Кафедра <u>социально-гуманитарных дисциплин</u>
название кафедры

Методические указания
к практическим занятиям аспирантов

по дисциплине: <u>Профессиональный иностранный язык</u>
название дисциплины

для направления подготовки: <u>19.06.01 Промышленная экология и биотехнологии</u>

Направленность <u>Биотехнология пищевых продуктов и биологически активных веществ</u>

Квалификация (степень) выпускника: <u>Исследователь. Преподаватель-исследователь</u>
(указывается классификация (степень) выпускника в соответствии с ФГОС ВО)

Мурманск
2021

Составитель - Волкова Т.П., кандидат филос. наук, доцент, зав. кафедрой социально-гуманитарных дисциплин

МУ к ПЗ рассмотрены и одобрены на заседании кафедры-разработчика
_____кафедры социально-гуманитарных дисциплин_____

03 июня 2021 г. протокол № 4

Рецензент – Малаева А.В., доцент кафедры социально-гуманитарных дисциплин

ОГЛАВЛЕНИЕ

1.ОБЩИЕ ОРГАНИЗАЦИОННО-МЕТОДИЧЕСКИЕ УКАЗАНИЯ

Методические указания к практическим занятиям аспирантов и соискателей обучающихся по направлениям подготовки 19.06.01 Промышленная экология и биотехнологии, составлены в соответствии с рабочей программой по дисциплине «Профессиональный иностранный язык» для данного направления, разработанной на основе ФГОС ВО для направления 19.06.01 Промышленная экология и биотехнологии, утвержденного 30.07.2014 г. приказ № 884.

Процесс изучения дисциплины «Профессиональный иностранный язык» направлен на формирование элементов следующих компетенций в соответствии с ФГОС ВО:

ПК-1 - способность выполнять информационный поиск и анализ информации по объектам исследования в избранной научной области и педагогической деятельности;

УК-3 - готовность участвовать в работе российских и международных исследовательских коллективов по решению научных и научно-образовательных задач;

УК-4 - готовность использовать современные методы и технологии научной коммуникации на государственном и иностранном языках.

Рабочей программой учебной дисциплины «Профессиональный иностранный язык»» предусмотрены практические занятия аспирантов в объеме 50 часов для очной формы обучения и 8 часов для заочной формы обучения.

Целью данного вида учебной деятельности аспирантов является приобретение знаний, закрепление и систематизация умений и навыков на практических занятиях по дисциплине «Профессиональный иностранный язык», дальнейшее совершенствование лингвопрофессиональной иноязычной коммуникативной компетенции аспирантов, в процессе аудиторной работы над формированием элементов универсальных компетенций и достижение уровня практического владения иностранным языком, позволяющего им интегрироваться в международную профессиональную среду и использовать профессиональный иностранный язык как средство профессионального общения в сфере научно-проектной деятельности.

Задачи:

- развитие и совершенствование ранее приобретенных навыков и умений иноязычного общения и их использования как базы для развития коммуникативной компетентности в сфере профессиональной деятельности;

- формирование и развитие умений общения на иностранном языке в профессиональной и научной сферах необходимых для освоения зарубежного опыта в изучаемой и смежных областях знаний, а также для дальнейшего самообразования;

- овладение терминологией в процессе изучения данной дисциплины и развитие умений правильного и адекватного использования этой терминологии;

- развитие умений составления и представления презентационных материалов, технической и научной документации, используемых в профессиональной деятельности;

- дальнейшее развитие умений аннотирования, реферирования, составления плана или тезисов будущего выступления;

- совершенствование умений аудирования на основе аутентичных аудио- и видео материалов, связанных с направлением подготовки;

- изучение особенностей профессионального этикета западной и отечественной культур научной деятельности и развитие умений использования этих знаний в профессиональной научной деятельности.

2. ТЕМАТИЧЕСКИЙ ПЛАН

Содержание разделов (модулей), тем дисциплины	Количество часов, выделяемых на практические занятия по формам обучения	
	Очная	Заочная
1	2	3
I семестр		
Темы устной практики		
1.1 Научные основы биотехнологии пищевых продуктов и биологически активных веществ.	3	0,5
1.2 Оборудование и инструменты, используемые в процессе исследований в области биотехнологии пищевых продуктов и биологически активных веществ	3	0,25
1.3 Особенности, структура и жанровое оформление устной и письменной научной речи.	2	0,25
Лексический минимум		
1.4 Лексический минимум в объеме 250 учебных лексических единиц.	1	0,25
Грамматический материал		
1.5. Условные предложения. Сослагательное наклонение	3	0,25
1.6. Атрибутивные комплексы (цепочки существительных)	2	0,25
1.7. Эмфатические (в том числе инверсионные) конструкции	2	0,25
Чтение		
1.8. Индивидуальное чтение: общественно-политические, научно-популярные и научные тексты по специальности	4	1
Аудирование		
1.9.Аудирование: прослушивание текстов и диалогов профессиональной направленности, время звучания - 3 минуты, просмотр видеофильмов	2	0,5
Письмо		
1.10. Выполнение письменных упражнений, написание научных статей на английском языке. рецензирование научных статей на английском языке.	3	0,5
Всего за семестр	**25**	**4**
II семестр		
Темы устной практики		
2.1. Последние достижения в области биотехнологии пищевых продуктов и биологически активных веществ.	2	0,25
2.2. Первичные источники научной информации (цитирование и перефразирование текста, оформление ссылок). Вторичные источники научной информации (цитирование и перефразирование текста, оформление ссылок)	2	0,25
2.3. Будущее биотехнологии пищевых продуктов и биологически активных веществ.	2	0,25

2.4. Представление результатов научной работы (структурирование научной информации, визуальные опоры в научных текстах).	2	0,25
Лексический минимум		
2.5 Лексический минимум в объеме 250 учебных лексических единиц	2	0,25
Грамматический материал		
2.6. Инвертированное придаточное предложение уступки или причины.	2	0,25
2.7. Местоимения, слова-заместители *(that (of), those (of), this, these, do, one, ones),* сложные и парные союзы, сравнительно-сопоставительные обороты (as ... as, *notso ...*as, *the ... the). .*	2	0,25
Аудиторное и индивидуальное чтение		
2.8. Научные тексты по специальности.	6	1,5
Аудирование		
2.9. Прослушивание текстов и диалогов профессиональной направленности, время звучания – 3 минуты, просмотр видеофильмов, продолжительности видеозаписи – до 5 минут.	2	0,25
Письмо		
2.10. Подготовка доклада по теме научного исследования, мультимедийных презентаций (создание текстовых слайдов на английском языке для выступления с докладом).	3	0,5
Всего за семестр	25	4
Итого за год:	50	8

3. СПИСОК РЕКОМЕНДУЕМОЙ ЛИТЕРАТУРЫ

Основная литература
1. Малаева, А.В., Смирнова, И.В. Academic Success Strategies (Стратегии академического успеха) : учеб. пособие по дисциплине "Иностранный язык", "Деловой иностранный язык", "Профессиональный иностранный язык" для магистрантов и аспирантов неязыковых направлений подготовки / А.В. Малаева, И.В. Смирнова. – Мурманск : Изд-во МГТУ, 2016.

Дополнительная литература
2. Волкова, Т.П., Ломовцева, Н.В. English Grammar for University Students (Грамматика английского языка): учеб. пособие по дисциплине "Иностранный язык" / Т.П. Волкова, Н.В. Ломовцева. – Мурманск: Изд-во МГТУ, 2010.
3. Волкова, Т.П. Post-Graduate Research Work: методические указания к изучению темы «Научная работа аспиранта» / Т.П. Волкова. – Мурманск: Изд-во МГТУ, 2010.
4. Comfort, J., Hick, S., Savage, A. Technical English / J. Comfort, S. Hick, A. Savage. – Oxford : Oxford University Press, 2002.
5. Карикова, Т.Ю. Meat and Fish Processing and Production (Переработка и производство мяса и рыбы) :учеб. пособие / Т.Ю. Карикова. - Мурманск: Изд-во МГТУ, 2011.
6. Кецкало, Н.М. Английский язык (кандидатский минимум) : учеб. пособие по дисциплине "Иностранный язык" для аспирантов и соискателей / Н.М. Кецкало. – Мурманск :Изд-во МГТУ, 2006.

7. Кожухова, М.Е. Producing and Preserving Foodstuffs(Производство и консервация пищевых продуктов) : учеб. пособие / М.Е. Кожухова. - Мурманск : Изд-во МГТУ, 2011.

8. Murphy, R. Essential Grammar in Use / R. Murphy. - Cambridge: Cambridge University Press, 2006.

9. Смирнова, И.В. Novelties in Technology of Fish Processing and Fish Products (Новое в технологии переработки рыбы и производстве продуктов из рыбы) :учеб. пособие для вузов / И. В. Смирнова. - Мурманск: Изд-во МГТУ, 2012.

10. Смирнова, И.В. Novelties in Technology of FoodStuff Production (Новое в технологии продуктов общественного питания) : учеб. пособие / И. В. Смирнова. - Мурманск : Изд-во МГТУ, 2009.

11. Шахова, Н.И. и др. Learn to Read Science. Курс английского языка для аспирантов / Н.И. Шахова и др. - Москва: Флинта: Наука, 2005.

12. Научные тексты по специальности*

*Подбираются аспирантом (соискателем) в соответствии с профилем научной специальности.

11. Перечень ресурсов информационно - телекоммуникационной сети «Интернет», необходимых для освоения дисциплины

Лексика, аудирование
Основная литература

1. Малаева, А.В., Смирнова, И.В. Academic Success Strategies (Стратегии академического успеха) : учеб. пособие по дисциплине "Иностранный язык", "Деловой иностранный язык", "Профессиональный иностранный язык" для магистрантов и аспирантов неязыковых направлений подготовки / А.В. Малаева, И.В. Смирнова. – Мурманск : Изд-во МГТУ, 2016.

Дополнительная литература

2. Волкова, Т.П., Ломовцева, Н.В. English Grammar for University Students (Грамматика английского языка): учеб. пособие по дисциплине "Иностранный язык" / Т.П. Волкова, Н.В. Ломовцева. – Мурманск: Изд-во МГТУ, 2010.

3. Волкова, Т.П. Post-Graduate Research Work: методические указания к изучению темы «Научная работа аспиранта» / Т.П. Волкова. – Мурманск: Изд-во МГТУ, 2010.

4. Comfort, J., Hick, S., Savage, A. Technical English / J. Comfort, S. Hick, A. Savage. – Oxford : Oxford University Press, 2002.

5. Карикова, Т.Ю. Meat and Fish Processing and Production (Переработка и производство мяса и рыбы) :учеб. пособие / Т.Ю. Карикова. - Мурманск: Изд-во МГТУ, 2011.

6. Кецкало, Н.М. Английский язык (кандидатский минимум) : учеб. пособие по дисциплине "Иностранный язык" для аспирантов и соискателей / Н.М. Кецкало. – Мурманск :Изд-во МГТУ, 2006.

7. Кожухова, М.Е. Producing and Preserving Foodstuffs (Производство и консервация пищевых продуктов) : учеб. пособие / М.Е. Кожухова. - Мурманск : Изд-во МГТУ, 2011.

8. Murphy, R. Essential Grammar in Use / R. Murphy. - Cambridge: Cambridge University Press, 2006.

9. Смирнова, И.В. Novelties in Technology of Fish Processing and Fish Products (Новое в технологии переработки рыбы и производстве продуктов из рыбы) :учеб. пособие для вузов / И. В. Смирнова. - Мурманск: Изд-во МГТУ, 2012.

10. Смирнова, И.В. Novelties in Technology of Food Stuff Production (Новое в технологии продуктов общественного питания) : учеб. пособие / И. В. Смирнова. - Мурманск : Изд-во МГТУ, 2009.

11. Шахова, Н.И. и др. Learn to Read Science. Курс английского языка для аспирантов / Н.И. Шахова и др. - Москва: Флинта: Наука, 2005.

12. Научные тексты по специальности*

*Подбираются аспирантом (соискателем) в соответствии с профилем научной специальности.

11. Перечень ресурсов информационно - телекоммуникационной сети «Интернет», необходимых для освоения дисциплины

Лексика, аудирование

1. www.sciencedaily.com/news/
2. http://www.dummies.com/education/science/
3. www.englishclub.com
4. news.bbc.co.uk/hi/russian/learn_english
5. www.englishclub.com
6. www.eslcafe.com
7. www.study.ru
8. www.efl.ru
9. www.soft-one.com/words
10. www.yaziki.ru
11. alemeln.narod.ru
12. http://www.wordsmyth.net/
13. www.merriam-webster.com/
14. http://www.bibliomania.com/1/7/299/2034/frameset.html
15. Brewer's Phrase and Fable https://archive.org/details/brewersdictionar000544mbp
16. Hobson Jobson http://dsal.uchicago.edu/dictionaries/hobsonjobson/
17. http://www.britishcouncil.org/ru/russia/

Грамматика

18. http://www.englishgrammarsecrets.com/
19. http://www.english-grammar-lessons.com/
20. http://learnenglish.britishcouncil.org/en/quick-grammar
21. www.learnenglish.de/grammarpage.htm
22. www.edufind.com/english/grammar/index.cfm
23. www.lib.ru/ENGLISH/glagol.txt
24. www.lib.ru/ENGLISH/esl.txt   http://lib.ru/ENGLISH/esl.txt
25. http://www.ef.com/english-resources/english-grammar/
26. http://www.ef.com/english-resources/english-test/

Энциклопедии

- Encyclopedia Britannica Online
http://www.britannica.com/
- Wikipedia, the free encyclopedia
http://en.wikipedia.org/wiki/Main_Page

Образовательные ресурсы

MacmillanEducation
http://www.macmillandictionary.com/
http://www.macmillandictionaryblog.com/
http://www.youtube.com/macmillanelt
OxfordUniversity Press
http://www.oup.co.uk/
OUP online practice

http://www.oup.com/elt/students/?cc=ru
CambridgeUniversity Press - Worldwide
http://www.cambridge.org/uk/international/
CUP ELT resources
http://www.cambridge.org/elt/resources/
Express Publishing
http://www.expresspublishing.co.uk/

Additional Links for Post-Graduate Students
https://www.youtube.com/playlist?list=PLA2ZOn2e-_ghhtExc6SKDImXCbStX45kv
https://ru.englishcentral.com/videos#/browse-app?browseType=course&goal=4
http://www.voanews.com/
http://learnenglish.britishcouncil.org/en
http://www.youtube.com/user/duncaninchina
http://www.youtube.com/user/MinooAngloLink
https://vk.com/learnenglish?w=page-36775085_50074729

4. СОДЕРЖАНИЕ И МЕТОДИЧЕСКИЕ УКАЗАНИЯ К ИЗУЧЕНИЮ ТЕМ ДИСЦИПЛИНЫ

Лексический минимум. Темы устной практики

Целью аудиторной работы по освоению лексического минимума и тем устной практики является расширение словарного запаса, совершенствование навыков диалогической и монологической речи. Аудиторная работа аспирантов по изучению тем устной практики заключается в повторении и запоминании новых лексических единиц, выполнении различных лексических упражнений, составлению монологических и высказываний по изученным темам. Содержание заданий на монологическое высказывание может быть следующим: выскажитесь по теме, опираясь на содержание текста, выскажитесь по теме с опорой на ключевые слова, выскажите свое мнение по теме, подготовьте устное сообщение по теме.

I семестр

Лексический минимум: доведение объема лексического минимума до 5250 лексических единиц.

Темы устной практики:

Тема 1.1. Научные основы биотехнологии пищевых продуктов и биологически активных веществ.

В результате изучения темы 1.1 аспирант должен ознакомиться с основными понятиями и терминами промышленной экологии и биотехнологии, научиться говорить о сфере своих исследований на английском языке.

Литература: 6(с. 7-46), 8 (с. 5-13), 9 (с. 5-8)

Read the text about scientific fundamentals of biotechnology and do the tasks
Exercise 1.
c) Memorize the following words and phrases:

harness, *v*	использовать
fledgling, *adj*	зарождающийся
coalesce, *v*	соединяться
recombinant DNA technology	технология рекомбинантной ДНК
yeast, *n*	дрожжи
mammalian, *adj*	млекопитающее
spawn, *v*	*здесь* вызывать
splice, *v*	срастить, склеить
clotting factor	фактор свертывания крови
clot-dissolving, v	фибринолитический

Exercise 2. Read and translate the text.

Biotechnology

People have been harnessing biological processes to improve their quality of life for some 10,000 years, beginning with the first agricultural communities. Approximately 6,000 years ago, humans began to tap the biological processes of microorganisms in order to make bread, alcoholic beverages, and cheese and to preserve dairy products. But such processes are not what is meant today by *biotechnology*, a term first widely applied to the molecular and cellular technologies that began to emerge in the 1960s and '70s. A fledgling "biotech" industry began to coalesce in the mid- to late 1970s, led by Genentech, a pharmaceutical company established in 1976 by Robert A. Swanson and Herbert W. Boyer to commercialize the recombinant DNA technology pioneered by Boyer, Paul Berg, and Stanley

N. Cohen. Early companies such as Genentech, Amgen, Biogen, Cetus, and Genex began by manufacturing genetically engineered substances primarily for medical and environmental uses.

For more than a decade, the biotechnology industry was dominated by recombinant DNA technology, or genetic engineering. This technique consists of splicing the gene for a useful protein (often a human protein) into production cells—such as yeast, bacteria, or mammalian cells in culture—which then begin to produce the protein in volume. In the process of splicing a gene into a production cell, a new organism is created. At first, biotechnology investors and researchers were uncertain about whether the courts would permit them to acquire patents on organisms; after all, patents were not allowed on new organisms that happened to be discovered and identified in nature. But, in 1980, the U.S. Supreme Court, in the case of *Diamond* v. *Chakrabarty*, resolved the matter by ruling that "a live human-made microorganism is patentable subject matter."

This decision spawned a wave of new biotechnology firms and the infant industry's first investment boom. In 1982 recombinant insulin became the first product made through genetic engineering to secure approval from the U.S. Food and Drug Administration (FDA). Since then, dozens of genetically engineered protein medications have been commercialized around the world, including recombinant versions of growth hormone, clotting factors, proteins for stimulating the production of red and white blood cells, interferons, and clot-dissolving agents.

Exercise 2. Answer the questions to the text.
1. Why did people harness biological processes?
2. When did humans begin to tap the biological processes of microorganisms in order to make bread, alcoholic beverages, and cheese and to preserve dairy products?
3. What companies began by manufacturing genetically engineered substances?
4. How long was the biotechnology industry dominated by recombinant DNA technology, or genetic engineering?
5. What does this technique consist of?
6. What was the first product made through genetic engineering?

Exercise 3. Find in the text the explanations for these terms. Fill in the table.

1. recombinant DNA technology	
2. genetic engineering	
3. clotting factors	
4. clot-dissolving agent	
5. splicing the gene	

Тема 1.2. Оборудование и инструменты, используемые в процессе исследований в области биотехнологии пищевых продуктов и биологически активных веществ
В результате изучения темы 1.2 аспирант должен научиться говорить на английском языке об оборудовании и инструментах, используемых в процессе исследований в области биотехнологии пищевых продуктов и биологически активных веществ..
Литература: 8 (с. 16-46), 9 (с. 59-61)

1) Read the article about the spectrometer, which is one of the most important tools used in industrial ecology research.

A **spectrometer** is a scientific instrument originally used to split light into an array of separate colors, called a spectrum. Spectrometers were developed in early studies

of physics, astronomy, and chemistry. The capability of spectroscopy to determine chemical composition drove its advancement and continues to be one of their primary uses. Spectrometers are used in astronomy to analyze the chemical composition of stars and planets, and spectrometers gather data on the origin of the universe.

The concept of a spectrometer now encompasses instruments that do not examine light. Spectrometers separate particles, atoms, and molecules by their mass, momentum, or energy. These types of spectrometers are used in chemical analysis and particle physics.

Types of Spectrometers

Optical spectrometer

Optical spectrometers (often simply called "spectrometers"), in particular, show the intensity of light as a function of wavelength or of frequency. The deflection is produced either by refraction in a prism or by diffraction in a diffraction grating.

These spectrometers utilize the phenomenon of optical dispersion. The light from a source can consist of a continuous spectrum, an emission spectrum (bright lines), or an absorption spectrum (dark lines). Because each element leaves its spectral signature in the pattern of lines observed, a spectral analysis can reveal the composition of the object being analyzed.

Mass spectrometer

A mass spectrometer is an analytical instrument that is used to identify the amount and type of chemicals present in a sample by measuring the mass-to-charge ratio and abundance of gas-phase ions.

Time-of-flight spectrometer

The energy spectrum of particles of known mass can also be measured by determining the time of flight between two detectors (and hence, the velocity) in a time-of-flight spectrometer. Alternatively, if the velocity is known, masses can be determined in a time-of-flight mass spectrometer.

Magnetic spectrometer

A positive charged particle moving in a circle under the influence of the Lorentz force **F** When a fast charged particle (charge q, mass m) enters a constant magnetic field B at right angles, it is deflected into a circular path of radius r, due to the Lorentz force.

Generally, the resolution of an instrument tells us how well two close-lying energies (or wavelengths, or frequencies, or masses) can be resolved. Generally, for an instrument with mechanical slits, higher resolution will mean lower intensity.

2) Analyze the information from the previous text once more and fill in the table.

Type of spectrometer	The principle of work	Advantages

3) Answer the question: if you had such an opportunity what spectrometer would you prefer to use? Why? Explain the choice.

Тема 1.3 Особенности, структура и жанровое оформление устной и письменной научной речи.

Academic prose

Exercise 1.Skim the text about academic prose and define the features of this kind of writing.

Types of Academic texts

Academic writing/prose is conceived of as "any writing that fulfills a purpose of education in a university, writing in response to an academic assignment, or professional writing that trained 'academics' - teachers and researchers - do for publications read and

conferences attended by other academics". In addition, the following features are characteristic of academic writing:

• it represents structured research written by scholars for other scholars (with all university writers being scholars in this context)

• it addresses topic-based research questions of interest to anyone who is seeking factually-based, objectively-presented information on a particular topic

• its objective is the creation of new knowledge via (a) a review of what is currently known about a given topic as (b) the foundation for the author's new views or perspectives on the topic.

Written academic papers may differ along various parameters, e.g. intended audience, communicative purpose, and academic discipline and can be referred to a certain text type or genre.

Academic genres

Exercise 1. Match the word and its definition.

Thesis	is the culmination and final product of an involved process of research, critical thinking, source evaluation, organization, and composition
Researchpaper	is shortening a passage or a write-up without changing its meaning but by using different words and sentences
Summary	is an account of what has been published on a topic by accredited scholars and researchers
Abstract	is intended to convince others that you have a worthwhile research project and that you have the competence and the work-plan to complete it
Review	is a long essay or dissertation involving personal research, written by a candidate for a university degree
Proposal	is a brief synopsis or summary of the most important points that the author makes in the paper

Exercise 2. Study the information about the major features of different types of academic texts.

Thesis, dissertation(THE)

General purpose	inform, explain, interpret
Specific purpose(s)	presents detailed account of original research (or replication / extension of previous research) in view of state-of-the-art
Skills	author demonstrates ability to carry out theoretical and/or empirical research that may include developing a research design, as well as collecting, filtering, analyzing and critically interpreting data vis-à-vis one or more research questions; author demonstrates ability to present results in an organized, meaningful way
Stance	author's opinion/evaluation not usually overt, but may occur in literature review
Structure	structured into predictable sections (usually with subheadings); may include the following structural elements: abstract, introduction, literature review, methods, results, discussion, conclusion
Length	Varies
Function	entire text serves to answer one or more research questions;

contains original data, or compiles existing data for the purpose of providing new interpretation(s)

Researchpaper (RPA)

General purpose	inform, explain, interpret
Specific purpose(s)	presents piece of original research (small case study or replication / extension of previous study)
Skills	author demonstrates ability to carry out theoretical and/or empirical research that may include developing a research design, as well as collecting, filtering, analyzing and critically interpreting data vis-à-vis one or more research questions; author demonstrates ability to present results in an organized, meaningful way
Stance	author's opinion/evaluation not usually overt, but may occur in literature review
Structure	structured into predictable sections (usually with subheadings); may include the following structural elements: abstract, introduction, literature review, methods, results, discussion, conclusion
Length	shorter than dissertation / thesis; varies
Function	entire text serves to answer one or more research question; contains original data, or compiles existing data for the purpose of providing new interpretation (s)

Summary(SUM)

General purpose	describe
Specific purpose(s)	summarizes content of published research
Skills	author demonstrates ability to understand and summarize complex text coherently
Stance	author's opinion/evaluation absent
Structure	not structured into sections (no subheadings)
Length	shorter than report; varies
Function	entirely descriptive, no critical assessment; not driven by an original thesis or research question

Abstract(ABS)

General purpose	inform
Specific purpose(s)	captures the essence of published research (i.e. the why, how, and what, e.g. research focus, methodology results/findings, conclusion and recommendations); should help reader to quickly ascertain purpose, content and usefulness of publication
Skills	author demonstrates ability to extract and provide essential information in an exhaustive and compelling way
Stance	author's opinion/evaluation absent
Structure	not structured into sections; appears at beginning of text it accompanies; may also occur as stand-alone entity instead of full paper
Length	rather short (approx. 100-250 words), rarely exceeding 500 words
Function	self-contained piece of writing, can be understood

independently from accompanying publication

Review(REV)

General purpose	inform, describe and evaluate/assess
Specific purpose(s)	presents brief descriptive summary and evaluation/assessment of effectiveness, validity, or usefulness of published research; may offer recommendations for improvement
Skills	author demonstrates ability to understand significance of publication and to evaluate/assess its quality
Stance	author's opinion/evaluation foregrounded, drives text
Structure	usually not structured into sections, but may distinguish between descriptive summary of content and evaluation (with accompanying subheadings)
Length	Varies
Function	driven by an evaluation of published research as to its methodology, quality of data, findings and line of argumentation (often interwoven with descriptive account)

Proposal(PRO)

General purpose	informational – inform, describe, argue
Specific purpose(s)	proposes potential study: puts forth one or more research questions that author wishes to explore in order to further understanding of given topic; provides information about how proposed study will be tackled methodologically
Skills	author demonstrates ability to convincingly argue for relevance, significance and manageability of proposed study
Stance	author's opinion/evaluation not usually overt, but may occur in literature review
Structure	may be structured into sections with subheadings; may include the following structural elements: introduction, literature review, research questions, proposed methodology
Length	varies
Function	does not present or synthesize new data, but may include projected results; links back to relevant literature and/or previous studies; justifies the need for and outlines methods of data collection

Exercise 3. Scan the texts for specific information and answer the questions.

1. What skills are required for writing any academic paper?
2. What are the purposes of academic papers?
3. Are all types of academic papers structured?
4. How do the functions of different academic papers vary?
5. What is the difference between a thesis and a research paper?
6. What is the difference between a summary and an abstract?
7. What is the function of a review?
8. What are proposals written for?
9. What academic genres have you come across in your study?
10. Do you have any experience of academic writing in English?

Academic Writing Skills

Exercise 1. Skim the text below and say what writing skills should a researcher develop and why.

Key areas

Writers seeking to improve their academic writing skills should focus their efforts on three key areas:

1. Strong writing: Thinking precedes writing. Good writers spend time distilling information from their sources and reviewing major points before creating their work. Writing detailed outlines helps many authors organize their thoughts. Strong academic writing begins with solid planning.

2. Excellent grammar: Learn the major and minor points of grammar. Spend time practicing writing and seek detailed feedback from teachers, professors or writers you respect. English grammar can be detailed and complex, but strong writers command the major points after many years of study and practice. Using a good writing reference can provide advice on the more troublesome points of grammar. Proper punctuation use and good proofreading skills improve academic writing as well.

3. Consistent stylistic approach: Choose one academic style and stick to it. Each of academic style sheets provide guidance on how to write out numbers, references, citations, and more. All are available at your local bookseller in hard copy or online. The MLA (Modern Language Association) is commonly used in English classes, while APA (American Psychological Association) is for psychology and science.

Academic writing skills encompass strong composition, excellent grammar, and a consistent stylistic approach. It is important for you to develop your skills in oral and written communication for three main reasons: the audience for scientific writing today is made up of both scientists and non-scientists; employers expect graduates to be able to communicate effectively with both professional and non-professional audiences on science-related matters; scientific work is a cooperative venture in which current work depends on the previous work of others in the scientific community, and it is vital that the work which goes into research and writing is honestly and properly acknowledged.

What makes a good Science communicator?

Scientists write, among other things, to inform the public, to persuade government and industry to fund research, and to communicate results, innovations and discoveries to fellow academics, industry, and public audiences. Whatever the form of communication used – oral presentation, report, academic paper, website or news item – the good Science writer:

- thinks objectively and thoroughly
- researches carefully
- keeps good records and notes
- writes clearly, concisely and accurately
- considers the background of the audience
- uses the appropriate format for the type of writing involved
- presents the material neatly
- takes care to acknowledge all sources of information.

DOs and DON'Ts of Academic Style

Exercise 1. For most academic essays, you are expected to use a formal writing style. Read the text below and learn about the DOs and DON'Ts of this style so that you can edit your work effectively.

Modern academic writing has a formal (academic) style. But, what does it mean? Sometimes, students think that a formal (academic) style means that they have to copy their lecturer's writing style or that of the books and journals that they read. This may result in writing that is stilted and unclear. Academic writers develop their style after years of practice and students will take time to learn this style.

What TO DO

Objective writing

Academic writing is objective (i.e. factual, impersonal, unemotional, logical and precise). You should deal with facts in an impersonal way, without distortion by personal feelings or prejudices. While you are expected to develop your own ideas from your research and reading about a topic, you must express those ideas in an impersonal objective manner. An objective tone in your writing is achieved by:

using third person rather than first or second person (i.e. avoid using I, we, you);

using standard English (avoid clichés and slang;

using academically sound sources of information to back up your arguments.

Clarity

Clarity in your writing ensures that the person who is reading (marking) your work can understand what you are saying. Do not assume that your reader will understand what you are trying to say-try to write so that another person will grasp your ideas. The opposite of clear writing is muddled text that has to be deciphered by the reader. Following are a few tips to help you to write clearly:

write a plan to organize your writing before you start;

write academic paragraphs correctly;

write shorter sentences (no longer than a couple of lines);

punctuate correctly (poor punctuation affects clarity);

edit your writing for meaning;

use the technical vocabulary of your subject area.

Technical or science vocabulary

Every subject you study will have some specialized vocabulary that should be used when you are writing about that subject. Most text books have a glossary of terms (or use discipline specific dictionaries) with explanations so that you can use these terms correctly. If you use these words fluently in your essay, it shows your marker that you are mastering your subject.

Standard English

This is English used by the general community (e.g. business, government, schools) rather than local English (e.g. colloquial, slang) variations.

Correct English

You will lose marks for incorrect sentences, spelling and punctuation, so always proofread your work. Use a good dictionary and invest in a writer's guide if you are unsure about the rules of English.

Non-discriminatory language

This is language that avoids offending groups of people (e.g. racial, ethnic, religious, age, sexual).

What NOT TO DO

There is much to learn from what is NOT wanted. Following are some of the small but specific mistakes in style that are made (mainly unconsciously) in formal written work.

Do not use colloquial language or slang

Do not use shortened forms of words and phrases incorrectly

Avoid using personal language

Avoid using language that is emotional

Avoid using words that express your opinion too strongly

Avoid using unnecessary words
Avoid using brackets and dashes to add information
Do not use dot/bullet point lists unless you are instructed to
Do not shift verb tense unnecessarily
Do not use exclamation marks (!) in your essay
Do not use questions and commands
Do not misuse font and font styles (mainly italics & underlining)

Exercise 2. Study these paragraphs and select the correct comment about the style.
1. I think that essay writing is an important skill for all of us students. Don't you see how many marks are given for this? Lots of students agree that they are marooned if they can't write a decent essay. In my opinion (as a struggling student), we should have lessons in essay writing from day one!!!
a) Formal, straightforward, clearly written, correct academic style
b) Informal, like spoken (colloquial) language, incorrect academic style
c) Too formal, uses too many words, incorrect academic style

2. It is in fact correct to say that academic essay writing is of utmost importance in the attainment of a university degree. A high proportion of marks are allocated to the compilation of essay assignments as part of a university course to the point where it could be the causation of terminating a degree program because of failure. There is somewhat of an obligation for universities in the provision of services to the student population to educate their students in the intricacies of essay writing early in their undergraduate first year.
a) Formal, straightforward, clearly written, correct academic style
b) Informal, like spoken (colloquial) language, incorrect academic style
c) Too formal, uses too many words, incorrect academic style

3. Essay writing is an important skill for tertiary students. Academic essays can attract a considerable proportion of assessment marks in most degree programs. Therefore, students may require a firm grounding in academic essay writing skills at the start of their first year to assist them to succeed in their university studies.
a) Formal, straightforward, clearly written, correct academic style
b) Informal, like spoken (colloquial) language, incorrect academic style
c) Too formal, uses too many words, incorrect academic style

Exercise 3. You are well aware of the fact that academic assignments usually follow a particular style. Here are some tips for better academic writing that you are supposed to classify and then match to the guidelines listed below.

a) Use formal language	b) Use impersonal language	c) Be tentative	d) Be precise and specific	e) Use powerful reporting words

1. Very little in the world is clearly either right or wrong, all or nothing. Beliefs we may have held at one time may be challenged. Most research cannot cover every case of an event or phenomenon so most theories are open to modification. Academics, therefore, are cautious in the way they present their findings. And so should you be in your assignments. Use words or phrases such as:
• *suggests that*
• *there is a tendency for*
• *it would seem that, etc*

2. It's important to be clear about what you are saying and to be able to use the specific terminology of your subject or discipline. You can't assume that a reader will simply know what you mean. When you really know your subject you should be able to explain the main terms and articulate the main ideas to someone who hasn't studied in your area. You could:
• *keep your own glossary (list) of subject at the back of a folder*
• *develop a list of "power" words, ones that say a lot very succinctly*
• *get other people to read your work*
• *become a ruthless editor, cutting out as much dead-wood as possible*
• *use specific examples to illustrate your points rather than just talk generally.*
• *use a good dictionary - not a pocket one*
• *use a subject-specific dictionary*

3. Writing a university assignment is quite different from having a casual chat with friends. You are expected to use a more formal type of language. This may mean changing habits you have developed and allowing plenty of time to revise your style after you have finished the main content. You need to:
• *avoid slang*
• *use full forms rather than abbreviations*
• *consider the use of nominalization (making noun structures) rather than wordy verb structures*

4. When you include other people's research you can pack in extra meaning by using a more precise reporting word. Useful reporting words include:
describe, contend, examine, state, disagree, observe, assert, support, claim, dispute, suggest, purport, persuade, dismiss, refute, propose, concur, recommend, object, contradict, etc.

5. In some subject areas you are expected to avoid the pronoun "I". However, you are often asked to make judgments and include your own views on an issue. In fact, whatever is included in your essay that is not attributed to someone else, (ie. Jones (1987) demonstrates that...., according to Smith (1994)....) is assumed to be yours. At the same time too much nominalization can make your writing unnecessarily complex and tedious to read.
• *report another person's view*
• *strike a balance in nominalization*

Exercise 4. Scan the text and find out the specific information.

1. how to introduce the features of academic writing style
2. how to describe ways of making writing more formal and technical
3. how to make academic writing more impersonal and objective

Exercise 5. Replace the contractions in the following sentences with full forms where necessary.

1. The results weren't very encouraging.
2. We'll have to conduct another experiment.
3. She's been all around the world.
4. It's the best solution to the problem.
5. Our questionnaire shows that teachers aren't paid what they're worth.
6. His response was, "A job's a job; if it doesn't pay enough, it's a lousy job'.
7. He'd rather announce the findings at the conference.
8. The department's approach didn't succeed.

Exercise 6. Suggest improvements to the following sentences to avoid use of "you" and "we".

1. You can apply the same theory of learning to small children.
2. You can only do this after the initial preparation has been conducted.
3. The figures are accurate to within 1%, but you should note that local variations may apply.
4. In the second section of the report, we will consider the environmental consequences.

Exercise 7. Suggest alternatives to the following to avoid use of personal language.

1. In this essay I will discuss the main differences between the English and Scottish legal systems.
2. I have divided my report into five sections.
3. I will conclude by proposing that all drugs should be legalized.
4. The opinion of the present author in this essay is that the importance of the monarchy should be reduced.
5. In the third part of the essay, we will look at the reasons for public hysteria over the SARS virus.
6. Although I am not an expert in the field, I have tried very hard to understand the main ideas.

Exercise 8. Rewrite the following text using an impersonal style of writing.

I want to argue that all children in Australia have the right to be educated in their mother tongue. I expect that many children in the past spent months or years in school but did not understand the lessons. I am convinced that many migrant children are failing in our education system because we do not have bilingual education programmes. If we look at the U.N. report on language and education, we can discover that children who become literate in their own language have the greatest chance of educational success. People have been discussing the latest figures on university entrance recently and you can tell that migrant children do less well than "Anglo" children at present. I suspect that this is because they have difficulty with English and I would claim that the government has done too little to help these children. Surely the best way to achieve this in Australia is for the State governments to set up bilingual education programmes for all migrant children. I would suggest that this is the number one important issue for multicultural Australia.

Exercise 9. Complete the table choosing from the following examples which are more like spoken English and which are more academic. Explain your choice.

	Informal	*formal*
1		
2		
3		
4		
5		

A
1.
a) Comprehension is aided by repetition.
b) You can understand something better if it is repeated.
2.
a) Crime was increasing rapidly and the police were becoming concerned.
b) The rapid increase in crime was causing concern among the police.
3.

a) Jacob (1998) concedes that the test is not 100% reliable.

b) Jacob says that the test is not 100% reliable.

4.

a) I think that all guns should be banned.

b) There is a case for stricter government control on guns.

5.

a) an idea that not everyone agrees with

b) a controversial idea

B

6. "In Plath's poetry the personal concerns and everyday role are transmuted into something impersonal, by being absorbed into a timeless mythic system."

7. "Aboriginal Australians are not only put in jail more than white Australians, they have a worrying rate of deaths in custody."

8. "People driving their cars everywhere and a general reliance on polluting substances is definitely why we have global warming, according to scientists."

9. "Sylvia Plath's poetry feels like she's telling you everything about herself, but by using mythical characters she distances herself from her confessions."

10. "The prevailing scientific opinion on global warming is that most of the climate change observed in the last 50 years is due to human activities."

Exercise 10. Transform the sentences making them less informal and more academic in writing.

1. In my opinion, Chile has the worst human rights records in the world.
2. Now I am going to present the advantages and disadvantages of....
3. It seems to me that there are three main advantages of....
4. In my view there are some benefits to be gained from....
5. Children who use drugs are often left out in the dark.
6. They were bewildered by the results.
7. Organ transplantation is just not effective.
8. Patients should not be treated like this at all.
9. Globalisation can only lead to the downfall of mankind.
10. There are different kinds of business, private, public, non-profit.....
11. The positive feedback made up for the problems we came across during the trials.
12. You can clearly see the differences between these two learning processes.
13. The subjects didn't have much difficulty with the task.
14. We found example after example of autonomous systems in lots of countries.

Exercise 11. Put a tick next to the sentences below that you think are correct. Alternatively, put a cross if you think there is a mistake in the sentence.

1. In view of the above statement, it is pertinent to mention here that trade is basically necessity for every country.

2. As we know that trade liberalization refers to dismantling of tariff and non-tariff barriers.

3. Through my point of view, the "American dream" is a hard-working person who earns much money, has a beautiful house, a happy, healthy family and gains respect from his friends.

4. Studies have shown that a manager's culture strongly influences his/her attitude and behaviour (Mason and Spich,1987).

5. In this essay, I will describe the Internet's power, advantages and disadvantages in relation to the global marketplace.

6. For example, through information obtained from the internet, companies can know about their competitors directly.

7. Beyond the question what is eaten, driven in all over the world, ıt would also seem that we are moving toward a single worldview.

8. It is our duty as individuals to ensure that food is not wasted and that donations are always made to those in need.
9. The government should really get a closer look at this situation.
10.   Nowadays, there is a well developed financial system, well developed information and a well city planning over the world.
11.   Firstly, I will demonstrate the drastic situation of famine and hunger in the world and will provide the supporting evidence how people are suffering starvation.
12.   Firstly, there is another problem that causing in the world, which is climate change.

Exercise 12.Rewrite these sentences using a more formal, academic style.
1. Dr. L. does small surgery in his rooms and in emergencies he sews up wounds too.
2. It is important to get rid of impurities so a lot of effort has gone into figuring out the best method of refinement.
3. How can immigrants get equal treatment and a fair go? Discrimination isn't just in the workplace but is part and parcel of everyday life too.
4. A big problem with Rogers' counseling method is the length of time the therapy takes.
5. Television is reassuring because people can just sit there really safe and secure while watching dramatic and exciting shows.

II семестр
Лексический минимум: доведение объема лексического минимума до 5500 лексических единиц.
Темы устной практики:
2.1. Последние достижения в области биотехнологии пищевых продуктов и биологически активных веществ.
Литература: 8 (с. 42-123), 9 (с. 39-110)

В результате изучения темы 2.1 аспирант должен расширить свой словарный запас за счет освоения новой лексики по данной теме, научиться рассказывать о последних достижениях в области биотехнологии пищевых продуктов и биологически активных веществ на английском языке.
Задания: выполнить упражнения на закрепление новой лексики, подготовиться к монологическому высказыванию по теме.

   1) **Read the text, write the new words, memorize them.**

Nanocarrier spray: Better crops without genetic modification

Technology allows us to directly alter genomes and create genetically modified organisms (GMOs), including GM food. However, making transgenic plants takes time, money, and still has not gained widespread public support. RIKEN CSRS researchers led by Masaki Odahara have developed an alternative to GM food that can overcome these problems. For example, rather than changing a plant's genome so that it doesn't express a particular gene, the same gene can be suppressed on the fly by inserting a specific bioactive compound into the plant. In this scenario, the bioactive compound is taken into the plant's cells by a carrier that can penetrate the cell walls of plant cells.

While the concept might be simple, making it happen was a challenge. "In addition to designing a way to introduce bioactive molecules into the plants," says Odahara, "we had to consider a delivery method that would be practical for cultivated crops under real agricultural conditions." The team concluded that the best method would be through a spray that could be deployed over large fields relatively easily.

Many types of nanoparticles can penetrate plant cells. The researchers focused on cell-penetrating peptides (CPPs) because they can also target specific structures inside plants cells, such as chloroplasts. The first challenge was to determine which CPPs are best when using a spray. They tagged natural and synthetic CPPs with fluorescent yellow, sprayed them on plant leaves, and measured the amount of fluorescence in the leaves with a confocal laser-scanning microscope at different time points. After performing this procedure in typical laboratory *Arabidopsis thaliana*, as well as in several types of soybeans and tomatoes, they found several natural CPPs that were able to penetrate into the outer layer of the leaves, and in some cases even deeper.

Further experiments showed that this technique worked well when plasmid DNA was attached to the CPPs, and analysis showed that genes were effectively expressed in the leaves of both *A. thaliana* and soybeans after being carried into the cells through an aqueous spray. The researchers also found that by including other biomolecules and nanostructures in the spray solution, they could temporarily increase the number of pores in the leaves, which increased how much spray was taken up by the plant.

Often, crop yield can be improved by inserting or knocking out genes. After creating a transgenic plant that overexpresses yellow fluorescence in the leaves, the team attached RNA that interferes with fluorescent protein expression to a CPP. As hoped, spraying the leaves with this complex silenced yellow florescence expression. "This result was critical," says Odahara, "because it is important that any alternative to genetic modification be able to achieve the same functional outcome." Lastly, the researchers were able to similarly silence genes specific to chloroplasts when they included a chloroplast-targeting peptide to a specific CPP-RNA complex.

"Mitochondria and chloroplasts regulate much of a plant's metabolic activity," says Odahara. "Targeting these structures with bioactive molecules delivered via spray could effectively improve economically desirable quality traits in crops. Our next step is to improve the efficiency of the delivery system. Ultimately, we hope this system can be used to safely protect crops from parasites or other harmful factors."

Written by Chonprakun Thagun, Yoko Horii, Maai Mori, Seiya Fujita, Misato Ohtani, Kousuke Tsuchiya, Yutaka Kodama, Masaki Odahara, Keiji Numata

Source: https://www.sciencedaily.com/releases/2022/02/220223085748.htm

2) Complete the sentences.
1. Making transgenic plants takes time, money, and …
2. The bioactive compound is taken into the plant's cells by …
3. Many types of nanoparticles can penetrate ….
4. Researchers focused on cell-penetrating peptides (CPPs) because ….
5. Further experiments showed that this technique worked well when ….
6. After creating a transgenic plant that overexpresses …

3) Match the term and its definition:

bioactive compound	a type of chemical found in small amounts in plants and certain foods (such as fruits, vegetables, nuts, oils, and whole grains), they have actions in the body that may promote good health.
collagen	the emission of light by a substance that has absorbed light or other electromagnetic radiation. It is a form of luminescence
RNA	all the genetic information of an organism
genome	polymeric molecule essential in various biological roles in coding, decoding, regulation and expression of genes

4) Answer the questions to the text.
  1) What does technology allow us to do with genomes?
  2) Who developed an alternative to GM food that can overcome some problems?
  3) How can the same gene be suppressed?
  4) What did the research team conclude about the best method?
  5) What particles can penetrate plant cells?
  6) What did the researchers focus on?
  7) What was the first challenge?
  8) What did the further experiments show?

2.2 Первичные источники научной информации (цитирование и перефразирование текста, оформление ссылок). Вторичные источники научной информации (цитирование и перефразирование текста, оформление ссылок).

В результате изучения темы 2.2 аспирант должен научиться говорить о различиях между первичными и вторичными источниками научно-технической информации, проводить литературный обзор/
Задание: рассказать о первичных источниках научно-технической информации, провести литературный обзор источников информации.

https://www.youtube.com/watch?v=Wlj7t0s4rok – Primary and Secondary Sources of Information

SOURCES OF INFORMATION

Exercise 1. What information sources do you apply to when you are told to
- *write a report in Philosophy*
- *read for exam in Chemistry*
- *carry out a research in Biology*
- *conduct a survey in Engineering*
- *compose a story of your own*
- *make a literature review for the investigation in Sociology*
- *write an essay in English?*

Exercise 2. Skim the text and say what types sources of information are divided into.

Primary Sources of Information

Scientific literature is divided into two basic categories - "primary" and "secondary". Primary sources are original documents that are records of events as first described without interpretation or commentary. These are "raw" material in the sense that they have not been summarized or processed. In the humanities, primary sources enable the researcher to get as close as possible to what actually happened during a historical event or time period. In the sciences, often primary literature refers to the first place a scientist publishes the results of scientific investigations.

Often primary sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format.

Publications that report the results of original scientific research constitute the "primary" literature and include journal papers, conference papers, monographic series, technical reports, theses, dissertations, diaries, letters, ledgers, emails, photographs, statistics, court records, interviews, surveys, scientific research reports, weblogs.

Information in the sciences can be found in a variety of formats. Depending upon the type of information you need, some formats will prove more useful than others.

Exercise 3. Scan the text and find the specific information to answer the questions.

1.   What is "raw" material when concerning sources of information?
2.   What category of scientific literature can publications that report the results of original scientific research be referred to?
3.   What is the main difference between the primary and secondary sources of information?
4.   Can primary literature be transformed into secondary sources of information and vice versa?
5.   What formats can information in the sciences be found in?

Exercise 4. Listen to the part of a lecture about information sources and

a) complete the text with the missing words:
Looking in primary sources in academic topic can sometimes be …. Primary sources are … accounts of an event and are created …the event took place. They can also be created … at a later date by a … in those events. They are … documents and usually … or … other documents. They can be used to … claims or criticism or as … for theories and research.
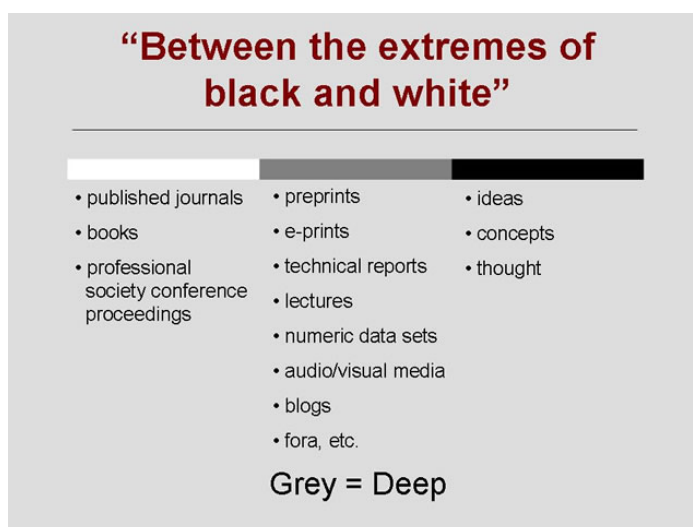
Secondary sources are written by … and observers after the fact and … or analyze primary sources or events. They are at least … removed from what they are describing. They can get … info and understand the … of a topic and understand the … of events, data, etc.

b) answer the questions:
1.   What can primary and secondary sources for a paper about the Placebo Effect be?
2.   Why are information sources relative and what it depends on?
3.   Why is it advisable to use both primary and secondary sources of information for an effective research paper?

Exercise 5. Study the chart from Figure 1 and suppose what "grey literature" is.

Figure 1

"Between the extremes of black and white"

• published journals	• preprints	• ideas
• books	• e-prints	• concepts
• professional society conference proceedings	• technical reports	• thought
	• lectures	
	• numeric data sets	
	• audio/visual media	
	• blogs	
	• fora, etc.	

Grey = Deep

Exercise 6. Compare your ideas with the description of the category of academic literature given below. Think of the question if dissertations can be considered as an example of grey literature? Why?

Grey literature is a body of materials that cannot be found easily through conventional channels such as publishers. It is non-conventional literature that does not include normal scientific journals, books or popular publications. Electronic and print formats are not published for commercial reasons. Usually it is not well catalogued and often difficult to locate. It contains new, revolutionary or untested ideas. It deals with data and information on focused/unique subjects, uncovers untapped ("lost") ideas, data, experiments, methodologies, designs, etc. Both primary sources can be included in this category.

Conference Papers

Papers presented at national and international conferences, symposia, and workshops are a source of "primary" scientific information. For many conferences the presented papers are eventually published in a "proceedings" or "transactions" volume. Papers with no published proceedings may be refined and reworked for formal publication in a journal.

Journals

Provide:

Concise and focused subject information.

Timely research information and new trends/ideas.

Insight into new experimental procedures and methodologies.

Contain:

New discoveries in a field

Are:

Often peer-reviewed, refereed and held to rigorous standards.

Intended for general types of scientists and engineers or discipline specific audiences.

Scientific Monographs

Scientific monographs are book length works written by specialists for the benefit of other specialists. As defined by the National Research Council they attempt to "...collect, collate, analyze, integrate, and synthesize all relevant contributions to the archival literature of the scientific and engineering journals and to add original material as required". They are different from textbooks which are pedagogical works and scientific popularizations for the general public.

Вторичные источники научно-технической информации (цитирование и перефразирование текста, оформление ссылок).

В результате изучения темы № 6 аспирант должен научиться говорить о различиях между вторичными источниками научно-технической информации, цитировать и перефразировать текст, оформлять ссылки на английском языке.

Задание: Рассказать о вторичных источниках научно-технической информации, оформить цитату и перефразировать текст, оформить ссылки на английском языке.

Exercise 1. Skim the text and say what types sources of information are divided into.

Secondary Sources of Information

Scientific literature is divided into two basic categories - "primary" and "secondary". Primary sources are original documents that are records of events as first described without interpretation or commentary. These are "raw" material in the sense that they have not been summarized or processed. In the humanities, primary sources enable the researcher to get as close as possible to what actually happened during a historical event or time period. In the sciences, often primary literature refers to the first place a scientist publishes the results of scientific investigations.

Secondary sources are material that has taken a primary source and summarized it, analyzed it, combined it, rephrased it and interpreted it. It is at least one step removed from the event or phenomenon under review. The "primary" literature is eventually compacted into "secondary" sources which synthesize and condense what is known on specific topics. A secondary source may try to persuade or argue a position. Much of what you find as sources will be secondary.

These include reports, summaries, textbooks, speeches, articles, encyclopedias and dictionaries, reviews, monographs, treatises, handbooks, and manuals.

Information in the sciences can be found in a variety of formats. Depending upon the type of information you need, some formats will prove more useful than others.

Exercise 2. Scan the text and find the specific information to answer the questions.
1. What is the main difference between the primary and secondary sources of information?
2. Can primary literature be transformed into secondary sources of information and vice versa?
3. What formats can information in the sciences be found in?

Exercise 3. Compare your ideas with the description of the category of academic literature

Exercise 4. Fill in the table matching the examples with the type of the information source they refer to.

encyclopedia autobiography memoir summary conference paper report monograph	dictionary technical report speech dissertation diary treatise letter	manual ledger e-mail photograph statistics court record review	interview handbook survey textbook scientific research report newspaper weblog
primary sources		*secondary sources*	*"grey" literature*

Exercise 5. Look through the review of academic formats and say if Miscellaneous Sources are the same as "grey" literature sources.
There is a review of the main formats so that you can begin to get an idea about which format may be the most helpful to your research task.
Books, e-books, reference materials
Provide:
Background information and concept overviews to begin research
Historical perspective to ongoing research
Procedures and protocols for applied and laboratory science
Keywords for database searching
Contain:
Overviews of topics and disciplines, histories of subjects, and established information in a field.
Provide:
Concise and focused subject information.
Timely research information and new trends/ideas.
Insight into new experimental procedures and methodologies.
Contain:
New discoveries in a field
Are:
Often peer-reviewed, refereed and held to rigorous standards.
Intended for general types of scientists and engineers or discipline specific audiences.
Miscellaneous Sources

In addition to the above sources, additional miscellaneous formats can include:
physical examples of materials
specimen types
taxonomies
source bibliographies
maps
databases
blogs, emails and wikis

Exercise 6. Think of the information sources and complete the table for different disciplines.

Discipline	PrimarySource	SecondarySource
Art	Original artwork	
Architecture		Book on architectural style and design
Geology		Interpretation of geologic features for a given location
Graphics	Computer-generated graphics	
Music		Review of the song
History		Book about exploration
Journalism	Newspaper from 1920	
Literature	Poem	
Political Science		Article reviewing a law and its effects on the citizenry
Journalism	Interview	
Science	Original journal article	
Theatre and Arts		Biography of a playwright
The area of study you are engaged in		

Exercise 7.Summarize the information from the unit and make a report about the Sources of Information using the chart (Figure 2). Start your answer with the sentence:

The following chart illustrates common steps involved in the scientific research process (inner circle), the dissemination of research results through the primary and secondary literature (outer circle), and the personal assimilation of this information resulting in new ideas and research (inner circle).

…
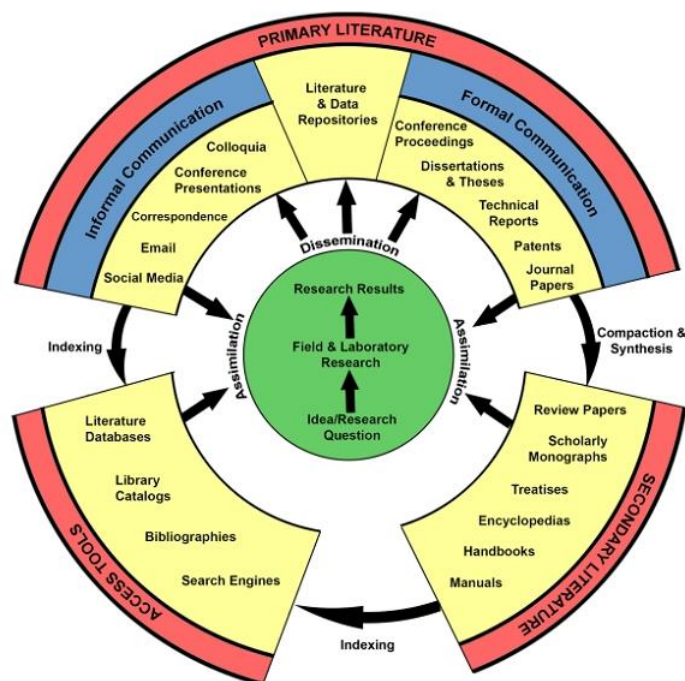
Тема 2.3 Будущее биотехнологии пищевых продуктов и биологически активных веществ.
В результате изучения темы 2.3 аспирант должен расширить свой словарный запас за счет освоения новой лексики по изучаемой теме, научиться говорить на английском языке о будущем промышленной экологии и биотехнологии.

1) Read the article, answer the questions before each paragraphand retell it in short.
Biotechnology: what it is and how it's about to change our lives

Biotechnology - technology that uses living organisms to make products - could soon allow us to conjure up products as diverse as household cleaning products, organs for transplant and cleaner renewable fuels. Sang Yup Lee, Distinguished Professor at the Korea Advanced Institute of Science and Technology, and co-chair of the Global Future Council on Biotechnologies, explains how biotechnology is poised to change our lives, and why it could one day be as commonplace as having a cellphone or a tablet.

For people who are not familiar with biotechnologies, what are they and how do they impact our lives?

Biotechnology is a broad range of technologies that employ living organisms or parts of them to make diverse products. For example, drugs and therapeutics, nutritional compounds, environmentally friendly chemicals and materials, biofuels, and novel functional materials can be produced through biotechnology. More broadly, medical biotechnology, agricultural biotechnology and industrial biotechnology will all play increasingly important roles in our everyday life. Biotechnology can also be employed to degrade toxic or harmful chemicals and agents to solve environmental problems.

Your council will focus on developments in biotechnologies. What impact do you hope the council can have in the global conversation?

Like all technologies, biotechnology offers the potential of enormous benefit but also potential risks.

Biotechnology could help address many global problems, such as climate change, an aging society, food security, energy security and infectious diseases, to name just a few.

Our council intends to build a map of these global problems, which will show which biotechnologies could help with each global challenge. To do that, we will also take into

consideration a realistic timeline, potential risks involved and other factors. Hopefully, the result will be a state-of-the-art biotechnology vision report that includes not only policy suggestions but also in depth information for both experts and the public.

What are these risks? What will the council do to avoid them?

Just like other emerging technologies, we cannot predict with absolute certainty the risks with biotechnology.

For example, synthetic biology is already contributing very much to the development of many biological systems producing drugs, chemicals and fuels without using fossil resources. However, if misused, synthetic biology can generate biological and chemical materials that are harmful to human beings as well as the environment.

Genome editing, especially when it is performed on people, will always carry ethical questions.

There are also questions in biofuels, ICT-based monitoring and diagnostics, and so on.

All these risks and challenges need to be addressed through dialogues among stakeholders including policy makers, experts, the public, and NGOs to map the risks and solutions. That is definitely one of the things The Global Future Council on Biotechnology will be studying by employing diverse expertise of council members and through dialogues with cross-council members and other stakeholders.

What else needs to be done to advance/speed up the development of bio-technologies? Where is it most relevant/important?

We need to see continued efforts in research as there are still many unknowns about living organisms. In depth research on cells, multi-cells, tissues, organs, organisms, and even communities of organisms would lead to better understanding of them and ultimately to develop better biotechnological applications.

Regulation is another place where we need to see advances. We need to ensure safety and security through regulation, but at the same time make sure we aren't putting unnecessary hurdles in place which slow down progress. The only way we are going to achieve that is through a strong dialogue among all the stakeholders.

What are the big trends in biotechnologies right now? What are you excited about?

There are so many exciting things happening thanks to the rapid advances in biotechnology.

The genome editing of living organisms, including microorganisms, plants and animals, is exciting for many potential applications. With these advances, we could enhance bio-based chemicals production, increase food production and maintain a better nutritional value, or we could manufacture organs for transplant.

Metabolic engineering and synthetic biology are advancing very rapidly as well. That has led to the production of many chemicals, fuels and materials from renewable biomass, rather than depending on fossil resources.

We're seeing some amazing developments in healthcare and the medical sector as well. New, highly complex natural compounds from bio-sources are becoming suitable for pharmaceutical purposes. Stem-cell therapy, ICT-integrated biotechnology, and many others will help address the health challenges brought on by an aging population.

Where do you think biotechnologies will be by 2030?

Biotechnology will become as common as having a cellphone or going online. There is going to be an even larger number of biotech companies, both big and small, along with an increasing number of venture companies.

In small villages or even at home, biotechnology might be used, just like in Science Fiction novels. You might simply ask a machine to make some household chemicals you need, rather than go buy it at the supermarket. Biotechtrashconverterscoulddoawaywithwaste.

Biotechnology could also help to tackle large national issues such as healthcare. Global healthcare spending, currently, is about 8 trillion US dollars. That price tag could be as high as

we have to go, thanks to biotechnology. Even as the population grows, costs shouldn't increase thanks to technologies such as efficient disease prevention and wellbeing programmes, precision medicine, genome editing, organ production, and stem-cell therapy. I think all of these will become rather routine.

So by 2030, I think it is realistic to say that biotechnology will become a part of our life, from drugs, medicine and therapeutics to environmentally friendly chemicals, fuels and materials.

Written bySang Yup Lee, Distinguished Professor, Korea Advanced Institute of Science and Technology (KAIST)

The views expressed in this article are those of the author alone and not the World Economic Forum.

2) Browse the internet and find information concerning the future of biotechnology.

Тема 2.4. Представление результатов научной работы (структурирование научной информации, визуальные опоры в научных текстах)

В результате изучения темы 2.4 аспирант должен расширить свой словарный запас за счет освоения новой лексики по изучаемой теме, научиться представлять результаты своей научной работы, структурируя научную информацию и используя визуальные опоры.

Литература: 1 (80-84)

Грамматический материал.

Цель аудиторной работы над грамматическим материалом заключается в комплексном повторении грамматического материала, изученных в процессе обучения в университете по программам бакалавриата и магистратуры; закреплении грамматических навыков, обеспечивающих коммуникацию профессионального характера; изучение основных грамматических явлений, характерных для научной речи, с целью совершенствования профессионально ориентированной иноязычной компетентности аспирантов (соискателей) в процессе формирования элементов универсальных компетенций и достижение уровня практического владения профессиональным иностранным языком, позволяющего им интегрироваться в международную профессиональную среду и использовать профессиональный английский язык как средство профессионального общения в сфере научно-проектной деятельности.

Аудиторная работа над данным аспектом изучения иностранного языка заключается в повторении теоретического материала, выполнении устных грамматических заданий.

I семестр
1.5. Условные предложения. Сослагательное наклонение.

Литература: 2 (с. 200-212)

Conditionals
There are several structures in English that are called conditionals or if conditionals.
"Condition" means "situation or circumstance". If a particular condition is true, then a particular result happens:
- In this lesson we look at four of the most common ways to talk about the future
- *if* y = 3 *then* 2y = 6

There are three basic English conditionals that we use very often. There are some more conditionals that we do not use so often.

Structure of Conditional Sentences

The structure of most conditionals is very simple. There are two basic possibilities.

Of course, we add many words and can use various tenses, but the basic structure is usually like this:

if	condition	result
if	y = 10	2y = 20

orlikethis:

result	*if*	condition
2y = 20	*if*	y = 10

This structure can produce, for example, the following sentences:

- *If I see her, I will tell her.*
- *I will tell her if I see her.*

Notice the comma in the first sentence. (A comma is always correct in this case, but not always essential if the sentence is short.) In the second sentence we do not normally use a comma.

First Conditional

for real possibility

If I win the lottery, I will buy a car.

We are talking about the future. We are thinking about a particular condition or situation in the future, and the result of this condition. There is a real possibility that this condition will happen. For example, it is morning. You are at home. You plan to play tennis this afternoon. But there are some clouds in the sky. Imagine that it rains. Whatwillyoudo?

if	condition	result
	Present Simple	*will + base verb*
If	it *rains*,	I *will stay* at home.

Notice that we are thinking about a future condition. It is not raining yet. But the sky is cloudy and you think that it could rain. We use the Present Simple tense to talk about the possible future condition. We use *will + base verb* to talk about the possible future result. The important thing about the first conditional is that there is a real possibility that the condition will happen.

Here are some more examples (do you remember the two basic structures: [*if* condition result] and [result *if* condition]?):

if	condition	Result
	Present Simple	*will + base verb*
If	I see Mary,	I will tell her.
If	Tara is free tomorrow,	he will invite her.
If	they do not pass their exam,	their teacher will be sad.
If	it rains tomorrow,	will you stay at home?
If	it rains tomorrow,	what will you do?
result		*if*	Condition

will + *baseverb*		Present Simple
I will tell Mary	if	I see her.
He will invite Tara	if	she is free tomorrow.
Their teacher will be sad	if	they do not pass their exam.
Will you stay at home	if	it rains tomorrow?
What will you do	if	it rains tomorrow?

Second Conditional

For unreal possibility

If I won the lottery, I would buy a car.

The second conditional is like the first conditional. We are still thinking about the future. We are thinking about a particular condition in the future, and the result of this condition. But there is not a real possibility that this condition will happen. For example, you do not have a lottery ticket. Is it possible to win? No! No lottery ticket, no win! But maybe you will buy a lottery ticket in the future. So you can think about winning in the future, like a dream. It's not very real, but it's still possible.

if	condition	result
	Past Simple	*would* + *baseverb*
If	I *won* thelottery,	I *would buy* a car.

Notice that we are thinking about a future condition. We use the Past Simple tense to talk about the future condition. We use *would* + *base verb* to talk about the future result. The important thing about the second conditional is that there is an unreal possibility that the condition will happen.

Look at these example sentences:

if	condition	result
	Past Simple	*would* + *baseverb*
If	I married Mary,	I would be happy.
If	Ram became rich,	she would marry him.
If	it snowed next July,	would you be surprised?
If	it snowed next July,	what would you do?

Result	*if*	condition
would + *baseverb*		Past Simple
I would be happy	if	I married Mary.
She would marry Ram	if	he became rich.
Would you be surprised	if	it snowed next July?
What would you do	if	it snowed next July?

Third Conditional

for no possibility

If I had won the lottery, I would have bought a car.

The first conditional and second conditionals talk about the future. With the third conditional we talk about the past. We talk about a condition in the past that did not happen. That is why there is no possibility for this condition. The third conditional is also like a dream, but with no possibility of the dream coming true.

Last week you bought a lottery ticket. But you did not win. :-(

if	condition	result
	Past Perfect	*Would have + pastparticiple*
If	I *had won* the lottery,	I *would have bought* a car.

Notice that we are thinking about an impossible past condition. You did not win the lottery. So the condition was not true, and that particular condition can never be true because it is finished. We use the Past Perfect tense to talk about the impossible past condition. We use *would have + past participle* to talk about the impossible past result. The important thing about the third conditional is that both the condition and result are impossible now.

Look at these example senteces:

if	condition	Result
	Past Perfect	*would have + past participle*
If	I had seen Mary,	I would have told her.
If	Tara had been free yesterday,	I would have invited her.
If	they had not passed their exam,	their teacher would have been sad.
If	it had rained yesterday,	would you have stayed at home?
If	it had rained yesterday,	what would you have done?

Result	*if*	condition
would have + past participle		Past Perfect
I would have told Mary	if	I had seen her.
I would have invited Tara	if	she had been free yesterday.
Their teacher would have been sad	if	they had not passed their exam.
Would you have stayed at home	if	it had rained yesterday?
What would you have done	if	it had rained yesterday?

Zero Conditional
for certainty
If you heat ice, it melts.
We use the so-called zero conditional when the result of the condition is always true, like a scientific fact.
Take some ice. Put it in a saucepan. Heat the saucepan. What happens? The ice melts (it becomes water). You would be surprised if it did not.

if	condition	Result
	Present Simple	Present Simple

if	condition	Result
	Present Simple	Present Simple
If	you heat ice,	it melts.

Notice that we are thinking about a result that is always true for this condition. The result of the condition is an absolute certainty. We are not thinking about the future or the past, or even the present. We are thinking about a simple fact. We use the Present Simple tense to talk about the condition. We also use the Present Simple tense to talk about the result. The important thing about the zero conditional is that the condition always has the same result.

Look at these example sentences:

if	Condition	result
	Present Simple	Present Simple
If	I miss the 8 o'clock bus,	I am late for work.
If	I am late for work,	my boss gets angry.
If	people don't eat,	they get hungry.
If	you heat ice,	does it melt?

result	if	condition
Present Simple		Present Simple
I am late for work	if	I miss the 8 o'clock bus.
My boss gets angry	if	I am late for work.
People get hungry	if	they don't eat.
Does ice melt	if	you heat it?

Summary of Conditionals
Here is a table to help you to visualize the basic conditionals.
Do not take the 50% and 10% too literally. They are just to help you.

probability, conditional		Example	time
100%	zero	If you heat ice, it melts.	any
50%	1st	If I win the lottery, I will buy a car.	future
10%	2nd	If I won the lottery, I would buy a car.	future
0%	3rd	If I had won the lottery, I would have bought a car.	past

https://www.englishclub.

1.6. Атрибутивные комплексы (цепочки существительных).
Литература: 5 (с. 18-22) 10 (с. 141, 182, 184)
Compound Nouns

A compound noun is a noun that is made with two or more words. A compound noun is usually [noun + noun] or [adjective + noun], but there are other combinations (see below). It is important to understand and recognize compound nouns. Each compound noun acts as a single unit and can be modified by adjectives and other nouns.

There are three forms for compound nouns:
1. open or spaced - space between words (tennis shoe)
2. hyphenated - hyphen between words (six-pack)
3. closed or solid - no space or hyphen between words (bedroom)

Here are some examples of compound nouns:

noun	+	Noun	busstop	Is this the bus stop for the number 12 bus?
			fire-fly	In the tropics you can see fire-flies at night.
			football	Shall we play football today?
adjective	+	Noun	fullmoon	I always feel crazy at full moon.
			blackboard	Cleanthe blackboard please.
			software	I can't install this software on my PC.
verb(-ing)	+	Noun	breakfast	We always eat breakfast at 8am.
			washingmachine	Put the clothes in the red washing machine.
			swimmingpool	What a beautiful swimming pool!
noun	+	verb(-ing)	sunrise	I like to get up at sunrise.
			haircut	Youneed a haircut.
			train-spotting	His hobby is train-spotting.
verb	+	Preposition	check-out	Please remember that check-out is at 12 noon.
noun	+	prepositionalphrase	mother-in-law	My mother-in-law lives with us.
preposition	+	Noun	underworld	Do you think the police accept money from the underworld?
noun	+	Adjective	truckful	We need 10 truckfuls of bricks.

Pronunciation

Compound nouns tend to have more stress on the first word. In the phrase "pink ball", both words are equally stressed (as you know, adjectives and nouns are always stressed). In the compound noun "golf ball", the first word is stressed more (even though both words are nouns, and nouns are always stressed). Since "golf ball" is a compound noun we consider it as a single noun and so it has a single main stress - on the first word. Stress is important in compound nouns. For example, it helps us know if somebody said "a GREEN HOUSE" (a house which is painted green) or "a GREENhouse" (a building made of glass for growing plants inside).

British/American differences

Different varieties of English, and even different writers, may use the open, hyphenated or closed form for the same compound noun. It is partly a matter of style. There are no definite rules. Forexamplewecanfind:

- containership
- container-ship
- containership

If you are not sure which form to use, please check in a good dictionary.

Plural Forms of Compound Nouns

In general we make the plural of a compound noun by adding -s to the "base word" (the most "significant" word). Lookattheseexamples:

Singular	plural
a tennis shoe	three tennis shoes
One assistant headmaster	five assistant head masters
The sergeant major	some sergeants major
a mother-in-law	two mothers-in-law
an assistant secretary of state	three assistant secretaries of state
My tooth brush	our toothbrushes
a woman-doctor	four women-doctors
a doctor of philosophy	two doctorsofphilosophy
a passerby, a passer-by	two passersby, two passers-by

Note that there is some variation with words like spoonful or truckful. The old style was to say spoonsful or trucksful for the plural. Today it is more usual to say spoonfuls or truckfuls. Both the old style (spoonsful) and the new style (spoonfuls) are normally acceptable, but you should be consistent in your choice. Here are some examples:

	old style plural (very formal)	newstyleplural
teaspoonful	3 teaspoonsful ofsugar	3 teaspoonfuls ofsugar
truckful	5 trucksful ofsand	5 truckfuls ofsand

	old style plural (very formal)	newstyleplural
bucketful	2 bucketsful ofwater	2 bucketfuls ofwater
cupful	4 cupsful ofrice	4 cupfuls ofrice

Some compound nouns have no obvious base word and you may need to consult a dictionary to find the plural:

- higher-ups
- also-rans
- go-betweens
- has-beens
- good-for-nothings
- grown-ups

Note that with compound nouns made of [noun + noun] the first noun is like an adjective and therefore does not usually take an -s. A tree that has apples has many apples, but we say an apple tree, not ~~apples tree~~; matchbox not ~~matchesbox~~; toothbrush not ~~teethbrush~~.

With compound nouns made of [noun + noun] the second noun takes an -s for plural. The first noun acts like an adjective and as you know, adjectives in English are invariable.

https://www.englishclub.com/grammar/nouns-compound.htm

1.7. Эмфатические (в том числе инверсионные) конструкции.
Литература: 5(с. 34-36), 10 (с. 161-163)

II семестр
2.6. Инвертированное придаточное предложение уступки или причины.
Литература: 10 (с. 165-169)

2.7. Местоимения, слова-заместители *(that (of), those (of), this, these, do, one, ones),* **сложные и парные союзы, сравнительно-сопоставительные обороты (as ... as,** *notso* **...as,** *the ... the).*
Литература: 2 (с. 26-30), 5 (с. 42, 96-100, 102-103), 10 (с. 313-316)

Индивидуальное чтение
        Цель аудиторной работы с текстами заключается в дальнейшем совершенствовании и закреплении умений различных видов чтения - изучающего (с полным охватом содержания), ознакомительного и просмотрового. В процессе аудиторной работы над научно-популярными и научными текстами на английском языке аспиранты должны расширить свой словарный запас, развить навыки чтения и перевода. Контроль индивидуального чтения осуществляется в виде выборочного перевода прочитанных текстов.

I семестр
1.8. Индивидуальное чтение: научно-популярные и научные тексты.
Литература: 11

II семестр
2.8. Индивидуальное чтение: научные тексты.
Литература: 11

Аудирование

Целью аудиторной работы в данном виде деятельности является овладение навыками восприятия на слух иноязычной речи. Аудиторная работа аспирантов по аудированию подразумевает прослушивание текстов и диалогов как общеязыкового содержания, так и профессиональной направленности.

I семестр

1.9. Прослушивание текстов и диалогов профессиональной направленности, время звучания – 3 минуты, просмотр видеофильмов, продолжительности видеозаписи – до 5 минут.

Задание: прослушать диалог или текст выполнить задания, ответить на вопросы, кратко пересказать его.

II семестр

2.9. Прослушивание текстов и диалогов профессиональной направленности, время звучания – 3 минуты, просмотр видеофильмов, продолжительности видеозаписи – до 5 минут.

Задание: прослушать диалог или текст выполнить задания, ответить на вопросы, кратко пересказать его.

Информационные ресурсы для аудирования:
1. news.bbc.co.uk/hi/russian/learn_english
2. www.englishclub.com
3. www.eslcafe.com
4. www.study.ru
5. www.efl.ru
6. www.soft-one.com/words
7. www.yaziki.ru
8. alemeln.narod.ru
9. http://www.wordsmyth.net/

Письмо

Целью аудиторной работы в данном виде деятельности является дальнейшее совершенствование и развитие навыков продуктивного письма на английском языке. Обучающийся в аспирантуре должен владеть навыками и умениями письменной научной речи, логично и аргументировано излагать свои мысли в виде статьи, соблюдая стилистические особенности; демонстрировать умение излагать содержание прочитанного в форме аннотации, реферата; составлять тезисы доклада, сообщения по теме исследования.

Аудиторная работа аспирантов в данном виде деятельности подразумевает обучение написанию научных статей на английском языке, рецензий, подготовка докладов и презентаций по теме научного исследования аспиранта

I семестр

1.10. Выполнение письменных упражнений, написание научных статей на английском языке. рецензирование научных статей на английском языке.
Литература: 1 (с. 62-65), 9 (с. 66- 68)

II семестр

2.10. Подготовка доклада по теме научного исследования, мультимедийных презентаций (создание текстовых слайдов на английском языке для выступления с докладом).

Литература: 9 (с. 68- 69), 1 (с.81- 84)

https://www.youtube.com/watch?v=Yl_FJAOcFgQ - Presentation Rules
https://www.youtube.com/watch?v=Q5WT2vweFRY - Presentation Rules

Рекомендации по подготовке презентации по теме научного исследования.
PRESENTATIONS AND PUBLIC SPEAKING IN ENGLISH
PREPARATION
Good preparation is very important. Good preparation and planning will give you confidence. Your audience will feel your confidence and have confidence in you. This will give you control of your audience and of your presentation.
Consider these points when preparing:
Objective
'Why am I making this presentation?'
Your objective should be clear in your mind.
Audience
'Who am I making this presentation to?'
How many people? Who are they? Business people? Professional people? Political people? Experts or non-experts? A small, intimate group of 4 colleagues or a large gathering of 400 competitors?
Venue
'Where am I making this presentation?'
A small hotel meeting-room or a large conference hall? Facilities and equipment? Seating arrangements?
Time and length
'When am I making this presentation and how long will it be?'
Will it be 5 minutes or 1 hour? Just before lunch, when the audience is hungry, or just after lunch, when the audience is sleepy?
Method
'How should I make this presentation?'
Formal or informal? Lots of visual aids or only a few? With or without anecdotes and humour?
Content
'What should I say?'
Include only relevant information. Create a title for your presentation. The title will help you to focus on the subject. Prepare your visual aids, if any.
Structure
Organize your presentation in a logical structure. Most presentations are organised in three parts, followed by questions:
1. Introduction
-       welcome your audience
-       introduce your subject
-       explain the structure of your presentation
-       explain rules for questions
2. Body of presentation
-       present the subject itself
3. Conclusion
-       summarise your presentation
-       thank your audience
-       invite questions
+ Questions
Notes

Try to appear as spontaneous as possible. Do not read your presentation. Reading a text is boring and will send your audience to sleep! Use notes to remember everything you need to say. Some people make notes on small, A6 cards. Some people write down just the title of each section of their talk. Some people write down keywords to remind them.

Rehearsal

Practise your presentation two or three times so that you:
- become more familiar with what you want to say
- identify weaknesses in your presentation
- can practise difficult pronunciations
- can check the time that your presentation takes and make any necessary modifications

EQUIPMENT

Your most important piece of equipment is YOU! Check your personal appearance carefully.

Overhead Projector

The overhead projector (OHP) displays overhead transparencies (OHTs or OHPTs). It has several advantages over the 35mm slideprojector:
- it can be used in daylight
- the user can face the audience
- the user can write or draw directly on the transparency while in use

Whiteboard

The whiteboard is a useful device for spontaneous writing - as in brainstorming, for example. For prepared material, the OHP may be more suitable.

Duster

The duster is used for cleaning the whiteboard.

Markers

Markers are used for writing on the:
- whiteboard (delible - you can remove the ink)
- flipchart (indelible - you cannot remove the ink)

Flipchart

The flipchart consists of several leaves of paper that you 'flip' (turn) over. Some people prefer the flipchart to the whiteboard, but its use is limited to smaller presentations.

35mm Slide Projector

A slide projector must be used in a darkened room. Most slide projectors take 35mm transparencies or slides, but projectors for 6x6cm slides are also available.

Notebook Computer

The notebook computer is often used with an overhead projector, to project an image from the computer screen onto the wall screen.

Handouts

Handouts are any documents or samples that you 'hand out' (distribute) to your audience. It is not usually a good idea to distribute handouts before your presentation. The audience will read the handouts instead of listening to you.

DELIVERY

'Delivery' is the way in which you actually deliver or give your presentation. Delivery is at least as important as content.

Nerves

Most speakers are a little nervous at the beginning of a presentation. So it is normal if you are nervous. Pay special attention to the beginning of your presentation. This is when you establish a rapport with your audience. During this time, try to speak slowly and calmly. After a few moments, you will relax and gain confidence.

Audience Rapport

You need to build a warm and friendly relationship with your audience. Be careful to establish eye contact with each member of your audience. Each person should feel that you are speaking directly to him or her.

Body Language

What you do not say is at least as important as what you do say. Your body is speaking to your audience even before you open your mouth. Your clothes, your walk, your glasses, your haircut, your expression - it is from these that your audience forms its first impression as you enter the room. Generally speaking, it is better to stand rather than sit when making a presentation. Avoid repetitive and irritating gestures.

Cultural Considerations

If we imagine a German working for an Israeli company making a presentation in English to a Japanese audience in Korea, we can see that there are even many possibilities for cultural misunderstanding. Try to learn about any particular cultural matters that may affect your audience. Cultural differences can often be seen in body language. To a Latin from Southern France or Italy, a presenter who uses his hands and arms when speaking may seem dynamic and friendly. To an Englishman, the same presenter may seem unsure of his words and lacking in self-confidence.

Voice quality

Your audience must be able to hear you clearly. In general, you should try to vary your voice. Your voice will then be more interesting for your audience. You can vary your voice in at least three ways:

- speed: you can speak at normal speed, you can speak faster, you can speak more slowly, and you can stop completely! Silence is a very good technique for gaining your audience's attention.
- intonation: you can change the pitch of your voice. You can speak in a high tone. You can speak in a low tone.
- volume: you can speak at normal volume, you can speak loudly and you can speak quietly. Lowering your voice and speaking quietly can again attract your audience's interest.

Visual aids

80% of what we learn is learned visually (what we see) and only 20% is learned aurally (what we hear). This means that:

- visual aids are an extremely effective means of communication
- non-native English speakers do not need to worry so much about spoken English since they can rely more heavily on visual aids

It is important not to overload your audience's brains. Keep the information on each visual aid to a minimum - and give your audience time to look at and absorb this information. Remember, your audience have never seen these visual aids before. They need time to study and to understand them. Without understanding there is no communication.

Apart from <u>photographs</u> and <u>drawings</u>, some of the most useful visual aids are <u>charts</u> and <u>graphs</u>.

Audience Reaction

Remain calm and polite if you receive difficult questions during your presentation. If you receive particularly awkward questions, you can suggest that the questioners ask their questions after your presentation.

LANGUAGE

Simplicity and Clarity

If you want your audience to understand your message, your language must be simple and clear:

- use short words and short sentences
- do not use jargon, unless you know that your audience understands it
- talk about concrete facts rather than abstract ideas
- use active verbs instead of passive verbs

Active verbs are much easier to understand. They are much more powerful. Consider these two sentences, which say the same thing:
Sentence 1: Toyota sold two million cars last year.
Sentence 2: Two million cars were sold by Toyota last year.

Which is easier to understand? Which is more immediate? Which is more powerful? Sentence 1 is active and Sentence 2 is passive.
Signposting
When you drive on the roads, you know where you are. Each road has a name. Each town has a name. And each house has a number. You can look at the signposts for directions. It is easy to navigate the roads. You cannot get lost. But when you give a presentation, how can your audience know where they are? They know because you tell them. Because you put up signposts for them, at the beginning and all along the route. This technique is called 'signposting' (or 'signalling').
During your introduction, tell your audience the structure of your presentation, for example:
"I'll start by describing the current position in Europe. Then I'll move on to some of the achievements we've made in Asia. After that I'll consider the opportunities we see for further expansion in Africa. Lastly, I'll quickly recap before concluding with some recommendations."
A member of the audience can now visualise your presentation like this:

Introduction
- welcome!
- Explanation of structure (now)
Body
- Europe
- Asia
- Africa
Conclusion
- summingup
- recommendations
Throughout your presentation, put up signposts telling him which point you have reached and where you are going now. When you finish Europe and want to start Asia, you might say:
"That's all I have to say about Europe. Let's turn now to Asia."
When you have finished Africa and want to sum up, you might say:
"Well, we've looked at the three continents Europe, Asia and Africa. I'd like to sum up now."
And when you finish summing up and want to give your recommendations, you might say:
"What does all this mean for us? Well, firstly I recommend..."
Here are some useful expressions to signpost the various parts of your presentation.
Introducing the subject:
"I'd like to start by..."
"Let's begin by..."
"First of all, I'll..."
Finishing a subject:
"Well, I've told you about..."
"That's all I have to say about..."
"We've looked at..."
Starting another subject:
"Now we'll move on to..."
"Let me turn now to..."
"Next..."
Analysing a point and giving recommendations:
"Where does that lead us?"

"Let's consider this in more detail..."
"What does this mean for ABC?"
Giving examples:
"For example,..."
"A good example of this is..."
"As an illustration,..."
Dealing with questions:
"We'll be examining this point in more detail later on..."
"I'd like to deal with this question later, if I may..."
"I'll come back to this question later in my talk..."
Summarising and concluding:
"In conclusion,..."
"Right, let's sum up, shall we?"
"I'd like now to recap..."
Ordering:
"Firstly...secondly...thirdly...lastly..."
"First of all...then...next...after that...finally..."
"To start with...later...to finish up..."

THE PRESENTATION ITSELF
Most presentations are divided into 3 main parts (+ questions):
- Introduction
- Body
- Conclusion

As a general rule in communication, repetition is valuable. In presentations, there is a golden rule about repetition:

"SAY WHAT YOU ARE GOING TO SAY, SAY IT, THEN SAY WHAT YOU HAVE JUST SAID."

In other words, use the three parts of your presentation to reinforce your message:
In the introduction, say what your message is going to be.
In the body, say your real message.
In the conclusion, say what your message was.

Introduction
Use the introduction to:
Welcome your audience:
"Good morning, ladies and gentlemen"
"Good afternoon, everybody"
Introduce your subject:
"My purpose today is to introduce our new range of..."
"I am going to talk about..."
Outline your structure:
"To start with I'll describe the progress made this year. Then I'll mention some of the problems we've encountered and how we overcame them. After that I'll consider the possibilities for further growth next year. Finally, I'll summarise my presentation (before concluding with some recommendations)."
Give instructions about questions:
"Please feel free to interrupt me if you have any questions."
"I'll try to answer any of your questions after the presentation."

Body

The body is the 'real' presentation. If the introduction was well prepared and delivered, you will now be 'in control'. You will be relaxed and confident.

The body should be well structured, divided up logically, with plenty of carefully spaced visuals.

Remember these key points while delivering the body of your presentation:

- Do not hurry
- Be enthusiastic
- Give time on visuals
- Maintain eye contact
- Modulate your voice
- Look friendly
- Keep to your structure
- Use your notes
- Sign post throughout
- remain polite when dealing with difficult questions

Conclusion

Use the conclusion to:

Sum up:

"In conclusion,..."

"I'd like to sum up now..."

Give recommendations:

"In conclusion, my recommendations are..."

"I would suggest / propose / recommend the following strategy."

Thank your audience:

"Thank you for your attention."

"May I thank you all for being such an attentive audience."

Invite questions:

"Are there any questions?"

"Can I answer any questions?"

Questions

You may wish to accept questions at any time during your presentation, or to keep a time for questions after your presentation. It's your decision, and you should make it clear during the introduction. Be polite with all questioners, even if they ask difficult questions. Sometimes you can reformulate a question. Or answer the question with another question. Or even ask for comment from the rest of the audience.