based *business intelligence solutions*, some of which are simply mobile views while others are native applications, so that would be a good place to start. But depending on what types of information you are trying to collect, you might wonder whether or not you can get the functionality you need from a packaged BI suite or if you'll need to invest in individualized solutions. The truth is that there isn't one solid answer, because it ultimately depends on your specific

use case, but luckily there are multiple options available. There are all-in-one solutions that cover both traditional desktop and mobile BI. However, there are solutions that can meet special requirements for connectivity – for example, special hardware with radio connectivity – that meet particular needs. Most mobile BI solutions available on the market are for a generic purpose, which means they can be implemented in a variety of use cases. But some tools are better designed to support certain types of information gathering than others. For the two main use cases, pretty much every tool will deliver management dashboard and worker reporting. It's not limited by the tools, but instead by the strategy that company has and the objectives that it's trying to achieve. If you need mobile analytics or other use cases, then you would need to look deeper into the tool's capabilities to make sure it fits your needs.

If for any reason a mobile business intelligence solution just doesn't quite fit, keep in mind that most of these tools offer some form of **customization** that may move them closer to your requirements. And most vendors also offer different versions of their solutions dependent on operating system, so those solutions are specifically designed to work both with devices deployed by your organization and devices introduced as part of a BYOD (bring your own device) policy. Additionally, many mobile BI solutions offer customization options so users can quickly access data and know exactly what they're looking at. It all comes down to what your employees are comfortable with. The ultimate goal of mobile business intelligence is to not only provide mobile workers with easy access to information, it is also about **providing an experience** that will convince your workforce to take advantage of the BI solutions your organization has invested in. Mobile BI is more about ease of use, easy access, and information pervasiveness than mobility. You don't need to be a company with people working on the road or with large warehouses where people move around to use mobile BI. It's a great way of increasing the return on investment of existing BI platforms because with these tools and due to their ease of use, they'll be able to attract new users and that's always good for a BI environment.

**Task 2. Make up your own questions to the text.**

**Task 3. Make up your own plan to the text.**

**Task 4. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text “Mobile Business Intelligence”.**

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with.

The article is about.

The text centres round the problem of...

The article focuses on the problem of.

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up,...

On the whole,...

In conclusion it is possible to say that...

**Task 5. Read and translate the text “Mainstays & Future Innovations?” without the dictionary and render the main idea of the text in English.**

There's one thing most storage analysts agree on, it's that the price of flash storage drop, and flash density will continue to increase. However, flash will not replace spinning disk. The reason for this is because current and projected data growth exceeds current projected decreases in the price of flash. That's why it's important not to jump on trends too quickly and over commit to new, unproven technologies. Still, there are now other 12 storage technologies and approaches companies should at least be aware



of. One storage solution that is growing in popularity is storage delivered by SaaS (software as a service). This space consists of filesharing sites and services that most consumers are already familiar with. These solutions allow users to unload files to a central cloud-based hub and have access to data anywhere, anytime, from any device. However, companies need to be more aware of how employees use these services and ensure sensitive company data isn't shared without authorization. Another new approach, dubbed SDS (software-defined storage), is part of the emerging trend of giving almost anything in IT involving software (including networking) the software-defined label. SDS is the reintegration across all of IT where companies are now following a convergence path rather than trying to keep everything separate. With SDS companies can keep the distributed consumption of material and the local and mobile ability to use data, but also make sure that the data center is properly consolidated. Perhaps one of the most promising new enterprise storage options for companies that need scalable storage is converged infrastructures. These are modular building blocks where the server, enterprise-class storage, and hypervisor are bundled together and are available in multiple configurations, depending on your needs. But the best part about converged infrastructure solutions is that they scale out quickly and easily without requiring additional capacity purchases. You can simply add more boxes to your environment as it grows, and this underlying storage layer will expand automatically.

The storage layer in these solutions also expands out as you add to it. One of the nice things about these solutions is that they tend to deduplicate internally and by doing that, you can reduce your external costs for WAN optimization, backup, and for a host of other ancillary stuff you might have to do. It creates a LEGO building block, and these things are so simple and bring so much value to the table. And because they're so wrapped up, your support, staffing, and all your other costs really come down.

**Task 6. Make up your own presentation on the topic “My Special Field of Interest Is Business Information”.**

## Unit VI

**Task 1. Read and translate the text “Calculation of Light Transistor Structural Parameters Based On InGaN – AlGaN Heterostructure”.**

*Artem Bushuev, Artem Zolotov, and Ruslan Chkalov*

*Vladimir State University, 87 Gorky Street, Vladimir 600000, Russia.*

**Abstract.** The article is devoted to study of building possibility of digital conversion systems based on new optoelectronic principles, which allow to expand the frequency range of conversion, as well as to increase the conversion capacity, thereby increasing the accuracy. The structural parameters of emitting p-n junction for a light-emitting transistor based on p-InGaN – n-AlGaN heterostructure have been investigated.

**Introduction.** LEDs and emitters based on quantum dots are not yet capable of high-speed performance due to design features. Developments are underway to create light transistors that have a number of advantages over LEDs: high temperature stability (no thermostating is required), due to which there are practically no crystal lattice vibrations, low current consumption (due to the amplifying properties of the transistor), etc.

**Calculation of light transistor structural parameters** based on heterostructure p-In<sub>0.06</sub>Ga<sub>0.94</sub>N – n-Al<sub>0.15</sub>Ga<sub>0.85</sub>N. The structure chosen for simulation is a bipolar light-emitting transistor based on p-InGaN – n-AlGaN, containing a quantum well between the base and the emitter.

**Structural scheme of light transistor layers** is shown in Fig. 1. Using the software package for modeling semiconductor structures, which is part of the Comsol Multiphysics 5.3a design tool, the active double heterojunction region, from which light is emitted, was simulated. The emitting region consists of an In<sub>0.06</sub>Ga<sub>0.94</sub>N layer 50 nm thick and two Al<sub>0.15</sub>Ga<sub>0.85</sub>N layers 0.15 μm thick. Since this emitter is laterally invariant, it can be modeled using a 1D line cut in the z-direction. The cross-sectional area of the device is calculated based on the fact that the active area has lateral dimensions of 200 × 200 μm. Analysis of the structural scheme of the light transistor layers should begin with plotting the doping depth graph and transition from a continuous heterojunction model at the quasi-Fermi level

to a more suitable thermal emission model. This research has two phases. In the first stage, when 3.3 V is applied to the p-region of the device, forward bias reduces the height of potential barrier between n-type and p-type regions. As seen in Fig. 2, the energy level of quasi-Fermi electrons is above the edge of the conduction band in InGaN layer, so it is expected that the conduction band will be filled with electrons in this region. The energy level of quasi-Fermi holes is very close to the edge of the valence band, so the valence band will be filled with holes.

The next step is *to simulate the concentration of charge* carriers in the structure at a forward bias of 3.3 V. As expected, when forward bias is applied, it forces carriers to collect in a potential well created by the In<sub>0.06</sub>Ga<sub>0.94</sub>N layer. It is important to note that the concentration of electrons in the conduction band is similar to the concentration of holes in the valence band, as shown in Fig. 3. This makes it possible to provide an effective light flux, since each emitted photon requires the recombination of an electron through the passband with a hole.

**Conclusion.** A model of an emitting transition of a light transistor with a crystal size of  $200 \times 200 \mu\text{m}$  is considered, the emitting region of which consists of one In<sub>0.06</sub>Ga<sub>0.94</sub>N layer 50 nm thick and two Al<sub>0.15</sub>Ga<sub>0.85</sub>N layers 0.15  $\mu\text{m}$  thick. Based on the calculation results, it was found that with an applied forward voltage of 3.3 V, maximum efficiency is achieved when currents are applied in the range of 10 – 30 mA, which is typical for light-emitting devices of this size. There is a peak in the radiation intensity at a current density of about 30 A/cm<sup>2</sup>, a drop in intensity is observed at a current density above 100 A/cm<sup>2</sup>.

**Task 2. Make up your own questions to the text.**

**Task 3. Make up your own plan to the text.**

**Task 4. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text “Calculation of Light Transistor Structural Parameters Based On InGaN – AlGaN Heterostructure”.**

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up,...

On the whole,...

In conclusion it is possible to say that...

**Task 5. Read and translate the text “Polymer Composite Material for the Manufacture of Molds in the Production of Evaporative Patterns” without the dictionary and render the main idea of the text in English.**

*Abstract.* The results of research on the development of a polymer composite material from a two-component polyurethane compound<sup>1</sup> for the manufacture of foundry equipment for the production of gasified models and other products from expanded polystyrene by blowing with hot steam are presented. The requirements for the material of the molds in terms of heat capacity and thermal conductivity are indicated. Selected additives in the form of powders of copper, aluminum, iron and graphite. Samples of polymer composite materials were obtained. The research were carried out according to a specially developed technique based on the well-known method for determining thermophysical properties by eliminating variables. The result is a composition based on a polyurethane compound with 54.5 wt.% aluminum powder, meeting the specified requirements for both technological and thermophysical properties.

**Introduction.** One of the promising and most actively developing foundry technologies is lost foam casting. This method has been successfully used for the manufacture of castings of any complexity category from all types of alloys into one-piece sand forms and therefore is one of the most economical.

Moreover, the maximum effect from the application of this method is achieved in the manufacture of castings with a complex branched surface, numerous deep undercuts and reverse slopes in the absence of a pronounced surface of the mold. However, the use of this technology in a single and small-scale castings production is significantly limited due to the high complexity and, therefore, the high cost of manufacturing the equipment for lost foam patterns. Polymer compounds are widely used in the manufacture of technological foundry equipment for casting into single forms from sand and cold-hardening mixtures. The reason for this is the low cost of molds (in comparison with metal), high strength and hardness, good machinability of the material. Polymer foundry equipment has a resistance of up to 6 – 10 thousand shots, depending on the molding conditions. Polyurethane compounds have high fluidity and form filling ability. This allows to compete confidently with wood and metal in terms of price-quality-durability.

However, the quality of expanded polystyrene patterns obtained in polyurethane molds does not always meet the modern requirements. This is due to the thermal conditions of the pattern formation, which depend on the thermo-physical properties of the material of equipment. Based on the analysis of literature data on the production technology of polystyrene foam patterns in molds from various materials, the requirements on the thermo-physical properties of the mold material were established. The heat capacity of the mold wall material should be no more than 1200 J/(kg · °C); thermal conductivity – not less than 0.21 W/(m · °C). Moreover, the heat capacity of known polyurethanes suitable for the manufacture of molds is more than 1380 J/(kg · K), the thermal conductivity is 0.19 – 0.03 W/(m · °C).

The aim of this work is to develop a cast polymer composite material with predetermined thermophysical properties for the production of lost foam patterns or other products from expanded polystyrene. The basis for obtaining lost foam patterns is the thermal treatment of polystyrene granules

with hot water or hot steam. The low intensity of steam filtration through rapidly expanding polystyrene granules cannot provide continuous and long-term heat supply to all peripheral cavities of the forming pattern.

Therefore, to achieve the required surface quality of the patterns, it is necessary to create conditions for the most efficient heat transfer from steam to the inner surface of the mold walls at the initial stage of purging and rapid heating of the surface layer of the working part of the pattern equipment. This can be achieved only with a small heat absorption of its inner layers. For this, the mold material must have a relatively high thermal diffusivity thermal conductivity and low heat capacity. The specified conditions are fully met by metal molds, which are currently used to obtain lost foam patterns.

Polyurethanes obtained by casting from two-component compounds (the so-called cast polyurethanes), on the contrary, have low thermal conductivity ( $0.01 - 0.6 \text{ W}/(\text{m} \cdot \text{K})$ ) and a sufficiently high heat capacity (about  $2000 \text{ J}/(\text{kg} \cdot \text{K})$ ). In other words, they do not conduct heat well and heat up for a very long time. To achieve the required thermo-physical properties, polymer composite materials based on cast polyurethane were used. For this, the structure of the initial polyurethane was modified with reinforcing additives at the stage of compound preparation. Metal powders (aluminum, iron, copper) and graphite with particles of various fractions were used as reinforcement. Powders were selected based on information on their thermo-physical.

The amount and fractions of the powders was determined based on their ability to influence the thermo-physical properties of polyurethane. In the process of preparing polymer composite materials, their technological properties were controlled. The resulting liquid suspensions should have survivability (at least 10 – 20 minutes), fluidity and the ability to clearly reproduce the surface topography of the equipment. This paper presents the results of studies of the basic thermo-physical characteristics of polyurethane and polymer composite materials based on it, intended for the manufacture of tooling elements for lost foam patterns.

**Task 6. Make up your own presentation on the topic “Polyurethane and Polymer Composite Materials”.**

## Unit VII

### **Task 1. Read and translate the text “The British Science”.**

*How British Science Is Organized. John B.S.*

The British Association for the Advancement of Science was founded in 1831, and at that time almost every serious scientist in Britain belonged to it. There were so few of them that most of the year's work in a given branch of science could be discussed in a few days. In fact it merited title of “Parliament of Science” which is still bestowed on it by some newspapers. Since then the situation has completely changed. At present there are a number of societies, for example the Royal Astronomical Society, the Chemical Society, the Genetical Society, the Geological Society and the Physiological Society which are composed of scientists only. Finally there is the Royal Society of London for Improving Natural Knowledge. This has 384 scientific fellows, 49 foreign members, and 15 British fellows. When it was founded nearly 300 years ago, it included every scientist in England, and many others, such as Samuel Pepys, who were interested in science. But now it only includes a small fraction of scientists, and its discussions are less lively than those of the societies concerned with individual sciences. On the other hand, the British Association is concerned with matters other than science. It has sections devoted to psychology, which is still only partially scientific, and to education and economics, which in this country at any rate are hardly so at all. So it has fallen away from its former scientific spirit to a certain extent. But except for the Royal Society, the scientific societies have not the money to subsidize research. This is done by universities, the government, industrial firms, and endowed bodies. There is no organization of research on a national scale. Some of the government and industrial research is secret, and therefore of no value to science. For science means knowledge. The British Association is able to spare a few hundred pounds yearly for grants in aid of research. But its main function now is discussion. New results are generally announced at meetings of smaller societies, and the public hears very little of them. Both in Russia and in Scandinavia the press has far better scientific news than in Britain. If science is to advance in this country as it should, we need more democracy in the laboratories,

also more democratic control of expenditure on research. This will only be possible if the people are educated in science, and they are at present deliberately kept in the dark. For a knowledge of science leads to a realization of the huge amount of knowledge which could be applied to the public benefit if industry, agriculture and transport were organized for use and not for profit.

**Task 2. Make up your own questions to the text.**

**Task 3. Make up your own plan to the text.**

**Task 4. Give some facts from the text to prove the following.**

The British Association is concerned with matters other than science.

**Task 5. Define the main idea of the text.**

**Task 6. Do you agree that science means knowledge? Speak on the issue.**

**Task 7. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text “The British Science”.**

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...



To sum it up,...

On the whole,...

In conclusion it is possible to say that...

**Task 8. Read and translate the text “Imperial College” without the dictionary and render the main idea of the text in English.**

The Imperial College of Science and Technology is one of the oldest and most important scientific institutes in England. It now forms part of the University of London, and fulfils the dual purpose of teaching students and fostering research in science and technology. Imperial College began as the Royal College of Science in the middle of the nineteenth century, when it was realized that teaching and pursuing science and its applications was necessary to fully carry out the industrial revolution and keep Britain in the forefront of technological advance. Many famous scientists were associated with the early days of the College, for example Huxley and Wells. Prince Albert, the royal patron, also closely followed scientific work at the College. With the addition of the City and Guilds Institute and the Royal School of Mines, Imperial College acquired large engineering facilities in addition to those for pure scientific research. Today the main departments are: Physics (of which Professor Blockett is well known), Civil Engineering, Mechanical Engineering, Electrical Engineering, Aeronautics, Mining Technology, Chemistry and Mathematics. A large new department is the Biochemical Department, headed by Professor Chain. Imperial College is fortunate in having several new buildings with many excellent laboratories, and more are being built. A Computer Section develops the facilities of computers for the use at all departments. The College also has facilities outside London in a biological field station and a mining research station. At the present time about 2000 students are studying at Imperial College for their first degree. There are also about 1000 research students, working for higher degrees and participating in the research work of the College. A large proportion of them are overseas students from many different countries. There is much excellent research work undertaken at Imperial College in a wide range of subjects. Now research groups include one working on traffic problems, an operational research group, and a history of science department. Imperial

College is still growing in size and numbers, and as an almost independent institution it rivals many other colleges of London University put together. It is possible that it will be associated with other institutes nearby, the Royal Schools of art and Music, to develop into a separate University. In this way it is hoped to continue to train specialized scientists and engineers in a more varied cultural atmosphere than a university is supposed to embody.

**Task 9. Make up your own presentation on the topic “A Scientific Institution in Russia”.**

## Unit VIII

**Task 1. Read and translate the text “Some Aspects of Research Work Organization”.**

*English-Speaking Countries.* Science is not licensed profession, and to be counted as a scientist one need not be a Doctor of Philosophy. But a scientist without a Ph.D. (or a medical degree) is like a lay brother in a Cistercian monastery. Generally he has to labor in the fields while others sing in the choir. If he goes into academic life, he can hope to become a professor only at the kind of college or university where faculty members are given neither time nor facilities for research. A young scientist with a bachelor's or a master's degree will probably have to spend his time working on problems, or pieces of problems, that are assigned to him by other people and that are of more practical than scientific interest. Wherever he works, the prospects are slight that he will be given much autonomy and freedom. Having a Ph. D. or its equivalent – a medical degree plus post-graduate training in research – has become in fact, if not in law, a requirement for full citizenship in the American scientific community.

*Leading Research Centres.* To be successful as a scientist, it is important not only to have a Ph. D., but to have earned it at the right place. From the standpoint of rightness, American universities may be divided into three groups. The first is made up of those institutions to which the term

“leading” may appropriately be applied. They include Chicago, Cal Tech, the University of California at Berkeley, Columbia, Harvard, Illinois, MIT (Massachusetts Institute of Technology), Michigan, Princeton, Stanford, Wisconsin, Yale, and perhaps two or three others. These are the universities whose professors get the biggest research grants, publish most scientific papers, serve on the most important government committees, win most of the scientific prizes, and are most likely to be acknowledged as leaders in their fields. Ranking just below these twelve are universities like Minnesota and Indiana and UCLA (University of California at Los Angeles), where scientists and scholars of international renown are also to be found, but in such dense clusters as at Harvard or Berkeley. This is not to say that first-rate scientists are to be found only at first-rate universities or that there are no second-rate people at Berkeley and MIT. But the brightest students, like the brightest professors, tend to be found at the leading universities.

*Postdoctoral Study.* Although possession of a Ph. D. is supposed to signify that a scientist has learned his trade as a researcher, it is now very common for young scientists to continue in a quasi-student status for a year or two after they get their doctorates. Older scientists as a rule are very happy to take on postdoctoral students. The postdoc, as he is sometimes called, is like an advanced graduate student in that he does research under the general direction of an older man. But he usually needs much less direction of an older man and he can therefore be much more helpful to an experienced scientist who is eager to see his work pushed forward as rapidly as possible. Postdoctoral trainees can have the further advantage of serving a professor as a middleman in his dealing with his graduate students. For young scientists themselves, a year or two of postdoctoral study and research has many attractions. For some it is a chance to make up for what they didn't learn in graduate school. For scientists whose graduate training has been good, the chief advantage of doing postdoctoral research is that it gives them a couple of years in which they can put all their effort into research. A postdoctoral fellowship can also be a relatively tranquil interlude between the pressures and intellectual restrictions of life as a graduate student, and the competition and distractions of life as an assistant professor. Many scientists go abroad, not because the training they get will necessarily be

better than they would get in the United States, but because a postdoctoral fellowship gives them a chance to travel – often for the first time in their lives.

**Task 2. Make a list of the most important points for a person to be qualified as a scientist in an English-speaking countries.**

**Task 3. Make up your own questions to the text.**

**Task 4. Make up your own plan to the text.**

**Task 5. Give some facts from the text to prove the following.**

Many scientists go abroad, not because the training they get will necessarily be better than they would get in the United States.

**Task 6. Define the main idea of the text.**

**Task 7. Do you agree that to be successful as a scientist, it is important not only to have a Ph. D., but to have earned it at the right place. Speak on the issue.**

**Task 8. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text “Some Aspects of Research Work Organization”.**

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up,...

On the whole,...

In conclusion it is possible to say that...

**Task 9. Read and translate the dialogue “What Do You Do After You Receive Your Bachelor’s Degree?” without the dictionary and discuss the problems in the dialogue.**

**D:** What do you do after you receive your bachelor’s degree?

**C:** With a bachelor’s degree you can apply to a graduate school and start working towards a master’s degree. If you have a bachelor’s degree you can also go to a professional school.

**D:** What is professional school?

**C:** Law and medical schools are considered professional schools. If you go to a medical school it’s a four years program, basic program, and then you usually have internship. You usually have to be on intern for a year. But it depends on your speciality. If you’re going into surgery you may have another year. Well, anyway it can be a far longer program than four years. In the end you get a M.D., Doctor of Medicine degree. Medical schools are run by the American Medical Association (AMA) and law schools by the American Bar Association (ABA). It’s a three year program and you get a J.D., Juris Doctor degree.

**D:** And if you go to a graduate school, how many years does it take to get a master’s and a doctorate?

**C:** I think it depends on the program and every program is different. Usually a master’s is a couple of years and a doctorate is another two or three years. Usually Ph. D. and master’s programs are in the same place and you simply continue. The master’s degree is not very important, it’s a step on the way to get a Ph. D. You simply stay on the same program and continue. But you can change. You can get a master’s degree in one place and then change schools and get a Ph. D. degree in another one.

**D:** What do you know about honorary degrees?

**C:** I don't know much about that. But I do know that my college gives honorary degrees. For example at the graduation ceremony when I got my bachelor's degree they awarded some very accomplished elderly man a Doctor of Letters degree. It's an honorary degree and it means the institution recognizes that person.

**D:** What is the most important division at an American university?

**C:** It's a department. But you don't belong to a department. You're a student and you have a major. Your major is in one department and usually your advisor is also in that department. So the department requires certain courses. In order to major you have to do these certain courses. Perhaps a quarter or a half of your courses are in the direction of your major department.

**D:** Could you name the positions which are occupied by the university teachers?

**C:** Ok, I'll start with the bottom. A private institution can hire anyone. The lowest rank is instructor. Actually he teaches anything they need. For instance, you can have a native speaker who teaches some conversation courses. You hire that person and he may have no advanced degree whatsoever. I think the assistant professor is the next highest. Usually when you hire an assistant professor that's someone who is likely to be on a tenure track. That's a lower rank and it's assumed you eventually would achieve a higher rank. They do anything, they do whatever the department decides. An assistant professor usually has a master's degree. Now when there are so few university jobs they are usually people who have almost a Ph.D. or already have a Ph.D., people who are writing their dissertations or are close to a Ph.D. and it's assumed they will finish their Ph.D. They couldn't move you up until you get your Ph.D. You really have to have it before you get an associate professor or full professor.

**D:** What is a tenure position?

**C:** Each department has some tenure positions which are lifetime positions. It's an academic protection. You can't fire that person. An associate professor who after a number of years has done his Ph.D. is considered for tenure. Say, there are four tenure positions and someone is

retired and if you're considered qualified enough you get tenure. It's a very long and difficult process because the college or university is committing itself to you, to that person. And if you don't get tenure, and you're turned down, you usually quit and go to another university.

**D:** It is important not only what position you have but also where you work?

**C:** That's right. Each organization, basically, runs its own show. A major university, Berkeley, for example, has its own research organizations connected with the university. If you're associated with the university you may have an academic title or simply be a part of the research organization at Berkeley, I think in a lot of areas you're considered important and accomplished if you're a senior associate at Berkeley research institute. Because Berkeley is very important. Because Berkeley is a big name. Every field has its big names.

**Task 10. Make up your own presentation on the topic “A Well-Known Research Organizations in Russia”.**

## **Unit IX**

**Task 1. Read and translate the text “Top Ten Universities in Russia”.**

*By Sabrina Collier. Updated April 19, 2021*

The QS BRICS University Rankings 2019, released today, features an impressive 101 of the top universities in Russia, ranked based on a methodology which assesses each institution on eight indicators. The BRICS ranking, launched annually since 2013, aims to highlight the strongest institutions in the fast-growing economies of the BRICS countries (Brazil, Russia, India, China and South Africa).

Read on to discover this year's top 10 in Russia, along with information on each institution's subject strengths in the latest QS World University Rankings by Subject.

***Moscow State Institute of International Relations.*** Dubbed the “Harvard of Russia” by Henry Kissinger, Moscow State Institute of International Relations – MGIMO University – is down slightly in this year’s BRICS ranking to rank 44th, but nonetheless remains one of the 10 highest-ranked universities in Russia, not to mention one of the hardest to gain admission for. MGIMO earned a perfect score for faculty-student ratio indicator, showing that students have good access to tutors.

On an international scale, MGIMO placed joint 355th in the QS World University Rankings 2019, and looking at the latest rankings by subject, it appears in the global top 100 for politics.



***Tomsk Polytechnic University (TPU).*** Heading to the Siberian city of Tomsk, Tomsk Polytechnic University has climbed 10 places in the BRICS ranking to now rank 39th, making it ninth among the top universities in Russia. Also ranked joint 373rd in the latest world rankings, TPU achieved a perfect score in the international students category of the BRICS, with 25 percent of its 15,000 students coming from outside Russia. TPU was established in 1896 as Tomsk Technological Institute, making it the oldest technical university in Siberia.

Reflecting its long history and reputation as a leading institution for applied science and technology, TPU appears in the subject rankings for six



engineering and science disciplines, with its best score for chemical engineering (in the 201 – 250 range).



***National Research University – Higher School of Economics (HSE).***

National Research University Higher School of Economics, located in Moscow, is up two places to rank 37th in this year’s BRICS, and was also ranked joint 343rd in the latest world university rankings. HSE was placed 12th in the faculty/student ratio indicator, with 7.000 lecturers and researchers and 35.100 students. HSE is the youngest Russian university in this list, having been founded in 1992, but has nonetheless been able to establish itself as a premier university in the country.



***Bauman Moscow State Technical University.*** Staying in Moscow, Bauman Moscow State Technical University (BMSTU) is ranked joint 33rd in this year’s BRICS and joint 299th in the world. It earns a perfect score of 100 in the faculty/student ratio indicator, as well as coming 10th for employer reputation. BMSTU was established in 1830 and has since gained a reputation as a leading center of higher education and research engineering. It is highly active with international activities, with numerous exchange programs for both staff and students, as well as collaborations with partner foreign universities and companies.

BMSTU is ranked among the world’s best for five subjects as of 2018, achieving a position in the top 200 for mechanical engineering.



***National Research Nuclear University “MEPhI” (Moscow Engineering Physics Institute).*** National Research Nuclear University, also known as MEPhI, continues to climb in the BRICS ranking, having gone up five places to rank 30th, overtaking BMSTU in the process to claim sixth place among the top universities in Russia. Originally founded in 1942 as the Moscow Mechanical Institute of Munitions, MEPhI is now a fully global university which has adapted the Bologna Process (a process of standardizing higher education in Europe). And while it already has a perfect score in the international students indicator, MEPhI nonetheless aims to have 21 percent of its students be international by 2020.

Also appearing in the world rankings at joint 329th, MEPHI is in the global top 100 of the subject rankings for physics & astronomy, and is also ranked for mathematics, computer science and electrical engineering.



***Moscow Institute of Physics and Technology State University.*** Next in our look at the 10 top universities in Russia this year is Moscow Institute of Physics and Technology State University (MIPT), which climbed seven places to rank 21st in BRICS, and also came 312th in the most recent world university rankings. Established in 1951, MIPT is considered one of the leading institutions in the country for physics and technology. Many of its alumni have gone on to successful careers in science, politics, business, cosmology, and its faculty includes a number of leading Russian scientists.

MIPT is internationally ranked for six subjects, with its highest rank for physics & astronomy (in the top 100).



***Tomsk State University (TSU).*** Heading back to Siberia, Tomsk State University climbed seven places to rank 19th in this year's QS BRICS ranking, with perfect scores for both the faculty/student ratio indicator and the international students indicator. Also ranked joint 277th in the world, TSU was founded in 1878 as the Siberian Imperial University, and it now hosts about 18.000 students, 2.000 of whom are from outside Russia. There are English-taught programs available at both bachelor's and master's level in subjects such as linguistics, computer science, management and physics.

TSU is in the subject rankings for five fields, with spots in the top 250 for physics & astronomy and modern languages.



***Novosibirsk State University.*** Novosibirsk State University (NSU) is ranked 12th in this year's BRICS and joint 244th in the world, and achieves its strongest score for the international students indicator. Students at NSU benefit from the university's location at the world-leading science center of Akademgorodok ('academic town'), which is the educational and scientific center of Siberia, and home to numerous research institutes and facilities. There are English-taught programs available at master's and PhD level, but students choosing to study in Russian can improve their knowledge with NSU's intensive 12-week summer school.

Novosibirsk State University is ranked among the world's best for 10 subjects, with a spot in the global top 100 for physics & astronomy.



***Saint-Petersburg State University.*** Saint-Petersburg State University (SPbU) continues to climb in the BRICS ranking this year, now placed 11th and overtaking Novosibirsk State University as second among the top universities in Russia. Also ranked 235th in the world, SPbU is the oldest university in Russia, having been founded in 1724 by Peter the Great. Around 400 interdisciplinary programs and 1.000 non-degree programs are available, mostly in Russian, although some English-taught master's programs are available. Notable alumni of the university include nine Nobel Prize winners and other notable figures, such as Russian President Vladimir Putin.

Of the 15 subjects Saint-Petersburg State University is internationally ranked for, it appears in the global top 100 for three: modern languages, mathematics and linguistics.



***Lomonosov Moscow State University (MSU).*** It holds on to the top spot among the top universities in Russia, down one place to rank sixth in this year's BRICS. Also ranked 90th in the most recent world university rankings, MSU's main building is the tallest educational building in the world, and the university is also home to one of the largest library systems in Russia, with around 10 million books, 2.5 million of which are in foreign languages.

Lomonosov Moscow State University was ranked among the world's best for 28 of the 48 fields covered in the QS World University Rankings by Subject, including positions in the top 50 for linguistics, physics, mathematics, modern languages, hospitality & leisure management and computer science.



**Task 2. Make up your own questions to the text.**

**Task 3. Make up your own plan to the text.**

**Task 4. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text.**

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up,...

On the whole,...

In conclusion it is possible to say that...

**Task 5. Make up your own presentation on the topic “Education in Russia”.**

## Unit X

**Task 1. Read and translate the text “The Leading Global Universities Abroad” without the dictionary and render the main idea of the text in English.**

A leading global university centred in Asia, the *National University of Singapore (NUS)* is Singapore’s flagship university, which offers a global approach to education and research, with a focus on Asian perspectives and expertise.

NUS has 17 faculties and schools across three campuses. Its transformative education includes a broad-based curriculum underscored by multi-disciplinary courses and cross-faculty enrichment. Over 38.000 students from 100 countries enrich the community with their diverse social and cultural perspectives. NUS also strives to create a supportive and innovative.

The 17 Schools in NUS include:

- Arts and Social Sciences
- Business
- Computing
- Continuing and Lifelong Education
- Dentistry
- Design and Environment
- Duke-NUS Medical School
- Engineering
- Integrative Sciences and Engineering
- Law
- Medicine
- Music
- Public Health
- Public Policy
- Science
- University Scholars Programme
- Yale-NUS College



NUS takes an integrated and multi-disciplinary approach to research, working with partners from industry, government and academia, to address crucial and complex issues relevant to Asia and the world. Researchers in NUS' Schools and Faculties, 30 university-level research institutes and centres, and Research Centres of Excellence cover a wide range of themes including: energy, environmental and urban sustainability; treatment and prevention of diseases common among Asians; active ageing; advanced materials; risk management and resilience of financial systems.



The University's latest research focus is to use data sciences, optimisation research and cyber security to support Singapore's Smart Nation initiative.

***The Australian National University (ANU).*** It is unlike any other university in Australia. The Australian National University is a public research university located in Canberra, the capital of Australia. Its main campus in Acton encompasses seven teaching and research colleges, in addition to several national academies and institutes.



ANU is regarded as one of the world's leading research universities, and is ranked as the number one university in Australia and the Southern Hemisphere by the 2022 QS World University Rankings and second in Australia in the Times Higher Education rankings. Compared to other universities in the world, it is ranked 27th by the 2022 QS World University Rankings, and equal 54th by the 2022 Times Higher Education.

Established in 1946, ANU is the only university to have been created by the Parliament of Australia. It traces its origins to Canberra University College, which was established in 1929 and was integrated into ANU in 1960. ANU enrolls 10,052 undergraduate and 10,840 postgraduate students and employs 3,753 staff. The university's endowment stood at A\$1.8 billion as of 2018.

ANU counts six Nobel laureates and 49 Rhodes scholars among its faculty and alumni. The university has educated two prime ministers,

30 current Australian ambassadors and more than a dozen current heads of government departments of Australia. The latest releases of ANU's scholarly publications are held through ANU Press online.

***Sorbonne University.*** It is a public research university in Paris, France, established in 2018 by the merger of Paris-Sorbonne University and Pierre et Marie Curie University, along with smaller institutions. The university's current legal status was introduced in 2018 but the legacy of the institution reaches back to 1257 when Sorbonne College was established by Robert de Sorbon as part of the medieval University of Paris. It is one of the most prestigious universities in Europe and the world; as of 2021, Sorbonne University's alumni and professors have won 33 Nobel Prizes, 6 Fields Medals and one Turing Award.



To strengthen the influence of its research infrastructures on the international scale, Sorbonne University has developed several research programs aiming at reinforcing or exploring new fields of study. This innovative cross-disciplinary approach was embodied with the creation of four new academic positions gathering several establishments of the group.

A Department of Digital Humanities, exploring the use of digital technologies in the social science.

A Department of Polychromatic Studies of Societies, associating architecture, anthropology, chemical physics, literature and art history.

A Department of Digital Health, exploring biomedical tools.

A Department of 3D Craniofacial Reconstruction.

Sorbonne University has formed with academic institutions such as the China Scholarship Council or the Brazilian foundation FAPERJ several partnerships enabling bilateral research programs.

Sorbonne University is a member of the League of European Research Universities, which gathers 23 European universities such as Cambridge and Oxford.

The Sorbonne University houses eight notable scientific collections that are open to researchers. Some collections are open to the public as noted.

Minerals – over 1500 minerals on display in 24 cases, open to the public.

Physics experiments models – models built by professors from the Sorbonne and UPMC in order to demonstrate different principles of physics.

Zoology – teaching collection of stuffed specimens, skeletal mounts, fluid parts, anatomical casts and insect boxes.

Paleontology – research collection of fossil invertebrates.

G. Lippmann collection – research collection of 46 photographic plates created by Gabriel Lippmann in his studies of photography and the physics of light.

Charcot library – research collection of the personal library of neurologist Jean-Martin Charcot.

Paleobotany – research collection of Fossil plants.

Musée Dupuytren – moved from Cordeliers, will be open to the public occasionally, features wax anatomical items and preserved specimens illustrating diseases and malformations.

Established in 1877 as the first imperial university, *the University of Tokyo* is one of Japan's most storied and prestigious higher education establishments. In 2011, the university, which is nicknamed *Today*, was ranked second in the world behind Harvard for the number of alumni in CEO positions at Fortune 500 companies. Also, 15 of Japan's 62 prime ministers were educated at the University of Tokyo, and five alumni have gone on to become astronauts.

Tokyo consists of 10 faculties and 15 graduate schools, and has 30.000 students enrolled, of which 2.100 are from overseas. Unusually for a Japanese university, it also runs undergraduate programs taught entirely in English: the International Program on Japan in East Asia and the International Program on Environmental Sciences.



In 2014, the university's School of Science introduced an all-English undergraduate transfer program called Global Science Course. Todai has five campuses, in the districts of Hongō, Komaba, Kashiwa, Shirokane and Nakano.

Tokyo is a vibrant metropolis with a distinct urban character and unique culture that is ideal for growing minds and youthful adventure. The main Hongo campus occupies the former estate of the Maeda family, once the feudal lords of Kaga Province. It therefore attracts tourists due to landmarks such as Akamon (the Red Gate) and the majestic Yasuda Auditorium. It's also where UTokyo's annual May festival is held.

The other campuses have more modern features. Komaba campus – home to the College of Arts and Sciences, the Graduate School of Arts and Sciences, and the Graduate School of Mathematical Sciences – is home to 7.000 freshmen and sophomores.

The undergraduate experience at the University of Tokyo is unique as it's the only Japanese university with a system of two years of general education before students choose their major. The campus has been designated a “center of excellence” for three new areas of research by Japan's Ministry of Education and Science.

International students that have been invited to study at *Harvard University* are advised to contact their academic department for more information. While the admissions office is closed, staff can be contacted by email and telephone. No information sessions or tours will be cancelled.



Established in 1636, Harvard is the oldest higher education institution in the United States, and is widely regarded in terms of its influence, reputation, and academic pedigree as a leading university in not just the United States but also the world.

Located in Cambridge, Massachusetts, three miles north-west of Boston, Harvard's 209-acre campus houses 10 degree-granting schools in addition to the Radcliffe Institute for Advanced Study, two theaters, and five museums. It is also home to the largest academic library system in the world, with 18 million volumes, 180,000 serial titles, an estimated 400 million manuscript items and 10 million photographs.



Like most of the United States' pre-Civil War colleges, Harvard was founded to train clergy, but Harvard's curriculum and student body quickly secularized, and in the 20th century admissions policy was opened up to bring in a more diverse pool of applicants.

Now, a total of 21,000 students attend the university, each of whom at some point can be seen bustling past the famous statue of John Harvard, the university's first benefactor and founder, which looks on benignly in the center of the campus. The bronze statue's gleaming foot is due to almost incessant rubbing by tourists and students, who believe the act brings good luck.

Only the academic elite can claim a place at Harvard, and the nominal cost of attendance is high – though the university's hefty endowment is such that it can offer generous financial aid packages, which around 60 per cent of students take advantage of.

As freshmen, students live in one of the dormitories in Harvard Yard, a prime location, and eat in the historic and picturesque Annenberg dining hall. Harvard students are active around and beyond campus, with over 400 official student societies including extracurricular, co-curricular and athletic opportunities. Whether playing on the field in Harvard Stadium, fostering entrepreneurial activities at the Harvard innovation lab or writing and editing at the daily newspaper the Harvard Crimson, student life is a rich and rewarding experience.



Harvard's alumni include eight US presidents, several foreign heads of state, 62 living billionaires, 359 Rhodes Scholars, and 242 Marshall Scholars. Whether it be Pulitzer Prizes, Nobel Prizes, or Academy Awards, Harvard graduates have won them. Students and alumni have also won 108 Olympic medals between them. The university is regularly ranked number one in the world, and the consistency of its chart-topping performances shows that success is yet to breed complacency.

**Task 2. Make up your own questions to the text.**

**Task 3. Make up your own plan to the text.**

**Task 4. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text.**

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To sum it up,...

On the whole,...

In conclusion it is possible to say that...

**Task 5. Make up your own presentation on the topic “ Education in Abroad”.**

## Unit XI

**Task 1. Read and translate the text “Religion in the Modern World” without the dictionary and render the main idea of the text in English.**

The modern world may not strike you as especially religious. Prayer, worship, sacred rituals consume only a small part of most people’s lives. Yet



religion remains a vital force for humans everywhere. It has ignited some intense conflicts. Striking workers in Poland have rallied around religious symbols. Religion can even induce people to renounce their current way of life and adopt an entirely new one, as when someone abandons job,

family, and friends to join a religious cult. What is this powerful force that underlies so much of human behavior?

Religion is one of the hardest sociological concepts to define. An adequate definition must be broad enough to include the great variety of religions that have existed throughout history, but not so broad that it also encompasses beliefs and practices generally considered nonreligious. The classical definition, and the one that served for many years, was proposed by Emile Durkheim. Durkheim defined religion as a set of beliefs and practices pertaining to sacred things that unite people into a moral community. This definition is very broad, capable of being applied to nonreligious philosophies as well as to religions. An alternative approach defines religion as the work of organizations primarily engaged in providing people with the hope of future rewards to compensate for things they greatly desire but have not obtained in life. This hope is based on beliefs in supernatural forces, beings, or places.

Regardless of how the general concept of religion is defined, particular religions have certain elements in common. These include religious beliefs,



symbols, and practices, as well as a community of followers and a variety of religious experiences.

Sociologists distinguish among three types of religious institutions: church, sect, and cult. A church is a large, conservative religious institution that tends to coexist harmoniously with the larger society. A sect, in contrast, is a small, uncompromising fellowship of people who seek spiritual perfection and tend to reject the larger society. Sects form when people break away from established churches and claim to have adopted a more authentic, purer version of their faith. A cult is like a sect in most respects except its origins. Cults are imported from other cultures or are formed when people create entirely new religious beliefs and practices.

Religion serves a number of important purposes for societies and individuals. These include promoting social solidarity (through norms that reduce conflict and sanctions against antisocial acts), consecrating major life events, helping immigrants to adapt to a new society, and legitimizing the established social order by sanctioning its social arrangements. Religion is capable of both persuading the deprived and oppressed to accept their fate, and of offering them a basis of resistance. The political uses to which people put religion depends upon their individual interpretations of it.

Modernization has generally been accompanied by secularization, which entails a greater concern with worldly matters than with spiritual ones. But secularization has not spelled the end of religion. Religion remains a powerful force because of two countervailing trends: religious revival (an effort to restore more traditional, spiritual features to established religions) and religious innovation (an effort to create new religions or to change existing ones to better meet people's needs).



Religion today is undergoing many changes. The mainline churches are trying to become more responsive to people's needs. This has involved

both a greater emphasis on spirituality and an increased activism in regard to certain major social issues. Another change is the growth of invisible, or private religion. These terms refer to the view, held by many, that religion is a subjective, personal experience, not a matter of group doctrine.

**Task 2. Answer the questions to the text.**

1. Do sacred rituals consume a big part of most people's life or not?
2. Why does religion remain a vital force for people although the modern world may not seem to be especially religious?
3. Is it easy to define religion?
4. What must an adequate definition of religion be like?
5. How did Emil Durkheim define religion? Is this definition good? Why?
6. What is an alternative definition of religion?
7. What is the people's hope of future rewards based on?
8. What do particular religions have in common?
9. What types of religious institutions do sociologists distinguish?
10. What important purposes does religion serve for societies and individuals?
11. What has modernization been accompanied with?
12. Why has secularization not spelled the end of religion?
13. What changes is religion undergoing today?
14. What do the terms invisible, or private religion refer to?

**Task 3. Discuss these questions after reading the text "Religion in the Modern World".**

1. What do you think this text is about?
2. Is religion important in the life of people nowadays or not?
3. Will religions exist in future or not?
4. Will there be some new religions or only traditional ones?

**Use the following expressions:**

It seems to me (that)...

I would like to say that...

As I see it...

I am (absolutely) sure that...

I think that...

I believe...

I guess...

To my mind...

In my opinion...

**Task 4. Before reading the text “The Study and Classification of Religions” answer the following questions.**

1. As any science the science of religion has the subject of study. This subject is religion. Can we define religion as belief in God? Prove your answer.

2. What do you think we shall do in order to study religion? Choose any number of variants which you consider correct.

To study religion one should:

- know the variety of beliefs and practices of religious man;
- look into the historical development of different religions;
- understand the structure, nature and dynamics of religious experience;
- consider significance of religions and their origin;
- believe in God.

3. What sciences from the list given below can be used as supplementary sources for the study of religion?

Anthropology; archaeology; philology; history; philosophy; sociology; psychology; ethnography.

**Task 5. Read and translate the text “The Study and Classification of Religions” without the dictionary and render the main idea of the text in English.**

The history of mankind has shown the pervasive influences of religion, and thus the study of religion, involving the attempt to understand its significance, its origins, and its myriad forms, has become increasingly important in modern times. Broadly speaking, the study of religion comprehends two aspects: assembling information and interpreting

systematically the material gathered in order to elicit its meaning. The first aspect involves the psychological and historical study of religious life and must be supplemented by such auxiliary disciplines as archaeology, ethnology, philology, literary history, and other similar disciplines. The facts of religious history and insight into the development of the historical religious communities are the foundation of all else in the study of religion. Beyond the historical basis lies the task of seeing the entirety of human religious experience from a unified or systematic point of view. The student of religions attempts not only to know the variety of beliefs and practices of homo religious (“religious man”), but also to understand the structure, nature, and dynamics of religious experience. The student of religion attempts to discover principles that operate throughout religious life on the analogy of a sociologist seeking the laws of human social behaviour to find out whether there are also laws that operate in the religious sphere. Only with the attempt to discern the system and structure binding together the differentiated historical richness of religion does a true science of religion, or Religionswissenschaft, begin.

The 19th century saw the rise of the study of religion in the modern sense, in which the techniques of historical inquiry, the philological sciences, literary criticism, psychology, anthropology, sociology, and other disciplines were brought to bear on the task of estimating the history, origins, and functions of religion. Rarely, however, has there been unanimity among scholars about the nature of the subject, partly because assumptions about the revealed nature of the Christian (or other) religion or assumptions about the falsity of religion become entangled with questions concerning the historical and other facts of religion. Thus, the subject has, throughout its history, contained elements of controversy.

To some extent, the study of religion has suffered from the barriers between disciplines, and this fact is increasingly recognized in the formulations of the idea of religion as a subject that should be institutionalized in a university department or program in which historians, phenomenologists, and members of other disciplines work together. There are some, however, who consider that there are dangers in such an

arrangement, concerned lest the social sciences overwhelm and distract the interpreter of religious meanings. Similarly, the theological tradition remains powerfully operative in regard to the articulation of the Christian faith and sometimes resist any attempt to treat Christianity itself in the manner dictated by the history and *phenomenology* of religion. Thus, the history of religions and the comparative study of religion still tend to mean in practice “the study of religions other than Judaism and Christianity”. Educational and social pressures have arisen, however, with a secularistic, increasingly pluralistic society, increasing the tendency towards a pluralism in the study of religion that expands in the viewpoint of traditional faculties and departments of theology, both in universities and theological seminaries.

In many ways the present position promises well for an expanding multidisciplinary approach to problems in the study of religion. Historians of religion are recognizing some of the contributions to be made by modern sociology and sociologists, sociologists have become more aware of the need for accounting for the particular systems of meaning in religion. An area that may very well exhibit the new synthesis is the study of new religious movements.

After a period of relative unconcern, Christian theology is increasingly aware of the challenge of other religious beliefs, so that there are greater impulses toward blending Christian and other studies.

Meanwhile, the study of religion on a pluralistic and *multidisciplinary* basis is being increasingly viewed as an important element in the education of secondary school students.

All real science rests on classification. The growth of scientific interest in religion has compelled most leading students of religion to discuss the problem of classification or to develop classification of their own. Classification is basic to all science as a preliminary step in reducing data to manageable proportions and in moving toward the systematic understanding of a subject matter. Classification of religions is a device for making the wealth of religious phenomena intelligible and orderly and thus avoiding the confusion of too much information. The criteria employed for the classification of religions are very numerous. There are normative

classifications distinguishing true religions from false religions. They, however, have no scientific value and are the result of defending against the rivals. A common and relatively simple type of classification is based upon the geographical distribution of religious communities. In addition, there are ethnographic-linguistic classifications, classifications based upon philosophic principles, etc.

### *Notes*

Phenomenology – the typological classification of a class of phenomena e.g. the phenomenology of religion.

Multidisciplinary – relating to, or using a combination of several disciplines for a common purpose.

**Task 6. Read and study the following expressions and using them make up your own sentences based on the text.**

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up,...

On the whole,...

In conclusion it is possible to say that...

**Task 7. Make up your own presentation on the topic “Religion Serves a Number of Important Purposes for Societies and Individuals”.**

## Unit XII

**Task 1. Read and translate the text “History as a Field of Study” without the dictionary and render the main idea of the text in English.**

History is systematically collected information about the past. History studies the past in human terms. When used as the name of a field of study, history refers to the study and interpretation of the record of humans, families, and societies.

Knowledge of history is often said to encompass both knowledge of past events and historical thinking skills. Traditionally, the study of history has been considered a part of the humanities. However, in modern academia, history is increasingly classified as a



social science, especially when chronology is the focus. Because history is such a broad subject, organization is crucial. While several writers have written universal histories, most historians specialize. There are several different ways of classifying historical information: chronological (by date), geographical (by region), national (by nation), ethnic (by ethnic group), topical (by subject or topic). Some people have criticized historical study, saying that it tends to be too narrowly focused on political events, armed conflicts, and famous people and that deeper and more significant changes in terms of ideas, technology, family life and culture warrant more attention. Recent developments in the practice of history have sought to address this.

Historians obtain information about the past from various kinds of sources, including written or printed records, coins or other artefacts, buildings and monuments, and interviews (oral history). For modern history, primary sources may include photographs, motion pictures, and audio and video recordings. Different approaches may be more common in the study of some periods than in others, and perspectives of history (historiography) vary widely.

Historical records have been maintained for a variety of reasons, including administrative (such as censuses, tax records, commercial records), political (glorification or criticism of leaders and notable figures), religious, artistic, sporting (notably the Olympics), genealogical, personal (letters), and entertainment. The historical method comprises the techniques



and guidelines by which historians use primary sources and other evidence to research and then to write history.

Ibn Khaldun laid down the principles for the historical method in his book *Muqaddimah*. Other historians advanced the historical methods of study. In the 20th century, historians focused less on epic nationalistic narratives, which often tended to glorify the nation or individuals, to more realistic chronologies. French historians introduced quantitative history, using broad data to track the lives of typical individuals, and were prominent in the establishment of cultural history. American historians, motivated by the civil rights era, focused on formerly overlooked ethnic, racial, and socio-economic groups. In recent years, postmodernists have challenged the validity and need for the study of history on the basis



that all history is based on the personal interpretation of sources. In his book *In Defence of History*, Richard J. Evans, a professor of modern history at Cambridge University, defended the worth of history.

Historians often claim that the study of history teaches valuable lessons with regard to past successes and failures of leaders, military strategy and tactics, economic systems, forms of government, and other recurring themes in the human story. From history we may learn



factors that result in the rise and fall of nation-states or civilizations, the strengths and weaknesses of various political, economic, and social systems, and the effects of factors such as trade and technology.

**Task 2. Answer the following questions on the text.**

1. Does this text tell about history as a field of study?
2. What definition of history is given in the text?
3. What is the traditional view of the study of history and how is history increasingly classified in modern academia?
4. Why is history organization crucial?
5. How can history be classified?
6. Why is history often criticized?
7. From what sources do historians obtain information about the past?
8. Why have historical records been maintained?
9. What does the historical method comprise?
10. Who laid down the principles for the historical method?
11. What changes took place in historical studies in the 20th century?
12. What did French historians introduce?
13. What did American historians focused on?
14. Why did Richard J. Evans defend the worth of history in his book *In Defence of History*?
15. What do some historians often claim?
16. What factors may we learn from history?
17. Can we learn anything from history according to George Santayana, Georg Wilhelm Friedrich Hegel and Winston Churchill?
18. What is an alternative view on the forces of history?
19. What can be deduced fro the view that history does not repeat itself?
20. What can you tell about different views about the role of history in our life?

**Task 3. Discuss the following questions after reading the text “History as a Field of Study”.**

1. What do you think this text is about?
2. Is history important in the life of people nowadays or not?

3. Will history exist in future or not?
4. What can you tell about different views about the role of history in our life?
5. What changes took place in historical studies in the 20th century?

**Use the following expressions:**

It seems to me (that)...

I would like to say that...

As I see it...

I am (absolutely) sure that...

I think that...

I believe...

I guess...

To my mind...

In my opinion...

**Task 4. Read and translate the text “Why Should Anyone Study History?” without the dictionary and render the main idea of the text in English.**

The study of history is the foundation of the liberal studies curriculum. It is a central part of a well-rounded college education regardless of whether you plan to become a journalist, teacher, lawyer, politician, librarian,



archivist, or other professional. The creative and critical thinking skills, research skills, writing skills, and knowledge base gained from the study of history will prepare you for a career in whatever field you pursue.

As a liberal arts major, of course, the world is your oyster and you can consider a multitude of careers.

Among the jobs you can consider are: advertising executive, analyst, archivist, broadcaster, campaign worker, consultant, congressional aide, editor, foreign service officer, foundation staffer, information specialist,

intelligence agent, journalist, legal assistant, lobbyist, personnel manager, public relations staffer, researcher, teacher... The list can be almost endless.

More specifically, though, with your degree in history you can be an educator, researcher, communicator or editor, information manager, advocate, or even a businessperson.

### *Notes*

Liberal studies – гуманитарные науки

Well-rounded college education – всестороннее образование в колледже (высшее образование)

The world is your oyster – весь мир у ваших ног

**Task 5. Read and study the following expressions and using them make up your own sentences based on the text.**

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up,...

On the whole,...

In conclusion it is possible to say that...

**Task 6. Make up your own presentation on the topic “Traditionally, the Study of History Has Been Considered a Part of the Humanities”.**

## Part III BUSINESS CORRESPONDENCE

### Unit I GET ACQUAINTED WITH THE BUSINESS LETTER STRUCTURE

There are some important parts in a typical standard letter: the sender's address, date, the receiver's name, title and address, salutation, body of letter, complimentary close, signature and name and title of sender.

The sender's address is usually placed in the top right-hand corner of the page. It provides all necessary information about the sender: the name and address of the institution, organization or the name, position, title and address of the sender, the telephone, telex, fax numbers, e-mail or any other details that may be required, such as reference numbers, codes, etc. *Here are some samples.*

Department of Physics,  
Vladimir State University  
87 Gorky St.  
Vladimir 600005  
Russia

Prof. Manfred R.G. Wutting  
Dept. of Materials  
and Nuclear Engineering  
University of Maryland

*To avoid difficulties in writing Russian names and surnames the following information may be of use.*

ë – io, yo, ie: Semionov, Semyonov, Semienov

ж – zh: Zhukov

з – z, s: Kuznetsov, Vosnesenskiy

й – i, y: Aliseichik, Bykovskiy

х – kh, h: Malakhov, Astahov  
ц – ts: Tsvetkov  
ч – ch: Chugunov  
ш – sh: Timoshenko  
щ – sch: Paschenko  
ы – y: Bykov  
ю – yu, iu: Yurkov, Mavliukov  
я – ia, ya: Slepian, Yakovlev  
ь : Belen'kiy

The date should be placed below the sender's address usually one or two spaces lower. The most common form of writing the date is March 20, 2005 or 20 March, 2005 both in the UK and the USA. The British ways to write the date are 20th March, 2005 and March 20th, 2005. A comma should be put between the day of the month and the year to separate the numerals and prevent confusion.

The receiver's address includes the name, title and full address of the recipient. It is placed in the left-hand side of the letter, two spaces below the date.

Irina Chizova  
171 ReKnern Avenue Layton,  
Texas 73107 USA

Prof. D.P. Netrovskiy  
22 Zorge St., Adt. 78  
Vladimir 600005 Russia

Roslan K. Panster  
15 Kent St.,  
London S.W. 1112DB  
England

The initials of the first name are placed in front of the surname: Prof. M.B. Linith. The words street, road or avenue may be abbreviated St., Rd.,

Ave.: West St., Highland Rd., Charles Ave. If the street has a number, it must be written out: 24 Second Ave., 135 Fifty-fourth St.

**The zip code or zone number** is a geographical abbreviation. Be sure to put it in all addresses in countries that use it. In the United States the zip code uses five numbers; some countries use numbers and letters. Do not put a comma between the end of the address and the zip code.

287 Rose Avenue  
New York, N. Y. 10017

201 Euston Road  
London NW16DB

Abbreviations for U.S. states and possessions are either traditional or postal. Traditional abbreviations are usually followed by a period.

Postal abbreviations have two capital letters with no space between them and are not followed by a period. Use traditional abbreviations for Canadian addresses.

State	Traditional	Postal
Alabama	Ala.	AL
Alaska	Alaska	AK
Alberta	Alta.	AB
Arizona	Ariz.	AZ
Arkansas	Ark.	AR
British Columbia	B.C.	BC
California	Calif. <i>or</i> Cal.	CA
Colorado	Colo.	CO
Connecticut	Conn.	CT
Delaware	Del.	DE
District of Columbia	D.C.	DC
Florida	Fla.	FL
Georgia	Ga.	GA
Guam	Guam	GU
Hawaii	Hawaii	HI
Idaho	Idaho	ID
Illinois	Ill.	IL
Indiana	Ind.	IN

<b>State</b>	<b>Traditional</b>	<b>Postal</b>
Iowa	Ia.	IA
Kansas	Kans.	KS
Kentucky	Ky.	KY
Louisiana	La.	LA
Maine	Me.	ME
Manitoba	Man.	MB
Maryland	Md.	MD
Massachusetts	Mass.	MA
Michigan	Mich.	MI
Minnesota	Minn.	MN
Mississippi	Miss.	MS
Missouri	Mo.	MO
Montana	Mont.	MT
Nebraska	Nebr. <i>or</i> Neb.	NE
Nevada	Nev.	NV
New Brunswick	N.B.	NB
Newfoundland	Nfld.	NL
New Hampshire	N.H.	NH
New Jersey	N.J.	NJ
New Mexico	N. Mex. <i>or</i> NM	NM
New York	N.Y.	NY
North Carolina	N.C.	NC
North Dakota	N. Dak. <i>or</i> N.D.	ND
Nova Scotia	N.S.	NS
Ohio	Ohio	OH
Oklahoma	Okla.	OK
Ontario	Ont.	ON
Oregon	Oreg. <i>or</i> Ore	OR
Pennsylvania	Pa.	PA
Prince Edward Island	P.E.I.	PE
Puerto Rico	PR.	PR
Quebec	Que.	QC
Rhode Island	R.I.	RI
Saskatchewan	Sask.	SK
South Carolina	S.C.	SC

State	Traditional	Postal
South Dakota	S. Dak. <i>or</i> S.D.	SD
Tennessee	Tenn.	TN
Texas	Texas	TX
Utah	Utah	UT
Vermont	Vt.	VT
Virginia	Va.	VA
Virgin Islands	VI.	VI
Washington	Wash.	WA
West Virginia	W. Va.	WV
Wisconsin	Wis. <i>or</i> Wisc.	WI
Wyoming	Wyo	WY

**The salutation**, which begins two spaces below the receiver's address, is written with the margin on the left. In Great Britain the salutation is followed by a comma, in the by a colon only in formal letter.

The salutation is never followed by an exclamation mark or by a dash. The salutation that you use is determined by the purpose of the letter, by the position that your correspondent holds. The word Dear is capitalized when it is the first word of the salutation. A title, such as Prof. or Dr., is used only with the surname.

**In writing letters the following salutations are used:** Dear Sir, Dear Madam, Dear Ms. Smith (if the letter-writer is not sure whether the woman is married or unmarried), Dear Mr. Smith, Dear Mrs. Smith (to married woman), Dear Miss Smith (to unmarried woman); Dear Dr. Smith, Dear Prof. Smith, Dear Colleague. When writing to a university, institution or organization the official salutations Dear Sirs, Dear Madam are used as well as Who it may refer to.

**The body of a letter** should begin two spaces below the salutation.

The body of a letter is, of course, the most important part because it contains the message for the recipient and should fulfill some requirements. Each paragraph should deal with one subject, in a brief, concise and accurate way. It should exclude all matters not relevant to the purpose of the letter. It is best to avoid long paragraphs. The style of letter writing requires certain accepted phrase patterns.



Short letters are usually double-spaced (two lines); longer letters are single-spaced (one line) with double spaces between the paragraphs.

The letter is ended with a closing salutation or a complimentary close, which is separated from the body of the letter by a double spaced line. It always ***begins with a capital letter and is punctuated with a comma:***

Yours truly,

Sincerely yours,

Yours sincerely,

Yours respectfully,

Respectfully yours,

Yours faithfully,

Faithfully yours,

***We finish a letter*** with *Yours truly*, *Yours sincerely* or *Truly yours*, *Sincerely yours*, if the letter began with a person's name or *Yours faithfully* or *Faithfully yours* if it began *Dear Sir(s)* or *Dear Madam*.

It is customary for colleagues, especially among scientists, to write *Yours sincerely* rather than *Yours truly* or *Yours faithfully*.

***The complimentary close of a letter may begin as follows:***

I look forward to the meeting in Boston

With best wishes

Looking forward to your reply

I hope to hear from you soon

Thank you for your time/effort/help/consideration.

***The signature*** is written directly beneath the complimentary close. It is indented a little to the right:

(signature)

John Dept

Director, Virginia Institute

In many cases the letter is signed without giving the name of the institution or organization:

(signature)

P. Bupranov

Associate Professor of Philology

*The first name can be written in full or with an initial:* Peter B. Chase, Nina K. Petrova, I. Smirnov, J. Smith.

**Task 1. Study the components of a letter.**

- |                                    |  |
|------------------------------------|--|
| 1. Sender's address                | 95 New Edition Road<br>Oxford CB3 22 RU<br>United Kingdom  |
| 2. Date                            | 24.11.2021   |
| 3. Receiver's name, title, address | Dr. Sergey N. Savanov<br>Department of Philology<br>Vladimir State University<br>87 Gorky St.<br>Vladimir 600005<br>RUSSIA   |
| 4. Salutation                      | Dear Dr. Ivanov  |
| 5. Body of letter                  | The opening paragraph should arise the reader's interest in the subject of the letter. State the purpose of your letter. Put each separate idea in a separate paragraph. Letters have to be typed or word-processed accurately with a smart, clear layout. |
| 6. Complimentary close             | Yours sincerely,<br>(sign here)  |
| 7. Signature                       |  |
| 8. Name and title of the sender    | Should be printed or written accurately.   |
| 9. Enclosure                       | If you are noting that you have enclosed something else with your letter.  |

**Task 2. Study the sample of a formal letter and an envelope. Write your own letter.**

<p>15 Snowden Road Torquay Sevon TK3 PIR 23 November, 2021</p>
<p>The Secretary Hall School of Art 37 Baumon Street London W33GN</p>
<p>Dear Sir, I should be grateful if you would send me information about the regulations for admission to the Hall School of Art. Could you also tell me whether the School arranges accomodation for students?</p>
<p>Your faithfully, (signature) Sara Panker</p>
<p>The Secretary Hall School of Art 37 Baumont Street London W33GN</p>

**Task 3. Write the following dates which are given below the sender's address.**

The second of June, nineteen ninety-eight – ...

The nineteenth of September, two thousand and four – ...

The twenty-fifth of October, nineteen eighty-one – ...

The third of January, two thousand and three – ...

**Task 4. Correct mistakes in the following dates.**

23, February, 2002

November, 2, 2005

20th of July, 2001

August 12 2004

16.2.1998

2003, January 12

**Task 5. Complete the following by indicating the dates in the body of the letter.**

I have received your letter of... .

Further information will be sent to you on... .

In your letter of... .

The conference will last from... to... .

I shall attend the conference in Moscow on... .

Professor Jones is arriving in Rostov on... .

## **Unit II**

### **THE “GOLDEN RULES” FOR WRITING LETTERS**

**Task 1. Pay attention to some differences between British and American forms.**

#### **British**

#### **American**

#### ***Date***

12th December, 2006

12 December 2006

12 Dec. 2006

December 12, 2006

#### ***Salutation***

Dear Sir,

Dear Madam,

Dear Mrs. Smith,

For the attention of Mr. E. Wilson,

Dear Sirs

Dear Sir:

Dear Madam:

Dear Mrs. Smith:

Attention: Mr. E. C. Wilson:

Gentlemen:

#### ***Complimentary Close***

Yours faithfully,

Yours sincerely,

Sincerely yours,

Yours truly,

## **British**

Mrs. Nikki Roberts  
School of Languages  
University of Oxford  
18 Euston Centre  
London NW2 RET  
United Kingdom

## **American**

### ***Addresses***

AMIDEAST  
Testing Programs  
1250 M Street, NW  
Suite 1100  
Washington DC  
20055-4606, USA

### **Task 2. Here are the “golden rules” for writing letters (including faxes and memos). What rules do you think most useful?**

1. Give your letter a heading if it will make it easier for the reader to understand your purpose in writing.

2. Decide what you are going to say before you start to write or dictate a letter, because if you don't do this the sentences are likely to go on until you can think of a good way to finish. In other words you should always plan ahead.

3. Use short sentences.

4. Put each separate idea in a separate paragraph. Number each of the paragraphs if it helps the reader to understand better.

5. Use short words that everyone can understand.

6. Think about your reader.

Your reader...

...must be able to see exactly what you mean:

your letters should be **CLEAR**

...must be given all the necessary information:

your letters should be **COMPLETE**

...is probably a busy person with no time to waste:

your letters should be **CONCISE**

...must be written in a sincere, polite tone:

your letters must be **COURTEOUS**

...should not be distracted by mistakes in grammar, punctuation or spelling:

your letters should be **CORRECT**

A dull or confusing layout makes a letter difficult to read.

**Task 3. Read two letters sent by the Sales Manager of “Sunshine Flavours LTD” J. G. O’Reilly. Which of the two letters would you prefer to receive? Why? What kind of impression does each letter give the reader?**

SUNSHINE FLAVOURS LTD.

44 Emerald Drive,  
Shannon Technology Park,  
Cork CO6 9TS, Republic of Ireland.  
Mme Susanne Dufrais,  
Les Gourments du Poitou S. A.,  
33, rue Mirabeau,  
44000 Poitiers, France

18 January 1999

**Your request for our catalogue and price list**

Dear Madam,

as you requested, we enclose for your attention our price list and catalogue. I should like to take this opportunity of drawing your attention to the fact that all our products are manufactured from completely natural ingredients and that we do not utilize any artificial additives whatsoever. There are 213 different items in the catalogue and our prices are reasonable and our quality is good. This is the first time that we have included Scratch’n’Sniff TM Samples of our ten most popular aromas. Should you require further information, please do not hesitate to contact us. If the undersigned is unavailable, the Sales Manager’s personal assistant will be delighted to assist you.

We look forward to receiving your esteemed order in due course.

Yours faithfully,

(signature)

J. G. O’Reilly, Sales Manager

Telex 449801 Telephone 021 23 45 9

Cables: SUNSHINE, CORK

SUNSHINE FLAVOURS

44 Emerald Drive  
Shannon Technology Park  
Cork CO6 9TS  
Republic of Ireland

Mme Susanne Dufrais  
Les Gourmets du Poitou S. A.  
33 rue Mirabeau  
44000 Poitiers  
France

18 January 1999

Dear Madame Dufrais,

You asked to send you our price list and catalogues for the new season. I am sure you will find plenty to interest you in. You will notice that every single one of our products is made from 100 % natural ingredients – we use no artificial additives at all.

This year, for the very first time, we have included Scratch'n'Sniff TM samples of our ten most popular aromas. I think you will agree that our range of well over 200 natural flavours and aromas is second to none and is outstanding value for money.

If you need more information, do please get in touch with me. If you are telephoning, please ask to speak to me personally or to my assistant, Mr. Hannah Rosser, and we will be very pleased to help you.

I look forward to hearing from you.

Yours sincerely,

(signature)

James O'Reilly

Sales Manager

Enclosed: catalogue, price lists, order form

Telephone: 021 23 45 9

Fax: +353 21 23 44 7

**Task 4. Look at the endings of business letters below. Answer the questions.**

When would you use the different styles and phrases?

What do the abbreviations mean?

Which of the style and phrases would you find in American correspondence?

If you begin your letter 'Dear Jim' how do end it?

If you begin 'Dear Sir' how do you end it?

Please let me know if this is convenient.

Looking forward to hearing from you.

Best wishes, yours sincerely,  
(signature)

Ms. Gillian Jones

Publicity Coordinator

Best regards,

(signature)

Exports Sales Manager

Please phone us to confirm the details.

We look forward to receiving your comments.

Yours faithfully,  
(signature)

Ms. Gillian Jones

Publicity Coordinator

Sincerely,

(signature)

Export Sales Manager

**Task 5. Read the text "Planning a Letter: 7 Steps What Do You Do Before You Write a Difficult Letter or a Report?".**

Because a letter in English is much harder than writing one in your own language, careful planning is essential. Imagine, for example, you have to write a letter introducing your company to a prospective customer... The following steps are recommended.

1. Write down your AIM: what is the purpose of the letter?
2. ASSEMBLE all the relevant information and documents: copies of previous correspondence, reports, figures, etc.
3. ARRANGE the points in order of importance. Decide which points are irrelevant and can be left out. Make rough notes.



4. Write an OUTLINE in note form. Check it through considering these questions: Have you left any important points out? Can the order of presentation be made clear? Have you included anything that is not relevant

5. Write a FIRST DRAFT, leaving plenty of space for changes and revisions.

6. REVISE your first draft by considering these questions:

INFORMATION: Does it cover all the essential points? Is the information RELEVANT, CORRECT and COMPLETE?

ENGLISH: Are the grammar, spelling and punctuation correct?

STYLE: Does it look attractive? Does it sound natural and sincere? Is it CLEAR, CONCISE and COURTEOUS? Will it give the reader the right impression? Is it the kind of letter you would like to receive yourself?

7. Write, type or dictate your FINAL VERSION.

**Task 6. Here are three extracts from letters that break some rules. Decide what is wrong with each one and underline any mistakes or faults. Rewrite each extract in your own words.**

1. I noticed your advertisement in the Daily Planet and I would be grateful if you could send me further information about your products. My company is considering subcontracting some of its office services and I believe that you may be able to supply us with a suitable service. Looking forward to hearing from you.

2. Thank you very much for you letter of 15 January, which we received today. In answer to your enquiry we have pleasure in enclosing an information pack, giving full details of our services. If you would like any further information, do please contact me by phone or in writing and I will be pleased to help. I hope that our services will be of interest to you and I look forward to hearing from you. Yours sincerely, ...

3. There are a number of queries that I would like to raise about your products and would be grateful if you could ask a representative to get in touch with me with a view to discussing these queries and hopefully placing an order if the queries are satisfactorily answered.

**Unit III**  
**TYPES OF BUSINESS LETTERS**

***INQUIRY***

***Structure***

1. Reference to the source of information about the given company and its product.
2. The essence of the subject.
3. Brief information about your company.
4. Hope for further contacts.

**Task 1. Study the patterns to the inquiry.**

With regard to your advertisement in... of..., we would ask you... .

В связи с публикацией Вашей рекламы в... от..., мы хотели бы попросить... .

We are interested in buying (importing etc.)... .

Мы хотели бы купить... .

We would ask you to let us have a quotation for... .

Сообщите нам, пожалуйста, расценки на... .

In connection with this... .

В связи с этим... .

There is a large market here for your products.

Ваши изделия найдут у нас своего покупателя.

We usually effect payment by letters of credit.

Мы обычно производим оплату путем открытия аккредитации.

If your prices are competitive... .

Если Ваши цены приемлемы... .

Your prompt answer will be appreciated.

Будем признательны за быстрый ответ.

**Task 2. Translate into English and form as a letter.**

1. Уважаемый сэр!

Из вчерашнего номера газеты “Business News” я узнал о новом смартфоне, который производит Ваша компания.

Я был бы Вам признателен, если бы Вы послали мне дополнительную информацию, а именно: стоимость товара, наличие скидки при оптовой закупке, сроки доставки и условия ее оплаты.

С уважением,  
Джон Кейт.

2. Уважаемый сэр!

Буду признателен, если Вы вышлете мне информацию о правилах приема на обучение на факультет экономики Оксфордского университета. Прошу Вас также сообщить, обеспечивает ли центр зарубежных студентов жильем.

С уважением,  
Михаил Баженов.

3. Господа!

Ссылаясь на вашу рекламу в журнале «Omni» (т. 2, № 8), мы были бы рады получить расценки на слуховые аппараты «Fox». Пожалуйста, укажите, какую скидку вы делаете при оптовых закупках и оплате наличными.

Искренне ваш,  
Игорь Мартынов.

4. Господа!

Мы хотели бы получить информацию о фотокамере «Олимпик». Пожалуйста, вышлите прейскурант, сообщите, возможна ли быстрая доставка (товара) во Владимир.

Если ваше предложение окажется приемлемым, мы дадим вам адреса для банковских и торговых справок о нас и вышлем заказ.

Генеральный директор компании  
ООО «Трэйдинг»  
Юрий Колосов.

### **Task 3. Translate into Russian and form as a letter.**

1. My name is ... and I am the production manager at ... company. I would like to inquire about the type of services that your company provides. As I understood from your website, you specialize in ... . We are specifically looking for your requirement goes here and would like to know

how you can help us in achieving our target. If you need additional information regarding our requirements, please contact me. I also welcome a meeting to discuss a potential association with you.

Thank you for your time.

Best Regards, ...

2. I am wondering whether your company is in need of a professional and highly motivated software engineer. I would be very interested in a position that allows me to showcase my skills and abilities and make use of my substantial experience.

I have a sense of creativity and a strong drive for innovative ideas. I am very disciplined and well organized, but at the same time I can quickly identify situations that require unorthodox and out of the box thinking.

I am confident that I will be a great addition to your team. I would love to discuss my vision and possible contribution in a job interview. I have enclosed my resume for your review and consideration.

Looking forward to meeting you.

Yours faithfully, ...

3. I'm looking for career opportunities in the field of marketing and I would like to know if you have a job vacancy for a marketing specialist. I'm an energetic, hardworking, committed, and dedicated professional with excellent organization and communication skills. Highlights of my skills and qualifications include:

- 1) Qualification 1;
- 2) Qualification 2;
- 3) Qualification 3;
- 4) Qualification 4.

I am interested to discuss my capabilities in a job or phone interview and explain how you can benefit from my services. For the time being, I appreciate if you could take a look at my resume, which I enclosed with this email.

Thank you for your time and hope to meet you soon.

Yours sincerely, ...

## ***OFFER***

### ***Structure***

1. The reason for your writing.
2. Reply to the questions of a potential customer.
3. Additional proposals.
4. Hope for an order.

### **Task 1. Study the patterns to the offer.**

We were pleased to learn your interests in...

Нам было приятно узнать о Вашей заинтересованности в...

We take pleasure to send you the desired samples and offer...

С удовольствием посылаем выбранные Вами образцы и предлагаем...

As to your inquiry of... we are informing you that...

На Ваш запрос от... мы сообщаем Вам, что...

The price covers packing and transportation expenses.

Цена включает в себя упаковку и транспортные расходы.

I call your attention especially on item...

Я особенно обращаю Ваше внимание на позицию...

Besides above mentioned goods...

Кроме упомянутых выше товаров...

Would you inform us whether we could expect getting your order?

Мы просим Вас сообщить нам, можно ли рассчитывать на получение заказа.

If you are not happy with our proposal...

Если Вас не устраивает наше предложение...

### **Task 2. Translate into English and form as a letter.**

1. Уважаемый г-н Нортон!

Благодарим Вас за письмо от 12 декабря сего года. С удовольствием высылаем Вам наш каталог компьютеров и микропроцессоров, в котором Вы сможете найти полную информацию о моделях, выпускаемых нашей компанией. В приложении прикладываем восемь цветных рекламных проспектов.

Хотелось бы обратить Ваше внимание, в частности, на модель с жестким диском...

Мы рады предложить Вам эти модели со значительной скидкой. Розничная цена изготовителя составляет 3500 американских долларов. Наши цены и условия изложены в приложении.

Искренне Ваш, ...

2. Господа!

В ответ на ваше письмо от 7 марта высылаем вам наши последние каталоги. В них имеется вся необходимая вам информация о станке модели РН-6, о котором вы спрашивали, а также чертежи, благодаря которым вы сможете судить о преимуществах предлагаемого оборудования.

Цена на данную модель указана в каталоге. Если вы подтвердите ваш заказ в течение 10 дней начиная от даты данного письма, мы сделаем значительную скидку.

В цену входят условия доставки «СИФ Париж» и стоимость упаковки. Если вы хотите получить станки на условиях FOB, мы готовы обсудить это с вами.

Если наше предложение заинтересовало вас, мы готовы встретить вашего представителя во Владимире и показать наши станки в действии. Ждем скорого ответа.

С уважением, ...

3. Уважаемый г-н Вальтер!

Мы были очень рады получить Ваш запрос в ответ на нашу рекламу в «Omni» (т. 1, № 7). По Вашей просьбе высылаем наш прейскурант цен на телефоны «Sobra», а также три проспекта, в которых содержатся все технические подробности о моделях с памятью на 8 – 112 номеров.

Наши самые выгодные для Вас условия указаны в приложении.

Позвольте воспользоваться этой возможностью и обратить Ваше внимание на аппараты «Interna-CI-355» (радиотелефон, память на восемь номеров, селекторная связь) и «Sobra-ST-742» (память на 12 номеров, а также встроенный громкоговоритель).

Искренне Ваш, ...

### **Task 3. Translate into Russian and form as a letter.**

1. Dear Mr. Williams,

Our team at Cro Design enjoyed discussing the opportunity to work with you on developing a new website for your company. We began working on this project last week after our initial email, and are submitting a proposed action plan for your review.

On November 5th, we discussed your growing concerns regarding the design of your website. The difficult navigation and lack of mobile compatibility were slowly affecting customer acquisition. By making the interface more eye-catching, user-friendly and compatible with both Android and IOC, we can increase the amount of time potential clients spend on your website, resulting in a greater number of leads and clientele.

Per the goal you expressed in the meeting, our objective will be to increase your clientele by 20 % and increase your leads by 30 % within the next year. This goal will be accomplished through the following steps:

- 1) researching your ideal clientele to define your company's branding;
- 2) working with your marketing team to develop consistent messaging to target your ideal client;
- 3) rebuilding the website from the foundation using the most user-friendly features;
- 4) creating a flawless mobile design that draws mobile consumers in;
- 5) seamlessly incorporating your branding and messaging with the new interface.

Our company completed a similar project for a hotel in Oxford six months ago. Our design kept users on their website 110 % longer and resulted in a 30 % increase in sales over the course of four months.

For a project of this caliber, we estimate a budget of roughly \$9.000 to \$11.000. We can discuss the plan in more detail if you choose to proceed, and can adjust the budget based on your specific needs and our recommendations.

If you would like to move forward with our proposal, please send me an e-mail so we can begin discussing and planning the next steps right away. I will follow up with you through e-mail next Monday, November 5th.

Thank you kindly for reviewing our proposal. If you have additional questions, I am available by e-mail at ...@gmail.com or by phone at ... .

Sincerely,  
Nina Leison

2. Dear Tom,

ANDD company is pleased to offer you the position of Assistant Director, Customer Relations. Your skills and experience will be an ideal fit for our customer service department.

As we discussed, your starting date will be July 10, 2021. The starting salary is \$35,000 per year and is paid on a weekly basis. Direct deposit is available.

Full family medical coverage will be provided through our company's employee benefit plan and will be effective on March 1. Dental and optical insurance are also available. ANDD offers a flexible paid time-off plan which includes vacation, personal, and sick leave. Time off accrues at the rate of one day per month for your first year, then increases based on your tenure with the company. Eligibility for the company retirement plan begins 80 days after your start date.

If you choose to accept this job offer, please sign the second copy of this letter and return it to me at your earliest convenience.

When your acknowledgment is received, we will send you employee benefit enrollment forms and an employee handbook which details our benefit plans and retirement plan. We look forward to welcoming you to the ANDD team.

Please let me know if you have any questions or I can provide any additional information.

Sincerely, ...



## *INVITATION*

It is a letter written to invite people to a particular event. This can be written for a marriage, engagement, graduation ceremony, exhibition, annual day, etc. It can be a formal as well as an informal letter. It can be written by an individual or an organization addressed to a person or an organization.

The objective of this letter is to arrange the number of positions for the guests before some days of the event date. An invitation Letter enables the host to achieve their target in managing the event.

The invitation should be written in third person and not in first or second person. Dates must be written in letters and you should not use abbreviation. However, date of writing must not be mentioned. It ought to explain why the party or event is being held, “to celebrate...” or “to honour...”.

### *Structure*

1. It must include the address, date, and time of the event on the left side of the letter.
2. Make sure to mention the salutation at the beginning and your signature at the ending of the letter.
3. Make sure to write a grammatically correct and concise letter.
4. It should indicate whether it is a formal or informal letter.
5. The host must express his or her warm welcome to the guests.

### **Task 1. Study the patterns to the invitation.**

Dear Charles Milton,

I would like to invite you to a seminar that I'm confident will interest you.

The 3D Technologies Seminar held at the Moscow Crocus Congress Centre on June 13 will feature lectures by several key programmers and designers

in the field of 3D modeling, with topics including trilinear filtering, anti-aliasing and mipmapping.

I am enclosing 3 tickets for you. I hope that you decide to attend and I am looking forward to seeing you there.

Best regards,

(signature)

Igor Petrov,

Managing Director, “Center” Company, Ltd.

Tel: +7 912 XXXXXXXX

**Task 2. Translate into English and form as a letter.**

Уважаемый мистер Владимир Морозов,

Мы хотели бы пригласить Вас на симпозиум, который, мы уверены, заинтересует Вас.

На симпозиуме, посвященном проблемам межкультурной коммуникации, предполагаются выступления известных ученых в этой области.

Симпозиум состоится в московском «Крокус Конгресс Холле» 21 июня 2022 года.

Программа симпозиума прилагается.

Также мы высылаем приглашение для Вас и членов Вашей научной команды. Надеемся, что Вы примете участие в симпозиуме, и с нетерпением ждем встречи с Вами.

С уважением,

(подпись)

Людмила Новикова,

ученый секретарь Владимирского государственного университета имени Александра Григорьевича и Николая Григорьевича Столетовых

Tel: +7 912 XXXXXXXX

**Task 3. Translate into Russian and form as a letter.**

Mr. John Lewis  
General Manager  
Hoverny Ltd.  
4567 Snake Street  
Oakland, California

Howard Stanley  
9034 Canyon Street  
San Francisco, California  
USA, 90345

October 01, 2015

Dear Mr. Stanley,

October, 02 will be a remarkable day of your 10th anniversary as a member of Hoverny Ltd. During these years of work you proved to be a loyal and qualified worker with great potential. We recognize the contribution you make in our company success and wish to congratulate you upon your 10th anniversary.

With respect,

John Lewis,  
General Manager

## CONCLUSION

Основная цель при изучении иностранного языка аспирантами и соискателями – достижение уровня практического владения языком, что позволит использовать иностранный язык в научной работе.

Пособие для аспирантов и соискателей закрепляет ранее полученные знания по иностранному языку: коммуникативные компетенции в различных видах речевой деятельности, сформированные в высшей школе.

Соискатель должен владеть орфографическими, орфоэпическими, лексическими и грамматическими нормами изучаемого языка и правильно использовать их во всех видах речевой коммуникации.

Автор уверен в том, что современные ученые должны в совершенстве владеть иностранным языком, а также применять на практике все виды речевой деятельности: вести беседу по избранной специальности, делать сообщения на английском языке на темы, связанные с научной работой, свободно читать оригинальную литературу на английском языке в соответствующей отрасли знаний, излагать содержание прочитанного в формах резюме и аннотации.

Автор надеется, что пособие поможет аспирантам в подготовке к сдаче кандидатского экзамена по иностранному языку, написанию реферата по прочитанной литературе, усовершенствовании устной и письменной коммуникации, а также навыков и умений перевода специальных научных текстов.

Учебное пособие рекомендуется к использованию как для самостоятельной работы, так и для работы под руководством преподавателя.

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*Учебное издание*

НОВИКОВА Людмила Васильевна

STUDY AND RESEARCH

Учебное пособие по английскому языку для аспирантов и соискателей

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Компьютерная верстка Е. А. Герасиной

Выпускающий редактор А. А. Амирсейидова

Подписано в печать 07.04.22.

Формат 60×84/16. Усл. печ. л. 8,60. Тираж 57 экз.

Заказ

Издательство

Владимирского государственного университета  
имени Александра Григорьевича и Николая Григорьевича Столетовых.  
600000, Владимир, ул. Горького, 87.