

БЕЛОРУССКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

English
for
Research
Students

Английский
для
магистрантов,
аспирантов,
соискателей

Рекомендовано
Учебно-методическим объединением
по гуманитарному образованию в качестве
учебно-методического пособия для магистрантов,
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Учебно-методическое пособие содержит материал (информационный, текстовой, лексический) по темам, связанным с научной работой магистрантов, аспирантов, соискателей, рекомендации по употреблению общенаучной и газетной лексики, а также задания на особенности перевода грамматических явлений, характерных для научного текста.

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ПРЕДИСЛОВИЕ

В учебно-методическом пособии представлен курс английского языка для магистрантов, аспирантов, соискателей неязыковых вузов по подготовке к сдаче кандидатского экзамена по иностранному языку в соответствии с требованиями Министерства образования Республики Беларусь. Подобное издание вызвано необходимостью обеспечения институтов системы последиplomного образования профильными учебными пособиями. Содержащийся в пособии материал рассчитан на 140 часов аудиторной и 280 часов самостоятельной работы.

Книга состоит из четырех разделов. Первый раздел посвящен изучению общенаучной лексики, второй – грамматике, характерной для научного стиля речи, третий – развитию деятельностных компетенций, четвертый раздел содержит информацию по актуальным вопросам социокультурной жизни общества. При подборе учебного материала учитывались кросс-культурные особенности научной деятельности специалистов в нашей стране и за рубежом. В качестве дополнительного материала предлагается приложение справочного характера, в которое вошли наиболее частотные сокращения, употребляемые в научной литературе, языковые клише, присущие научному стилю, лингвострановедческая информация.

Цель издания – развитие навыков говорения на профессионально значимые темы, ведения научной дискуссии, реализации коммуникативных намерений (заявка на участие в конференции, написание делового письма, заполнение анкет и т. п.).

Учебно-методическое пособие имеет электронную интерактивную версию в системе *Moodle*, доступную в сети БГУ, задания которой способствуют развитию навыков самостоятельной работы.

Авторы выражают признательность коллеге из Великобритании – эксперту в области методики преподавания иностранных языков – госпоже Делвин Эрлис Вилкинсон (Mrs. Delwen Eirlys Wilkinson) из Уэльского университета за ценные замечания.

Address to Young Researchers

Dear friends,

A post-graduate course as a starting point of your career development makes you deal with a number of research-related activities.

First, positioning yourself as a research student you should learn as much as possible about post-graduate education in your native country and abroad.

Second, you should work closely with a research adviser whose supervision and assistance may be crucial for conducting research and successful production of the dissertation.

Third, you should be aware of specific forms of professional contacts in researcher's life – conferences, exchange programmes, study and research visits.

Fourth, you will be engaged in extensive library work collecting materials for reports, articles, presentations.

Finally, you will have to submit the manuscript of your research paper to the Academic Council.

Listed above are the problem areas studied in the present textbook which is aimed at helping you successfully pass the candidate exam in English.

Success attend you!

The authors

Section I

ACADEMIC VOCABULARY IN USE

POST-GRADUATE EDUCATION. ACADEMIC AND RESEARCH DEGREES

Topical wordlist

apply *v* – подавать заявление

applicant *n* – податель заявления, абитуриент

arts student – студент-гуманитарий

assess *v* – оценивать

assessment *n* – оценка

Bachelor of Arts (BA) – бакалавр искусств (или гуманитарных наук)
(первая академическая степень)

Bachelor of Science (BSc) – бакалавр наук (естественных и технических)
(первая академическая степень)

BA holder – обладатель степени бакалавра (гуманитарные науки)

council *n* – совет

academic ~ – ученый совет

course *n* – курс (теоретический)

a taught ~/a ~ by instruction – практико-ориентированный курс обучения

a research ~ – научно-исследовательский курс обучения

to take a post-graduate ~ in – поступить/учиться в аспирантуре (по)

credit *n* – зачетная единица в высшем учебном заведении

degree *n* – степень, ученая степень

award/confer a ~ – присудить степень

department *n* – кафедра, отделение

head of (the) ~ – заведующий кафедрой

the ~ of English/the English ~ – кафедра английского языка

full time ~ – дневное отделение

part-time ~ – заочное отделение

dissertation (Am.) / **thesis** (Br.) *n* – диссертация
defend ~ – защитить диссертацию
defence procedure – процедура защиты диссертации

Doctor of Philosophy (PhD) – доктор философии (Doctor – высшая ученая степень по любой отрасли, *напр.*, химии, физике, истории и т. д.)

education *n* – образование
higher ~ – высшее образование
post-graduate ~ – последиplomное образование

expertise *n* – опыт, специальные знания

graduate (from) *v* – заканчивать вуз

graduate *n* – выпускник
university ~ – выпускник университета
undergraduate (student) – студент вуза

humanities/arts – гуманитарные науки

lecture *n* – лекция

lecture *v* – читать лекцию

lecturer *n* – лектор, преподаватель вуза

Master of Arts (MA) – магистр гуманитарных наук (вторая академическая степень)

Master of Science (MSc) – магистр наук (естественных и технических) (вторая академическая степень)

panel *n* – группа специалистов, комиссия

post-graduate *adj* – последиplomный
a ~ student – аспирант
~ studies – учеба в аспирантуре/магистратуре

research *n* – исследование, исследования

research *v* – исследовать

researcher *n* – ученый-исследователь

scholar *n* – ученый (общественные науки)

scholarly *adj* – свойственный ученым
~ paper – научная работа (*напр.*, доклад, диссертация, статья)

scholarship *n* – стипендия

study *n* – учеба, изучение, исследование
field of ~ – область исследования

train *v* – готовить, обучать

training *n* – обучение, подготовка

tutor *n* – преподаватель малой группы студентов

tutorial *n* – индивидуальное практическое занятие с преподавателем

workload *n* – нагрузка

Words commonly associated with the following educational terms

Term	Adjectives	Verbs
course	compulsory, optional, upgrading, specialized	to take, to design, to tailor, to complete
degree	higher, master's, undergraduate, post-graduate, research, science, college, university, first, honours, honorary, professional, further	to have, to hold, to do, to take, to award, to confer
dissertation	research, doctoral, Master's, PhD	to produce, to write, to complete, to finish, to hand in, to present, to submit
education	good, brilliant, poor, compulsory, formal, further, continuing, state, private, professional, vocational, university, all-round	to have, to get, to receive, to complete, to finish, to continue
research	in-depth, detailed, extensive, further, basic, fundamental, comprehensive	to carry out, to conduct, to do, to undertake
study	full-time, part-time, graduate, post-graduate, independent, academic	to undertake, to continue, to pursue, to complete, to finish

A Little Academic Dictionary

1. *Degree* means a qualification awarded by a university which is widely recognized and is, in some sense, similar to other degrees with the same title, even if the courses are quite different. Despite this official explanation, we know very well that a degree from a high-ranking university will not be the same as a degree from a low-ranking university.

2. *An undergraduate* means a student working for his or her first degree. This usually takes three years of full-time study in England and successful students are normally awarded either a B.A. or a B.Sc. (Bachelor of Arts or Bachelor of Science). There are other, less common, types of first degree.

3. *A graduate* means a person who has completed a university degree course, esp. for a first degree. In AmE. it is a person who has completed a course at college, school, etc.: a high school graduate.

4. *A post-graduate* is someone studying for a second or further degree.

5. *PhD* is an approximate equivalent to the Russian *kandidatsky* degree. Someone with a PhD is entitled to call himself or herself *Doctor*. However, PhDs are now so common that many people do not bother to use the title.

6. A university teacher is usually called a *lecturer*. More experienced teachers may be promoted to *senior lecturer*. We have no *assistant* or *associate professors* as in America – for us, a Professor is a Professor and you have to be both good and experienced to become one. We have no special professorial degree like the Russian *doktorat*.

7. *Faculty* is used in the same sense as in Russia – факультет (*not* as in America).

8. *Department* is what Russians call *kafedra*. We do *not* use the word *chair* – this is a standard error in Russia – and the reason is that a *chair* in English means the position of a particular Professor. We can say, “Professor Smith holds the chair of Modern History.” The implication is that if Professor Smith retires someone else must be appointed to sit in that Chair.

9. *Thesis* is the usual British English equivalent of *диссертация* which is applied to both the Master’s degree and the doctorate. *Dissertation* is used either as a general term, to denote any extended written treatment of a subject, or more specifically, to denote something of a lower academic standard than a thesis, for example what students write for graduation in some institutions. In American English, however, *dissertation* is used for a doctorate, whereas thesis denotes something of a lower standard.

(From “*Understanding Britain Today*”, by Karen Hewitt,
“*An English Teacher’s Handbook*”, by J.Povey, I.Wailshe)

Before you read the texts below say what you know about post-graduate systems of education in the U.K., the USA and Belarus. What is “further” or “continuing” education? Do many young people, graduates of Universities, undertake further study in the above-mentioned countries?

Post-graduate Study in Great Britain

In recent years, post-graduate study in the UK has experienced phenomenal growth. This increase reflects the United Kingdom’s extraordinary range of taught and research opportunities at higher education institutions, both for students in the UK and from overseas.

A quick look through the post-graduate prospectus of any UK university will reveal that there are two distinct types of study possible, the first is *by instruction* or a *taught course*, the second is *by research*. There may be a combination of both too, as an increasing number of post-graduate courses now contain both research and taught elements, although the traditional division between the two modes of delivery still exists.

The most common type of course in terms of the number of people undertaking them are *taught courses*, or *courses by instruction*. Taught courses usually last one academic year full-time or two years part-time and lead to a higher degree such as a Master of Science (MSc) or a Master of Arts (MA). Applicants usually hold a degree in the same subject as the intended area of study.

Degrees by instruction are very similar to undergraduate courses in that most of the time is devoted to attending lectures. The course is followed by written examinations and the production of the thesis. Finally, an oral examination is held to test the knowledge accumulated throughout the year. It is important to perform satisfactorily in every part of this assessment procedure.

The different courses on the programme are coordinated so that students' workload is manageable and evenly spread throughout the year. The courses are taught intensively through lectures and small group tutorials, and rapidly bring students to an advanced level of understanding. A post-graduate's progress is continually assessed and students regularly contact with teaching staff adding to the vital interchange of ideas. In addition to lectures and tutorials, most courses include projects and practical work, essays, and problem classes. Case studies on – and visits to – relevant organizations are a feature of many courses.

Dissertations or supervised projects – major components of Master's courses – are essentially research-based and are a valuable preparation for a research Doctorate.

The nature of a *research course* is completely different, however, from that taken through a taught course. First of all, it lasts longer. The most popular qualification is Doctor of Philosophy (PhD), which usually takes three years. There is a shorter version called Master of Philosophy (MPhil), but minimum amount of time, which this takes, is usually two years. Both of these qualifications require the student carry out a piece of innovative research in a particular area of study. It is essential that the work has never been done before. Students are given training in research methods as well as the opportunity to pursue independent research under the guidance of experienced academics and, if studying a technical subject, to use highly sophisticated equipment.

The start of a research degree involves a very extensive survey of all previous work undertaken in that area. It is important to note that the process of keeping up to date with other work going on in the subject must continue throughout the entire period of the research.

The next stage of a research course usually involves collecting information in some way. The important thing is that something new must be found. The research is written up in the form of a thesis. Typically, this will contain an introduction, methodology, findings and discussion. The work should be an original piece of research which is to make a substantial contribution to knowledge in a specific area, followed by a defence of the dissertation in front of a panel. A PhD thesis should be produced over three or four years' full-time study and will take longer for part-time completion.

University and Higher Degrees in Great Britain

In England, Wales and Northern Ireland the most usual titles for a first or an undergraduate degree are *Bachelor of Arts* (BA) or *Bachelor of Science* (BSc). A first degree is usually awarded at the end of a three-year course, which most people start at the age of 18/19, after leaving school, a second degree is *Master of Arts* (MA) or *Master of Science* (MSc) and the highest degree is *Doctor of Philosophy* (PhD).

A higher degree is one which is awarded after further study, usually, although not always, involving research. It is sometimes also called a *further* degree.

The range of second or further degrees in Britain is huge and complex – and depends on the arrangements of each autonomous university. There are MPhil (Master or Philosophy), MEng (Master of Engineering), MArch (Master of Architecture), and many others. Although some students take their second degree in the same university as their first degree, many more move to another university.

The award of a Master's degree is the culmination of what is normally one-year full time or two-years of part-time taught study and demonstrates the attainment of mastery in the chosen subject area.

Until recently, post-graduate Master's degrees were awarded without grade or class. Nowadays, however, Master's degrees are classified into categories of *Pass*, *Merit* and *Distinction* – commonly 50+, 60+, and 70+ percent marks, respectively.

The most common types of research post-graduate Masters are MPhil and MRes. The Master of Philosophy (MPhil) is a research degree awarded for the completion of a thesis. It is a shorter version of the PhD but is of a

lower standard. The Master of Research (MRes) degree is a more structured and organized version of the MPhil, usually designed to prepare a student for a career in research. For example, an MRes may combine individual research with periods of work placement in research institutions.

The Universities of Oxford, Cambridge and Dublin award MA degree to BAs without further examination, when a certain number of years have passed and (in some cases but not all cases) upon payment of a nominal fee. The MAs awarded by Oxford and Cambridge are colloquially known as the *Oxbridge MA*.

The doctorate generally requires an outstanding proficiency in some specialised branch of research. It is regarded as the highest degree. The degree of Doctor of Philosophy (PhD) is awarded after a minimum of two or three years' research and indicates a higher level of attainment than a Master's degree. The degree often leads to careers in academia as a lecturer or researcher. The use of the word *philosophy* does not mean that the degree is restricted to philosophy. The name is the same for all faculties, and one may have a DPhil in English, or mathematics, or geography. From a practical point of view *philosophy* here means the same as *наук* in the names *кандидат* или *доктор наук*.

Uniformity of standards between universities is promoted by the practice of employing outside examiners for all examinations, and the general pattern of teaching (a combination of lectures, small group seminars or tutorials with practical classes where necessary) is fairly similar throughout Britain.

The sign is a reference to the tasks in the e-course “English for Research Students”. To get an access to the tasks, it is necessary to sign for the course located at [www.dl.bsu.by/Общегуниверситетские кафедры/English for Research Students](http://www.dl.bsu.by/Общегуниверситетские_кафедры/English_for_Research_Students).



Watch a video clip “Studying in the UK” and get ready to discuss the pros and cons of pursuing post-graduate education in the United Kingdom.

University and Higher Degrees in the USA

An academic degree is a title conferred upon an individual by colleges that officially recognizes completion of a prescribed academic curriculum undertaken at the undergraduate or graduate academic level.

The Bachelor of Arts (B.A.) degree is typically conferred by institutions of higher learning that are designated as four-year colleges, many of which are part of universities. In general, completion of a B.A. degree means that students

successfully complete course work and fulfill certain requirements. Most bachelor's degree programs require at least 120 credits to graduate.

According to the US Department of Education as for graduate education, it falls into the following categories: master's degree education, research doctoral degree education and postdoctoral training.

The Master's degree. Graduate degrees vary, but the most commonly completed graduate degree is the *Master's degree*. The master's degree is awarded upon completion of one to two years of advanced graduate study beyond the Bachelor's degree, depending on the field of study and conferring institution. It recognizes heightened expertise in an academic discipline or professional field of study, gained through intensive course work; the preparation of a culminating project or scholarly paper or thesis; or successful completion of a comprehensive examination which tests students on foundational knowledge in the field of study.

Master's degrees can be separated into two types: *the research master's degree* (academic) and *the professional master's degree* (professional). Popular graduate degrees include the Master's of Business administration (M.B.A.), Fine arts (M.F.A.), Social work (M.S.W.), Law (LL.M.), and specialist in education (Ed.S.).

The research doctorate is the highest academic degree conferred upon an individual in the US system of graduate education. Course work and examinations play important roles in the first stages of a research doctoral degree program of study. However, what distinguishes this degree from all others (in particular, from first professional doctoral degrees) is its recognition of the recipient's proven ability to conduct independent research at a professional level in either an academic or professional discipline. This independent research, typically presented in the form of a thesis, dissertation, or other major culminating project, must pass the review of a committee of scholars from both within and outside the field of study. Because of the comprehensive nature of this independent research and because it must be deemed to represent an important contribution to the body of knowledge in the field of study, research doctoral degrees take an average seven years to complete. In some cases, the doctoral candidate must also complete a supervised internship.

The most commonly known research doctoral degree is the Doctor of Philosophy (PhD). It is the highest *academic* credential that a student can earn in the USA, making it the most prestigious. However, there are a number of other doctoral degrees (professional) that enjoy the same status and represent variants of the PhD within certain fields. Examples are the Doctor of education

(EdD), the Doctor of dental science (DScS), the Doctor of architecture (DArch) and others.

Postdoctoral Education. Many persons who have earned PhD or similar degrees enroll in postdoctoral training programs or internships. Lasting one or more years, these programs do not usually confer a degree, but they are often considered necessary for those hoping to launch a professional or academic career in a given field of study.

Honorary Degrees. Honorary degrees are awarded by institutions of higher education primarily in recognition of some significant achievement rather than the completion of an academic course of study. For this reason, honorary degrees are not generally considered comparable to their academic counterparts.



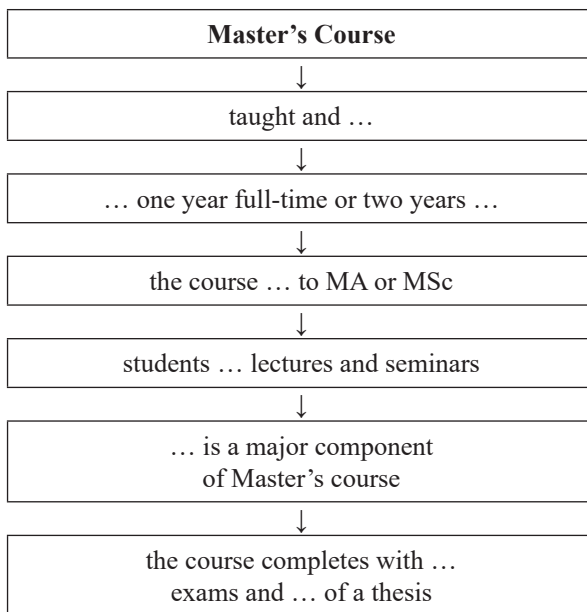
Watch a video clip “Getting a Masters Degree in the USA” and make a diagram for three types of Masters programs.

| **Check your knowledge of the useful vocabulary on the topic in question.**

a) Give English equivalents to the Russian ones:

абитуриент;
высшее образование;
последипломное образование;
оценка знаний;
закончить вуз с отличием;
гуманитарные науки;
поступить в магистратуру/аспирантуру;
присуждение степени;
специальные знания;
группа специалистов, комиссия;
ученый совет;
ученая степень;
почетная степень;
лектор, преподаватель;
научный работник;
индивидуальные практические занятия;
нагрузка;
представлять диссертацию;
защитить диссертацию.

b) Fill in the chart below.



c) Complete the sentences using the words and phrases from the texts and topic related vocabulary:

1. The first degree obtained at the end of a University course is usually called either ... or
2. A student who has already obtained a first degree and is studying for a higher degree is called
3. Dissertation production is a major component of ... studies.
4. The MAs awarded by Oxford and Cambridge are colloquially known as
5. The requirements for an MA or PhD degree usually include the preparation of
6. The most common types of masters programmes are
7. The use of the word “philosophy” in the abbreviation PhD does not mean that

Maria Brown tells us about her educational background. Complete each sentence with one of the words or phrases from the box below. Then speak on your own educational background. You may use Maria’s as a model.

apply	graduated	grant	higher degree
honours degree	job	option	PhD
place	primary school	scholarship	secondary school
stay on	study	subject	thesis

1. I started at ... in London when I was 5.
2. At the age of 11, I went on to ... , also in London.
3. At 18, I ... to university.
4. I got a ... at Manchester to ... Engineering.
5. In fact I was awarded a
6. But at the end of the first year I changed to another
7. I ... from University in 2003.
8. I have a first class ... in Economics.
9. I decided to ... at university.
10. So I did a ... in business administration at the University of California.
11. During the course, I did an ... on small business development.
12. I found the topic so interesting that I applied for a ... to do a doctorate on the same subject.
13. Once I had got the money, I had to write a 50,000 word
14. So now I have a BA, an MBA and a
15. All I need now is a

Use the following sentences while speaking about your studies. Make logical changes in them, if necessary.

1. I've come here to do a Master's degree in Economics.
2. Higher education has changed my mental outlook and scope of interests.
3. I'm studying for a degree in History.
4. He's good at social subjects.
5. Numerous research projects are funded by the private sector.
6. I graduated from Moscow University with a degree in Political Science.
7. He got a degree in History from the BSU.
8. He took a degree in Law, then joined a law firm.
9. Candidates are required to present a dissertation of between 8000 and 12,000 words.
10. Students can either do a dissertation or take part in a practical project.
11. The course integrates academic study and practical training.

Progress questions.

1. What are two basic types of post-graduate study in the UK?
2. What is the difference between a taught and a research course?

3. Are degrees by instruction similar to undergraduate courses? In what?
4. What is an academic degree? What kinds of degrees are awarded in the UK? the USA? Belarus?
5. What is a major component of a Master's course in comparison with the Bachelor's one?
6. What is a thesis? What is the general composition of any dissertation?
7. What is important for the dissertation production and defence?
8. What are the differences and similarities between the systems of post-graduate study in the UK, the USA and Belarus?
9. What comments can you give on the quotation by Herbert Spencer: "Science is organized knowledge"? Does doing science organize you, shape your character and mental outlook?
10. What new experience and knowledge do you hope to gain from the post-graduate study?

| *Speak on:*

1. Post-graduate study in the UK, USA and Belarus: similarities and differences.
2. University and Higher Degrees in the UK, USA and Belarus.

| *As you know, Belarus has joined the Bologna Process.
Digest information dealing with this event.*

The European Higher Education Area and the Bologna Process

The Bologna Process is a voluntary higher education reform process, which commenced in 1998/99, with the aim of making higher education systems compliant, and enhancing their international visibility. The European University Association (EUA) plays an active role in the Bologna Process representing views of the universities, and participates in practically all its events and activities. EUA has also contributed to explaining and promoting the Bologna Reforms around the globe.

The Bologna Process was launched in 1998 (Sorbonne Declaration) by four countries (France, Germany, Italy, the UK). Since then, more countries have joined.

2010 was a milestone for the Bologna Process: at the Vienna-Budapest Ministerial Conference the European Higher Education Area was established. At the same time, it was decided to continue the Bologna Process, at least until 2020.

The Bologna Process is a rather unique approach to reform and internationalise higher education systems and institutions. At its heart is the partnership between national governments.

The main issues in the Bologna Process include:

- a converged degree structure: three study cycles of Bachelor, Masters and Doctorates;
- a joint credit system, usually the European credit transfer system (ECTS) or a compliant system;
- mobility of students and staff;
- internationalisation of higher education systems and institutions, the international visibility of the European Higher Education Area (EHEA), also named “Bologna in a global setting” or “international attractiveness”;
- social dimension, lifelong learning and widening access and participation;
- recognition of study periods, based on the credit system, and degrees, in line with the Lisbon Recognition Convention.

In 2005, Belarus announced the intention to make its higher education system similar to the ideas proclaimed in the Bologna Declaration and in 2012, made the first attempt to join the Bologna process. To become a member of the Bologna process, Belarus was advised to meet some requirements on the following paragraphs: academic freedom, institutional autonomy and integration of student community into the higher education management system. In 2015, Belarus was accepted to the Bologna Process and the European Higher Education Area. However, further reforms are needed to make Belarusian higher education more compatible, competitive and attractive.

Express your opinion on the acceptance of Belarus to the Bologna Process.

Read the text on the educational policy in the Republic of Belarus. State the message of each paragraph of the text.

Belarus: Education in the 21st Century

Many countries consider education a major vehicle of social advancement. Training of highly qualified specialists, capable of solving the most complex problems of modern society is the main priority of higher education. The efforts of our scientists have always been focused on the fundamental problems of humanities, natural and social sciences.

At the end of the century the system of higher and further education in Belarus underwent a process of great reforms. They were initiated to provide closer links between education and technological needs of industry. The major significance of the reforms was to move toward the democratization of university administration and the “humanitarization” of the educational process in terms of students’ individual aptitudes and needs.

A distinguishing feature of our universities is that they are becoming internationally oriented. We have joined the European Cultural Convention which enables us to participate in all projects concerning higher and further education, academic mobility and recognition of qualification. The universities also expand their cooperation with such authoritative international organizations as UNESCO and the Council of Europe.

The need to make education more democratic and universal arises from the fact that our country is integrating into the European community. Issues such as environment, exchange rate and economic competition, public health, national security, poverty, population control and human rights affect every country domestically as well as internationally.

The characteristic feature and the main trend in modern higher and further education is not only to check students' knowledge but to develop their abilities and creative thinking. Today's scientific and technological progress demands of the university graduates to be prepared to deepen their knowledge individually and adapt themselves quickly to the changes in science or industry.

Much has already been done and is being done to transform the national system of education. A wide range of non-state schools, colleges and institutes have been introduced.

Of course, university education in Belarus still faces a great variety of problems, connected with introduction of new disciplines, retraining of the faculty, reorienting university policies and programs towards new goals. But if we want to prosper in the new environment of the 21st century, our universities must truly orient themselves around new goals.

| *Points for discussion.*

1. The role of education in modern society.
2. Reforms of higher and further education in the Republic of Belarus.
3. The main trends in the native higher and further education.

| *Study the information about the Higher Attestation Committee and get ready to speak about its tasks.*

Высшая аттестационная комиссия Республики Беларусь

Высшая аттестационная комиссия Республики Беларусь (ВАК) является республиканским органом государственного управления, реализующим функцию государственного регулирования в области аттестации научных и научно-педагогических работников высшей квалификации, и подчиняется Президенту Республики Беларусь.

1. Основными задачами ВАК являются:

- обеспечение функционирования национальной системы аттестации научных и научно-педагогических работников высшей квалификации;
- обеспечение единых требований к уровню научной и научно-педагогической квалификации соискателей ученых степеней и ученых званий;
- развитие международного сотрудничества в области аттестации научных работников.

ВАК в соответствии с возложенными на нее основными задачами осуществляет следующие функции:

- определяет совместно с Национальной академией наук Беларуси и Государственным комитетом по науке и технологиям порядок аккредитации научных организаций;
- разрабатывает и утверждает номенклатуру специальностей научных работников Республики Беларусь и перечень специальностей, по которым присваиваются ученые звания;
- утверждает состав советов по защите диссертаций;
- присуждает ученые степени доктора и кандидата наук на основании ходатайств советов по защите диссертаций;
- присваивает на основании ходатайств советов (ученых советов) высших учебных заведений и научных организаций ученые звания профессора и доцента;
- проводит нострификацию документов о присуждении ученых степеней и присвоении ученых званий, выданных в других государствах, с которыми Республикой Беларусь заключены договоры о признании этих документов;

ВАК в пределах своей компетенции имеет право:

- совместно с Министерством образования и Национальной академией наук Беларуси разрабатывать рекомендации по научно-методическому руководству подготовкой научных работников и тематике диссертаций докторантов и аспирантов;
- привлекать высококвалифицированных специалистов в качестве экспертов по вопросам аттестации научных работников;
- отменять решения советов по защите диссертаций о присуждении ученых степеней кандидата и докторов наук.

2. ВАК возглавляет Председатель, назначаемый на должность и освобождаемый от должности Президентом Республики Беларусь.

3. Главным научно-аттестационным органом ВАК является Президиум, который принимает решения по вопросам присуждения ученых степеней и присвоения ученых званий.

4. Для проведения экспертизы диссертаций и аттестационных дел соискателей ученых степеней и ученых званий ВАК создает экспертные советы по отраслям науки или группам специальностей соответствующей отрасли науки.

5. ВАК является юридическим лицом, имеет печать с изображением Государственного герба Республики Беларусь и со своим наименованием.

The Belarusian State University is one of the leading educational institutions in the Republic of Belarus. It ranks high among European Universities. Further there follows information about research activities at the BSU.

The BSU: Research and Development

The BSU which has recently celebrated its 95th anniversary is a top-ranked university in the national system of education. According to QS WUR (QS World University Rankings), the BSU ranks 354 among the best universities in the world, it has reached the top three among the universities of the CIS. It is a large academic, scientific and manufacturing complex. Since its foundation in 1921 in Minsk, the BSU's goal has always been to provide quality education to young people. The University trains elite personnel in social, humanitarian and natural sciences, carries out fundamental and applied research in the main fields of science. To a great extent it shapes the national image of the country.

At first, there were 5 University faculties, nowadays there are 16 faculties within the University structure. Considerable contribution to the University shaping was made by the first Rector, academician Vladimir Ivanovich Picheta. Today the BSU is the Alma Mater for 30 thousand students. The University hosts foreign students from different countries, most of them being from China, Turkmenistan and Russia.

The Belarusian State University offers a variety of educational programmes at undergraduate and post-graduate levels. Training for the first degree lasts 4 years and provides students with the expertise, qualification and Specialist's Diploma. The curriculum is diversified and includes a wide range of subjects which help students not only obtain knowledge but develop their personality. Every year new specialties and specializations are introduced to meet the challenges of life.

Training for a higher degree (Master's degree) is exercised by two types of programmes: research and professionally oriented Master programmes and lasts one year. The program's goal is to provide the students with comprehensive knowledge and special skills for professional, pedagogical and research activity.

The third level is a post-graduate research course which lasts three years. It is aimed at training highly qualified researchers working towards a candidate of science degree (equivalent of PhD).

There also exists a postdoctoral level that leads to the degree of a full Doctor of Science (this level has no equivalent in the European standardized system of post-graduate education).

Research activity at the BSU is conducted at numerous research institutions, research centers, laboratories and University departments. More than 3000 lecturers and university researchers are engaged in different scientific projects. Candidates of Science, Doctors of Science, Academicians, Corresponding members of the National Academy of Sciences work at the BSU. Thousands of publications are issued and a great number of scientific and practical conferences, symposia and seminars are held annually.

High level of teaching and research facilitates the process of integration of the University into a broader educational environment. The BSU takes part in 80 international programmes, including INTAS, TEMPUS, COPERNICUS¹ as well as those developing under the auspices of the UNO, CERN², etc.

The BSU enjoys a perfect reputation among applicants. It offers the best start for a successful career since BSU diplomas are highly valued in the world. The University can boast of new modern hostels, a modern sports complex, one of the largest university libraries in the country, advanced education techniques, dynamic development. It is worth mentioning that University students are being actively involved in the University management.

Notes

¹INTAS – The International Association for the Promotion of Co-operation with Scientists from the New independent States of the Former Soviet States;

TEMPUS – Trans-European Mobility Programme for University Studies;

COPERNICUS – Copernicus, previously known as GMES (Global Monitoring for Environment and Security), is the European Programme for the establishment of a European capacity for Earth Observation.

²CERN – Conseil Européen pour la Recherche Nucléaire (European Council for Nuclear Research).



Discuss pros and cons of post-graduate education in Belarus (Resource: e-book forum).

In Focus

Expressing importance

Adjectives for evaluating importance	Examples
important	<i>Important</i> new information about the planets has been gained from the space probes.
significant	British scientists published a <i>significant</i> piece of research on the nature of cancerous cells.
fundamental	<i>Fundamental</i> problems exist in current theories of the universe.
crucial	A <i>crucial</i> stage of global warming could be reached within ten years, scientists say.
ground-breaking	A <i>ground-breaking</i> discovery has been made in research into ageing.
unique	The discovery of archeologists in Egypt is <i>unique</i> according to scientists.
seminal	In his <i>seminal</i> work Abaka challenges current techniques, revealing flaws in data interpretation.
notable	The only criticism I have is that there is a <i>notable</i> lack of references to works before.

Translate the sentences in which you can use the words and word-combinations expressing “importance”.

1. В своем основополагающем труде ученый изложил свои мысли по поводу развития отечественной науки.
2. Выступление молодого ученого стало заметным явлением в научных кругах.
3. Что является решающим фактором при написании диссертации?
4. Конституция считается основным законом любого государства.

WHY UNDERTAKE POST-GRADUATE STUDY?

Topical wordlist

advantage *n* – преимущество

to provide ~ – предоставить преимущество

advantageous *adj* – преимущественный

to be ~ – обладать преимуществом

assimilate ideas – воспринимать идеи
benefit (from) *v* – извлекать пользу (из)
competition *n* – конкуренция
 fierce ~ – жесткая конкуренция
competitive *adj* – конкурентный
 ~ *environment* – конкурентная среда
do a degree/work towards a PhD – заниматься в аспирантуре
generalize *v* – обобщать
inquisitive/inquiring mind – пытливый ум
long term aims – долгосрочные цели
more employable – более привлекательный для работодателя
motivation *n* – мотивация
option *n* – выбор
outdated *adj* – устаревший
problem-solving – решение проблемных вопросов
produce a dissertation – написать диссертацию
put theory into practice – использовать теорию на практике
skill *n* – умение
 higher level ~ *s* – умения более высокого уровня
 to acquire ~ *s* – приобретать умения
 to develop ~ – развивать умения
specialize (in) *v* – специализироваться (в)
 ~ *a particular field* – специализироваться в конкретной области (знаний)
speciality (Br.) /specialty (Am.) *n* – специальность
staff *n* – штат служащих
 academic / teaching ~ – профессорско-преподавательский состав
succeed academically – достичь успехов в учебе
tailor a course – разработать курс
time management – умение организовать свое время
value *v* – ценить
valuable *adj* – ценный
 ~ *experience* – ценный опыт
variety of reasons – разнообразие причин
undertake further study – продолжить обучение
work experience – опыт работ

What qualities does research demand from post-graduate students, those young people who make up their minds to pursue research activities? Some of these qualities are discussed in the text below. Think of the other ones. Do you enjoy solving problems, have creative abilities or things like that? Are you patient enough, hard-working for this kind of activity?

Different types of study require similar qualities from the people who undertake them. Thus, working towards a research degree demands an inquisitive mind that will maintain the motivation to learn and discover new information. It also demands a high level of intellectual ability in order to cope with the pressures of understanding the possible complex arguments, facts or theories, requires a high degree of organizational ability and time management, as so many different things need to be attended to.

Why undertake post-graduate study? There is no definite answer to this question. There are various reasons for choosing post-graduate study but some reasons are more positive than others. Look through the opinions below and get ready to discuss motivating reasons to do a higher degree.

Tom Brown:

“I really enjoy my subject”

This is a highly motivating reason to do a higher degree. It’s worth considering the long-term implications of your choice. Does your choice of the course fit in with your long-term career plans? That does not mean that you should only consider post-graduate programmes related to your area of work interest. All further study programmes will enable you to develop skills that you could market to an employer.

Emily Wright:

“I need it to pursue my chosen career”

This is an obvious positive reason for undertaking further study. Some career areas do require a professional qualification, for example law, teaching, social work, librarianship or clinical psychology. For other employment areas a post-graduate qualification, although not essential, will provide a distinct advantage to applicants, particularly when competition for places is fierce. In any case it will make you stand out from the crowd and get a better job. Research the area of work that interests you to identify whether a post-graduate course would be necessary or advantageous to you.

Martin Scott:

“I don’t know what to do – this will give me more time to decide”

Past experience suggests undertaking a further year or more of study is unlikely to lead to careers inspiration! If you choose a course for this reason, it

is important to use the duration of the course to decide what options are open to you, what skills you have to offer, what you want out of a job or may be jobs, what jobs would suit you in general.

Apart from the above reasons you may have some others worth mentioning. Think of them and put them down in the order of preference.

There can be less optimistic opinions about taking post-graduate or doctorate courses. Some people consider post-graduate and doctorate study a mere waste of time and effort. Express your opinion on the problem. If you disagree with something, debate and give your arguments.

Pamela Bain

The idea of original research can conjure up thoughts of constant intellectual excitement and cries of “eureka!” The reality may be rather different. Studying for a research degree is very different from studying for an undergraduate degree. Consider carefully whether or not you would enjoy the basic research techniques you are going to use. Can you imagine counting black dots down a microscope for weeks on end? Will you be happy working alone in a library for days on end? The breakthrough, when it happens, can be euphoric, but when results refuse to come it can be deeply disappointing.

Tom Sight

Doctorates don't count for much outside academia – and in fact they may count against you. If you can't find a directly relevant area for subsequent professional work, then many employers are likely to look at you, a 25–30 year old person with three-six years of post-graduate work as being a strange and slightly worrying employment prospect. Another thing you won't be told is how many people don't complete their doctorates. I've heard various figures mentioned, but I believe that around 50 % of people who start doctorates don't get a PhD out of it. An enormous proportion of people simply never finish the things because it's not quite what they were expecting when they started.

What is your motivation for taking a post-graduate course? Is it only because of future career development? Sum up all pros and cons. The text below provides you with the information worth thinking about and will help you find the right answer.

Career Prospects for Post-graduates

Post-graduate sector is mushrooming today. Further study is undertaken for a variety of reasons but usually with some career aim in mind. Just getting a university degree isn't enough nowadays, many undergraduates feel an extra qualification is a way to distinguish themselves from a large number of job-hunters clutching a first degree certificate. A higher degree can open new options to them when entering the same job market as an undergraduate. Employers are increasingly looking for graduates who can hit the ground running, who can demonstrate both breadth and depth of subject knowledge.

Post-graduate study is fundamental to the development of higher level skills. The process of achieving a research degree develops an inquiring mind, independence of thought, problem-solving abilities, an ability to work autonomously and the ability to assimilate, articulate and defend new ideas. The benefits of post-graduate education are obvious: development of key skills, the chance to put theory into practice, greater understanding of career choices, valuable career contacts for the future.

Post-graduates are among the most intelligent students. They tend to be people who have succeeded academically. The view that post-graduates are otherworldly and lacking in drive is outdated, and there is evidence that employers are taking post-graduates much more seriously. Having organized their own studies, post-graduates can be good project managers, experts in analysis, and capable of working through complex processes without being intimidated.

A post-graduate qualification from the BSU is one that is recognized globally and will provide an excellent route to better career prospects. Major companies say they would rather employ students from the BSU. The BSU's high quality facilities and teaching and its interdisciplinary approach to research will enable trainees to complete a high-quality master's or doctoral thesis and to develop a range of knowledge, understanding and skills necessary for their future employment.

The current crop of PhD students are surely busier than their predecessors, and are being required to professionalize earlier. Not only are they working to finish their dissertations within the three-year period of their awards, but engaged in other activities entirely appropriate to their stage of career. They often do teaching, make research trips, attend seminars, lectures, conferences where they get experience in delivering materials in a public forum, and develop presentation skills.

Combining subjects in a degree programme is a popular way of tailoring a course to reflect one's career aspirations. Employment opportunities demand well developed language skills. The course of a foreign language will provide language training opportunities for all students whatever course they are taking.

Students working towards a PhD have already completed a Master's degree. It is crucial that learners considering this option have a deep interest in their subject and a commitment to producing a piece of original research despite the pressure to complete the dissertation on time and have a certain number of publications. It is equally important that they have a research topic which is both interesting to them, and viable in the context of a research degree.

Whatever career path a post-graduate chooses most employers are sure to value the skills he has developed while doing a degree.

It is difficult to generalize about the reasons for doing post-graduate study as everyone will come to it with different circumstances, motivations and aspirations. Research the area of work you wish to enter to identify how potential employers would view applicants with post-graduate qualifications. What new experience and knowledge will you gain from the post-graduate course?



Watch a video clip “Motivation for Pursuing a Grad Education” and state end goals for taking a Master's course.

| Discuss with your group-mates the issues of ...

- a) motivating reasons for taking a post-graduate course (*to undertake further studies, extra qualification, career plans, to make more employable, to provide advantage, to stand out of the crowd, to enjoy the subject, to open options*);
- b) qualities a young researcher must possess to be a success (*to enjoy problem solving, creative abilities, hard-working, patient, inquisitive mind, a high level of intellectual ability, a high degree of organizational ability and time management, to work in a library*);
- c) career prospects for post-graduates (*better career prospects, a key role, to make a person more employable, to put theory into practice, to benefit from, development of specific skills*).

| Check your knowledge of the useful vocabulary on the topic in question.

a) Give English equivalents to the Russian ones:

успевать в учебе;
дополнительная квалификация;
развивать умения;
рынок труда;

более востребованный на работе;
работать автономно;
защищать идеи;
извлекать пользу;
воплотить теорию на практике;
ценные контакты;
публичное выступление;
закончить в срок;
иметь печатные работы.

**b) Complete the sentences supplying them with the missing information.
Consult the box below.**

1. Post-graduate study is undertaken for a variety of
2. Master's course forms the foundation for the next
3. Part-time post-graduate study is a popular ... which allows to combine work and study.
4. People's ... for applying to take a post-graduate course vary greatly.
5. A post-graduate qualification may provide you with the advantage over other candidates in an increasingly ... job market.
6. Employers ... the experience gained while taking a post-graduate course.
7. Research degrees demonstrate your ... to work autonomously.

value	reason	ability	option
level	motivation	competitive	

| Progress questions.

1. What are the main motives for undertaking post-graduate study?
2. What is your motivation for taking a post-graduate course?
3. Is there a difference between studying for a research degree and studying for an undergraduate degree?
4. What qualities should a post-graduate student possess?
5. Do you agree that a master's qualification is a way to distinguish yourself from the large number of first degree holders on the job market?
6. What are the benefits of having a post-graduate qualification in relation to future employment?
7. Do you think that most employers will value the skills developed at your post-graduate course?
8. Why did you choose to take a post-graduate course at the BSU?

9. Do you think that a higher degree provides opportunities for a career promotion?
10. Are you going to deepen your research experience and enroll for studies for a PhD degree?



Discuss the reasons for taking post-graduate study, your motivations and aspirations (Resource: e-book forum).

In Focus

Expressing Likeness

Phrases	Examples
... be similar to ... in ...	1. The situation with academic degrees in Austria <i>is similar to</i> the situation in German education.
... have similar...	2. European universities <i>have similar</i> patterns of post-graduate courses.
... be like...	3. The analysis provided for in the recent article <i>is like</i> the previous analysis based on a literature review, case studies, expert interviews.
... be alike in ...	4. The findings of these two scientists <i>are alike in</i> terms of their practical application.
... be identical to...	5. His motivation for doing a higher degree <i>is identical to</i> mine in the hope of becoming more employable in future.
... resemble ... in	6. The experiment described in the article <i>resembles</i> in many respects the experiment conducted in our lab.

Translate the sentences in which you can use the words and word-combinations expressing “likeness”.

1. Ученые продемонстрировали схожие подходы к обсуждаемой проблеме.
2. Представленные диссертации похожи в плане материала исследования.
3. Используемые методики чрезвычайно похожи.
4. Неожиданно исследователи пришли к идентичным выводам.

RESEARCH SUPERVISION

Topical wordlist

approach (to) *n* – подход (к)

innovative ~ – новаторский подход

comprehensive ~ – всесторонний подход

complete *v* – завершать

~ one's research – завершить исследование

completion *n* – завершение

~ of one's studies – завершение учебы

crucial *adj* – решающий

~ factor – решающий фактор

design work on the thesis – спланировать работу по диссертации

define a programme of research – определить программу исследования

expert *n* – специалист

~ in the chosen area of research – специалист в избранной области исследования

expertise *n* – специальные знания

experienced (in) *adj* – имеющий опыт (в)

formulate one's research proposal – формулировать направление исследования

gain success – добиться успеха

guide *v* – направлять, руководить

guidance *n* – руководство

monitor progress – следить за прогрессом

procedure and regulations – процедура и правила (защиты диссертации)

provide *v* – обеспечивать, предоставлять

~ feedback – обеспечить обратную связь

~ training in research – обеспечивать подготовку в области научных исследований

responsibility *n* – ответственность

the prime ~ – основная ответственность

retain the prime ~ – нести основную ответственность

share ~ – разделить ответственность

stimulating research environment – благоприятные условия для исследования

supervise *v* – наблюдать, надзирать

supervision *n* – надзор, наблюдение

research ~ – научное руководство

dual ~ – двойное руководство
supervisor *n* – руководитель
research ~ – научный руководитель
work closely – работать в тесном сотрудничестве

*Any research conducted by a post-graduate student is supervised by a competent researcher with an advanced academic degree.
From the speech provided by the Dean of Guildford University on the supervision at his University you will learn about supervisors' activities.
Compare this information with what you have at BSU.*

When you are offered a place on any of our research degrees, you carefully match you with an appropriate supervisor who will be experienced in the field of your research interests. Your supervisor(s) will help you in formulating your research proposal and give you assistance towards successful and timely completion of your studies. Many Schools will offer dual supervision or a supervisory panel. In addition, students working in most of the Schools in the Sciences and Life Sciences will be part of a research group. We believe that this provides the opportunity for you to gain access to wider expertise and support.

Your Supervisor is usually the most important academic person-resource in your post-graduate program. He is appointed from the School's academic staff. He is your first point of contact for a range of questions, including professional development and administrative procedures.

The main activity is, of course, independent study and the production of a thesis based on it. As a research student, you will work closely with a supervisor who will guide and advise you throughout your period of study. The supervisor will guide you in writing your thesis, the responsibilities are shared between student and supervisor, but you retain the prime responsibility for your own work. In addition to your own independent study, you will take part in the general research life of your department, and may be involved in research seminars, colloquia and other activities with your colleagues and with academic staff. At the end of your period of study, you will present your thesis for examination and be given an oral examination on it.

We regard the support of the supervisor as crucial in assisting you to complete your programme of study successfully and within the permitted length of time. However, it is also important to remember that, whatever the discipline, a research degree is an opportunity to carry out an independent and original piece of work. Supervisors can offer advice and guidance, but they will not tell you exactly what to read or how to design and carry out work on your thesis.

Your supervisor should be acquainted with procedures and regulations of writing and defending your thesis. It is expected that a supervisor and a student

meet at regular intervals so that the supervisor may advise and inform about the development of the research project. He establishes a stimulating research environment, gives advice on the choice of project and planning, provides training in research, consults the post-graduate, continuously monitors progress and provides structured feedback. Usually a supervisor remains aware of the student's situation and needs.

Look through “Golden rules on how to approach your supervisor” and select the most appropriate ones for you.

Golden rules on how to approach your supervisor

1. Discuss frequency of meetings with your supervisor at the beginning.
2. Always leave a meeting with your research supervisor having agreed a date for the next one.
3. Do not become romantically involved with your supervisor.
4. Don't be too independent – you need to conform, too.
5. If anything is interfering with your work, let your supervisors know.
6. Establish exactly what is being criticized and how to put it right.
7. Ask direct but positively constructed questions.
8. Tell your supervisor what you are discovering as you are discovering it.

Below you will find different opinions of post-graduate students on supervision. Is research supervisor a boss, or a colleague, or a friend? What is your idea of an ideal supervisor? What do you prefer: to have a supervisor who is the name in his field, has plenty of ideas, which he is eager to share with you, or a supervisor who lets you make the research independently?

A. I found that my supervisor's advice on reading related to theory and methodologies was extremely good. While researching he gave me plenty of encouragement which really boosted my confidence. Once I started to write I found that he read what I gave him fairly promptly and his comments were very pertinent, enabling me to work through my ideas more logically. He has always made time in a busy schedule to discuss any problems. More than this, he went out of his way to be helpful when I was unwell. I have greatly appreciated the time and effort he has put into helping me and also for his encouragement and support throughout the four years I have been in the School. Although I could have felt somewhat isolated because my topic has few connections with other post-graduate research being undertaken, this has been minimised by the good working relationship which has been established with my supervisor.

(Final year PhD student)

B. My experience has been that this School is a good place to do research on economics, because of the high level of staff expertise and their reputation and influence, which extend far beyond the U.K. Both of my supervisors have been helpful, available to answer questions, and interested in my work. I have found a joint supervision arrangement to be especially beneficial to my work, given its holistic and innovative approach, and in my opinion the School's openness to joint supervision is a real strength.

(PhD third year student)

Discuss with your groupmates the issue of a good supervisor. You may use the expressions below.

Appropriate supervisor, experienced in the field of your research interests, to guide and advise you throughout your period of study, the responsibilities are shared between a student and his supervisor, crucial support, to design work on your thesis, procedures and regulations of writing and defending the thesis, to establish a stimulating research environment, to provide training in research, to continuously monitor progress, to provide structured feedback, to be aware of the student's situation and needs, to give plenty of encouragement, to boost one's confidence, pertinent comments, to appreciate the time and effort, encouragement and support, high level of expertise, reputation and influence, to be especially beneficial.

As a rule your supervisor is a famous scholar and an expert in some field, he may have discovered an interesting phenomenon or law. Try to find out about his scientific interests, his dissertation, and current research. This will help you establish better working environment. You may use biographies of Nobel Prize winner Joseph E. Stiglitz and Professor Eglit as models for describing expertise, research and academic career of your supervisor.

Profile: Joseph E. Stiglitz

Joseph E. Stiglitz was born in Gary, Indiana in 1943. A graduate of Amherst College, he received his PHD in 1967, became a full professor at Yale in 1970, and in 1979 was awarded the John Bates Clark Award, given biennially by the American Economic Association to the economist under 40 who has made the most significant contribution to the field. He has taught at Princeton, Stanford, at Columbia University in New York, and was a fellow of All Souls College, Oxford. He was awarded the Nobel Prize in economics.

He was a member of the Council of Economic Advisers during the Clinton administration, and served as CEA chairman. He then became Chief Economist and Senior Vice-President of the World Bank.

Stiglitz helped create a new branch of economics, “The Economics of Information,” exploring the consequences of information asymmetries and pioneering such pivotal concepts as adverse selection and moral hazard, which have now become standard tools not only of theorists, but of policy analysts. He has made major contributions to macroeconomics and monetary theory, to trade theory and public and corporate finance, to the theories of industrial organization and rural organization, and to the theories of welfare economics and of income and wealth distribution.

His work has helped explain the circumstances in which markets do not work well, and how selective government intervention can improve their performance.

Recognized around the world as a leading economic educator, he has written textbooks that have been translated into more than a dozen languages. He founded one of the leading economics journals, *The Journal of Economic Perspectives*. He has recently come out with a new book, *The Roaring Nineties*. His book *Globalization and Its Discontents* has been translated into 28 languages and is an international bestseller.

Profile: Howard C. Eglit, Professor of Law

Professor Eglit’s scholarly interests are in the areas of law and aging. He works in the fields of employment discrimination, constitutional law, and remedies. He has authored and co-authored numerous journal articles and several books, including a three-volume treatise entitled *Age Discrimination*.

Professor Eglit holds a bachelor’s degree from the University of Michigan and a law degree from the University of Chicago. Prior to joining the Chicago-Kent faculty, Professor Eglit served in several capacities, including counsel to the United States House of Representatives Judiciary Committee and legal director of the Illinois Division of the American Civil Liberties Union.

He teaches undergraduate and graduate courses in Constitutional law to students from foreign legal backgrounds. Professor Eglit was a visiting professor at the University of Chicago Law School and at the Free University of Amsterdam. He has received fellowships from the Olin Foundation (for work on treaties and constitutional law) and the Rockefeller Foundation (for a book on the effects of globalization on American constitutional law).

Professor Eglit has served on numerous boards and chaired the Highland Park Historic Preservation Commission. He is a member of the advisory committee for

the Buehler Center on Aging, McGaw Medical Center, Northwestern University. He served as general Counsel of the U.S. Senate Judiciary Committee, where he advised on constitutional issues and judicial nominations.

Discuss in English the information about a research supervisor making use of the topical vocabulary.

Научный руководитель. Кто он?

Для того чтобы не растеряться в огромном количестве информации, у каждого аспиранта есть научный руководитель – опытный педагог и ученый, который может помочь определиться с темой, выбрать методики исследования, дать советы по организации эксперимента, а возможно, порекомендовать некоторую необходимую литературу. Однако научный руководитель лишь направляет аспиранта, помогает ему сориентироваться, но не делает работу за него.

Итак, научный руководитель – это тот, кто должен осуществлять руководство научной деятельностью аспиранта с высоты своего опыта, помогать ему двигаться к намеченной цели. Обычно им становится доктор наук (причем тех же наук, ученую степень на соискание которых собирается получить аспирант). Но в некоторых случаях (которых немало), им может быть и кандидат наук.

Научных руководителей может быть и два, особенно если диссертация защищается по двум специальностям, как сейчас модно. Помимо научного руководителя, у аспиранта может быть и научный консультант.

Научные руководители утверждают ученым советом вуза в самом начале обучения в аспирантуре вместе с темой диссертации.

Существуют два типа научных руководителей.

Первый тип наиболее удобен для аспиранта – такой научный руководитель во всем помогает своему подопечному: проверяет данные его эксперимента, помогает их интерпретировать, находит для него возможности публиковаться, правит статьи, советует, как сформулировать цель, задачи, гипотезу исследования и т. д. Аспиранту, имеющему такого научного руководителя, живется легче, но при этом от него требуется и меньше творчества. В результате такой аспирант может так и не приобрести навыков самостоятельных занятий научной работой.

Второй тип научных руководителей можно назвать ленивыми – они не удосуживаются даже почитать материалы диссертации, отделяются от своего ученика общими советами. Аспирантам с таким научным руководителем очень трудно, особенно на начальном этапе обучения, но в дальней-

шем, если такому аспиранту все же удастся написать и защитить диссертацию, он будет являть собой тип сформированного научного работника.

Лучше, конечно, если ваш научный руководитель представляет собой нечто среднее между двумя крайними типами, описанными выше.

| Check your knowledge of the useful vocabulary on the topic in question.

a) Give English equivalents to the Russian ones:

опытный в области научных интересов аспиранта;

оказывать помощь;

разделять ответственность;

специальные знания;

репутация и влияние;

среда, стимулирующая научные исследования;

регулярно встречаться;

следить за прогрессом;

обеспечивать обратную связь;

вдумчивые комментарии;

быть осведомленным о проблемах студента;

предоставить статью.

b) Complete the sentences supplying them with the missing information.

1. It is ... who is responsible to the faculty for the progress of his post-graduates.

2. A suitably qualified supervisor should be ... for advice, support and assistance.

3. It is vital do understand that management of the project is student's

4. A candidate is to be ... of the requirements for the degree in which he/she is enrolled.

5. Research project is to be ... within definite time limits.

6. The nature and frequency of contacts are agreed between

7. The progress review report is to be ... annually by a post-graduate to his research supervisor.

| Progress questions.

1. What is the educational background of your research advisor?

2. What is the field of his/her research?

3. What were the main findings in his doctoral research?

4. Is he/she invited as a visiting professor to other universities in Belarus and abroad to deliver lectures?

5. Is he/she known for his/her research not only in Belarus but in foreign countries?

6. Does he/she often attend international scientific conferences?
7. How many post-graduate students are supervised today by him/her?
8. How many scientific articles, monograph books, etc. has your research advisor published?
9. What are the main books/articles of your scientific advisor?
10. Did your scientific advisor get any prizes or awards for his/her research?
11. In what way does your research advisor assist you in your research?
12. Are you planning to publish any joint articles?
13. What would you like to copy from the professional style of your advisor?



Discuss the most/least expected qualities of a supervisor (Resource: e-book forum).

Exchange opinions with your fellow students on the following issues:

- your idea of a good supervisor;
- your experience in collaborating with the research supervisor.

In Focus

Expressing difference

Phrases	Examples
oppose to ...	1. Critics <i>opposed to</i> D. H. Lawrence and attacked his novels on various grounds.
opposite to ...	2. The results of the first experiment were <i>opposite to</i> those got from the repeated experiment.
differ from ... (in)	3. The meaning of many academic words <i>differs from</i> specific meanings they have <i>in</i> various disciplines where they are used as terms.
different from ... (in)	4. Your experience as a post-graduate student may be very <i>different from</i> your time as an undergraduate.
contrast with ... (in)	5. Academic life and study methods in the UK may <i>contrast with</i> what you have experienced in your country in many respects.
distinguish (between) differentiate (between)	6. We should <i>distinguish/differentiate between</i> different meanings of the term “faculty” used in US and UK university systems.

Phrases	Examples
unlike ... (in)	7. <i>Unlike</i> an old-fashioned rote learning modern education is based on stimulating creative thinking.
dissimilar from ... (in)	8. The researcher's approach is not <i>dissimilar</i> from the one applied in our investigation.
distinct from ...	9. Studying online is <i>distinct from</i> face-to-face study in using the Internet as the primary means of communication.

Translate the sentences in which you can use the words and word-combinations expressing "difference".

1. Вторая из представленных на заседании ученого совета диссертаций отличается от предыдущей наличием обширной статистической базы.
2. Социологи различают монолитное общество Японии и многонациональную Канаду.
3. Английский и французский языки различаются принадлежностью к разным языковым группам: германской и романской.
4. Участники конференции резко возражали против выводов, сделанных докладчиком.

ATTENDING A CONFERENCE

Topical wordlist

agenda *n* – повестка дня

tentative/provisional ~ – предварительная повестка дня

on the ~ – на повестке дня

~ items – пункты повестки

closing speech – заключительное слово

conference *n* – конференция

to attend ~ – присутствовать на конференции

to close ~ – закрыть работу конференции

to convene ~ – созывать конференцию

to hold ~ – проводить конференцию

to host ~ – быть принимающей стороной (устроителем) конференции

to organize ~ – организовать конференцию

to sponsor ~ – спонсировать конференцию

to take part (participate) in ~ – принимать участие в конференции

annual ~ – ежегодная конференция
forthcoming ~ – предстоящая конференция
regular ~ – очередная конференция
~ attendee – участник конференции
~ Chair/Chairman – председатель конференции
~ proceedings – сборник трудов конференции
discussion *n* – обсуждение
issue/problem under ~ – обсуждаемая проблема
round-table ~ – обсуждение за круглым столом
panel ~ – обсуждение докладов специалистами
peer- ~ – коллегиальное обсуждение
exchange opinions (on) – обменяться мнениями (по)
final sitting/session – заключительное заседание
notification *n* – уведомление
~ of acceptance or rejection – уведомление о принятии (доклада) или отказа
opening address – вступительное слово
organizing committee – организационный комитет
to set up an ~ – учредить организационный комитет
paper(s) *n* – научная работа(ы)
contributed ~ – доклады по инициативе участников
invited ~ – доклады по приглашению
poster ~ – стендовые доклады
review ~ – обзорные доклады
participant *n* – участник конференции
participate *v* – участвовать
plenary session – пленарное заседание
preliminary announcement (Br.)/call for papers (Am.) – информационное письмо
registration *n* – регистрация участников конференции
~ fee – взнос участника
location and hours of – место и время регистрации
report *n* – доклад
deliver/make a ~ – выступить с докладом
abstract (s) of the ~ – тезисы доклада
run under auspices – проходить под эгидой (при содействии)
simultaneous translation – синхронный перевод
social program(me) – культурная программа
speaker *n* – докладчик
style guidelines – требования к оформлению тезисов
take the floor – выступить, взять слово

talk shop – говорить на профессиональные темы

working language – рабочий язык

workshop *n* – секционное заседание

Academic Conference

Conference as a form of organization of scientific activity has been known for many centuries. The first historically recorded conference was in 416 BC in Greece.

A conference is a meeting of people that “confer” about a topic. An academic conference is a conference for researchers to present and discuss their work. Together with academic or scientific journals, conferences provide an important channel for exchange of information between researchers.

Conferences are usually organized either by a scientific society or by a group of researchers with a common interest.

The meeting is announced by way of a “Call For Papers” or a “Call For Abstracts”, which lists the meeting’s topics and tells prospective presenters how to submit their abstracts or papers. A call for papers (CfP) is a method used for collecting articles or conference presentations. A CfP is usually sent to interested parties, describing the broad theme, the occasion for the CfP, formalities such as what kind of abstract (summary) has to be submitted to whom and a deadline. Prospective presenters are usually asked to submit a short abstract of their presentation, which will be reviewed before the presentation is accepted for the meeting. (An abstract is a brief summary of a research article, thesis, review, or any in-depth analysis of a particular subject or discipline, and is often used to help the reader quickly ascertain the paper’s purpose).

Generally, work at the conference is presented in the form of short, concise presentations lasting about 10 minutes, usually including discussion. The work may be published in the conference proceedings, the latter being the collection of academic papers that are published in the context of an academic conference. They are usually distributed as printed books after the conference has closed. Proceedings contain the contributions made by researchers at the conference. They are the written record of the work that is presented to fellow researchers.

Often there are one or more keynote speakers (usually scholars of some standing), presenting a lecture that lasts an hour or so, and which is likely to be advertised before the conference. Panel discussions, roundtables on various issues, workshops may be part of the conference.

A large meeting will usually be called a conference, while a smaller is termed a workshop. They might be single track or multiple track, where the former has only one session at a time, while a multiple track meeting has several parallel sessions with speakers in separate rooms speaking at the same time.

Conference activity forms an important part of the career of any researcher. For post-graduates it is an important way of participating in academic debate, and “showcasing” their own work. Conference is a way of raising their individual profiles, and a springboard for future publications. “Conference culture” acquisition suggests the development of communication and oral presentation skills of post-graduates, abilities of delivering material in a public forum and defending their ideas.

As you know, before a conference the so-called “Preliminary Announcement” is sent to all the institutions concerned. Here is one of them.

The Management and Technology Conference will be held at the University of Orlando, Florida, USA, on December 8 – 10, 2017.

This conference will focus on all the major areas of business, management and technology. Submitted papers will be peer-reviewed and carefully evaluated based on originality, technical soundness, significance and clarity of thought. Papers should not exceed 10 pages in length. A style guide can be found [here](#).

Paper submission:

E-mail your abstract or paper to us at editors@triof.org. Papers should be submitted in RTF, Microsoft Word or Word Perfect Format. We will e-mail you with a notification of acceptance or rejection within three weeks. If your manuscript is accepted, you will receive a letter of acceptance, registration form, and paper style guidelines by regular mail. If you wish to attend without submitting a paper only a registration form will be needed or you may register **online** [here](#).

Authors will have approximately 20 minutes to present their papers. Registration at the conference will entitle the participant to admission to all presentations and workshops. **The conference fee is per person and must be received by October 30, 2017 to assure conference participation.** If your conference fee will be late please contact us in advance. **To register online** [click here](#).

All selected papers will be published in the conference proceedings and best papers presented will be eligible for inclusion in either the *Management & Business Review* or the *Journal of the Internet and Information Technology*.

Please direct all correspondence to the attention of:
The editors
IMT Conference
Dr. Chris Rose. – Conference Chair

Try to render into English the preliminary announcement sent out by the BSU Research Department to all the institutions concerned announcing the forthcoming conference:

БЕЛОРУССКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

Информационное письмо
о проведении
Республиканской научно-методической конференции

**«ИНФОРМАЦИОННО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ
УПРАВЛЯЕМОЙ САМОСТОЯТЕЛЬНОЙ РАБОТЫ
СТУДЕНТОВ УНИВЕРСИТЕТА»**

Оргкомитет приглашает Вас принять участие в работе Республиканской научно-методической конференции, которая состоится **20–21 октября 2017 г.** на базе Белорусского государственного университета.

ОРГАНИЗАЦИОННЫЙ КОМИТЕТ КОНФЕРЕНЦИИ

Председатель: Иванов В. В., первый проректор БГУ.

Ответственный секретарь: Орлов Д. А., методист высшей категории БГУ.

ПРОБЛЕМНО-ТЕМАТИЧЕСКОЕ ПОЛЕ КОНФЕРЕНЦИИ

- Информационные технологии в контроле и оценке результатов обучения студентов.
- УСР в учебном процессе университета: место, функция, виды.

ТРЕБОВАНИЯ К ОФОРМЛЕНИЮ МАТЕРИАЛОВ

По результатам конференции будет издан сборник материалов.

Подаваемые материалы должны отвечать следующим требованиям:

1. Объем материала – 3 стр.
2. Шрифт – Times New Roman; размер – 12.
3. Интервал – одинарный.
4. Поля – по 2 см. с каждой стороны.

Материалы для публикации вместе с заявкой на участие в конференции предоставляются в электронном и обязательно в печатном виде до 26 сентября 2017 года.

Оргкомитет конференции оставляет за собой право отклонять материалы, не соответствующие целям конференции.

Все расходы на участие в конференции несут командирующие организации.

Телефон для контактов: 209 59 65.

Once you have made up your mind to participate in a conference you are to fill in the application form. Study it in Russian and then render into English.

Заявка на участие

в Республиканской научно-методической конференции
«Информационно-методическое обеспечение управляемой
самостоятельной работы студентов университета»

1. Информация об участнике.
Фамилия, имя, отчество
Вуз
Факультет
Кафедра
Должность, ученое звание, ученая степень
Телефон (с кодом)
Персональный адрес электронной почты (E-mail)
Почтовый адрес для контактов (с индексом)
2. Форма участия. Отметьте, пожалуйста, форму Вашего участия в конференции.
Выступление с докладом.
Проведение педагогической мастерской с презентацией и обсуждением опыта работы по теме конференции.
Презентация образовательного электронного пособия; учебника.
Презентация учебно-методического пособия по теме конференции.
3. Тема доклада, название педагогической мастерской, презентации.
4. Забронировать ли Вам место в гостинице. Да Нет

Заявку и материалы для публикации в электронном и печатном виде необходимо отправить до 26 сентября 2017 г. по адресу:

Центр проблем развития образования БГУ, пр. Независимости, 4,
220030, г. Минск и по E-mail: edc@bsu.by

Справки по тел.: +017 209 59 65.

In case of permanent contacts scientists exchange business correspondence and can send letters of invitation to each other.

September 20, 2017

Dear Sir,

On behalf of our Organizing Committee I have the pleasure of inviting you to attend and possibly present your paper at the International Conference on

Sustainable Development which is to be held in London on November 12–15, 2017. We are sure that your participation will contribute much to the success of the Conference.

If you intend to submit a paper (an abstract of not more than 200 words), we should like to have it not later than November 4. Enclosed you will find requirements to abstracts. We will have published Conference proceedings volume by the end of this year. No conference fee is required for invited speakers. The cost of food and accommodation will also be borne by the host University. But much to our regret the Conference budget does not permit us to cover your travel expenses.

We are looking forward to your participation in the conference and would like to have a definite answer by the above-mentioned deadline. You will find Registration Form enclosed with the letter. Should the proposed dates be inconvenient for you please inform us of possible changes.

*(Yours faithfully,
Prof. William Adams)*

Being a conference attendee you may be asked to fill in a registration form like that:

**Conference Registration Form
(Please complete and e-mail)**

First Name:	Last name:	
Institution:		
Email:		
Address:		
City:	State:	Zip code:
Country:	Tel.:	Fax:

Preferred day and time for presentation: (Please circle): Wed. Dec 8. am pm Thur. Dec. 9. am pm Fri. Dec 10 am pm
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Now think of the English version of a possible conference questionnaire; some points have been done for you:

имя/фамилия – ...
 дата рождения – ...
 гражданство – ...

образование – ...
место работы – ...
занимаемая должность – position held
ученое звание – title
ученая степень – ...

АНКЕТА УЧАСТНИКА
международной конференции студентов и аспирантов
«АКТУАЛЬНЫЕ ПРОБЛЕМЫ ПРАВОВЕДЕНИЯ:
ИСТОРИЯ И СОВРЕМЕННОСТЬ»,
посвященной 95-летию юридического факультета БГУ
(18–19 октября 2016 г., Минск)

1. Фамилия:
2. Имя:
3. Отчество:
4. Название тезисов:
5. В работе какой секции желаете принять участие:
6. Наименование вуза:
7. Факультет (с указанием почтового адреса, телефона и факса):
8. Сведения об участнике: Студент _____ курса Магистрант _____ года обучения Аспирант _____ года обучения
9. Домашний адрес (почтовый адрес, телефон, факс, e-mail):
10. Информация о научном руководителе:
11. Необходимость бронирования студенческого общежития (да/нет):
12. Сроки проживания:

One of the participants recorded the conference work. Here is a script of the welcoming speech by the conference Chairman.

Ladies and Gentlemen,

I've been privileged to declare the conference open. On behalf of the Organizing Committee and in my own name I welcome the guests and the participants of the conference. I consider it a great honour to speak today. I believe at this assembly you will be provided with an ample opportunity to exchange opinions and discuss scientific and organizational issues of mutual interest. Could there possibly be a better forum for discussing research issues.

My pleasant duty as a Chairman is to introduce to you our honorable guest Professor Reed from Kingston University, England.

Now let me remind you of the conference agenda and explain briefly the work to be done. I ask those taking the floor to keep to the point, to avoid digression. The working language of the Conference is English, simultaneous translation into Russian has been arranged for users of the Russian language. I invite the speakers to be brief.

I wish you every success.



Watch a video clip "Presenting your Report at the Conference" and list points for "good" and "bad" presentation.

While taking part in the discussion the participants are supposed to make use of the following colloquial phrases.

I'm (particularly) interested in this problem.

I should (would) point out (emphasize) that

I think (suppose, presume) that

I believe that

I must say that

In my opinion ... ; As for me ... ; To my mind

I could comment on the question.

If I understand you correctly

If I am not mistaken

I hold (am of) the same opinion.

That's right; exactly; quite so; quite right; quite true.

I (quite, fully, entirely) agree with you; I think so, too.

I can't but agree with you.

I don't think so; I don't agree; I disagree.

I can't agree with you.

I'm afraid, you are wrong there.
I doubt that
It's unlikely that
Will you allow me to take the floor, please?
I would like to ask you
I would like to ask you a question
I have a question
I have a question and a comment (a remark) to make.
I should (would) like to know
Could you clarify your point of view?
What is your opinion on ... ?
What in your opinion is the reason for ... ?
Would you tell us how ... ?
I wonder why

Below you will find the text contributed by one of the former post-graduates who shares his experience in attending a conference.

You know, any scientific conference is an important event in the researcher's life, especially in post-graduate student's activity. It provides an opportunity for exchanging opinions with more experienced colleagues and gives impetus to valuable discussions.

I've taken part in several conferences, both as an organizer and as a participant. But now I'd like to dwell upon my first experience in attending an international conference of young researchers held under the auspices of the BSU. The initiative to convene the conference belonged to the University Academic Council. Thus, an organizing committee was set up which sent the so-called "Preliminary Announcement" to all the institutions concerned with a view of supplying potential participants with general information about the conference. From the announcement I learnt such important things as the main programme of the conference, orders of plenary sessions, rules for scientific contributions, requirements to submitted abstracts, information about registration fees, hotel reservations, etc. It was very important for me as a post-graduate student that the abstract would be published in Conference Proceedings.

I immediately filled in the preliminary application form and mailed it without delay. After that I was to submit a short abstract of my paper (one printed page) before the deadline.

Finally, my abstract was accepted and I started preparing my report.

I will never forget the first conference day. The conference started at 9 a.m. with the registration of attendees. Before the plenary session I had some time

to get acquainted with other participants, to look through the latest information, to buy some booklets about the conference work. I was particularly interested in the workshop on criminalistics, since it is my special field. There were more than twenty scientific contributions to our workshop, all of them being on topical problems of criminalistics and applied sciences. According to the workshop schedule I was the last to speak. All the reports were followed by discussions, mine wasn't an exception. I was asked several questions and did my best to answer all of them. I spoke without even looking into my notes and tried to make my reasoning very clear.

I also attended a poster session and found it of particular interest because I managed to study numerous texts of the papers supplied with diagrams, drawings, schemes and photographs.

The final session with review papers was truly rewarding for it summarized all that had been going on not only at the conference but also in the field of law for the past twelve months.

In conclusion, I'd like to say that I liked a specific atmosphere of the conference characteristic of any scientific meeting: groups of delegates discussing something, the sight of prominent scholars surrounded by their followers, talks, smiles, greetings, exchange of opinions.

| *Check your knowledge of the useful vocabulary on the topic in question.*

a) Give English equivalents to the Russian ones:

получить приглашение;
участвовать в конференции;
поделиться опытом;
под эгидой;
быть организатором конференции;
заинтересованные учреждения;
информационное письмо;
пленарное заседание;
секционная работа;
рабочий язык конференции;
организационный взнос;
тезисы доклада;
сделать сообщение;
обсуждение за круглым столом;
стендовые доклады;
культурная программа;
подводить итоги работы конференции;
заключительная речь.

b) Complete the sentences supplying them with the missing information.

1. We learn about forthcoming conferences from
2. ... sends invitations to key-note speakers.
3. The conference started with ... of the conference Chairman.
4. According to the conference ... the plenary session contains four reports by invited speakers.
5. At the criminalistics ... twelve contributed papers were discussed.
6. All reports were ... by discussions.
7. Interesting tours were ... for conference participants.

c) Translate the sentences from Russian into English and try to use them while speaking about your personal experience in attending a conference.

1. Международная научно-практическая конференция по правовому обеспечению создания свободных экономических зон пройдет в Белорусском государственном экономическом университете в мае 2017 г.
2. Принимающей стороной конференции выступит БГЭУ.
3. Организационный комитет уже разослал информационное письмо всем заинтересованным учреждениям.
4. Информационное письмо содержит сведения о примерной программе конференции, дате и месте проведения, требованиях, предъявляемых к оформлению тезисов, условиях оплаты расходов на проезд и проживание.
5. Как правило, принимающая сторона предоставляет участникам конференции жилье по минимально возможной цене, но не покрывает расходы на проезд.
6. По окончании работы конференции печатаются тезисы докладов.
7. На пленарное заседание выносятся наиболее значимые доклады приглашенных участников, присланные сообщения заслушиваются на секциях. За докладами следуют прения, вопросы.
8. Докладчику необходимо придерживаться регламента, поскольку на доклад предоставляется не более десяти минут.
9. Сегодня большой популярностью пользуются так называемые стендовые доклады.
10. Любая конференция предоставляет возможность обменяться мнениями по актуальным научным проблемам, доложить о полученных результатах.
11. Молодому ученому очень полезно участвовать в обсуждениях научных проблем за круглым столом, высказывать свою точку зрения, поддерживать либо выступать в роли оппонента выступающего.

12. Участникам конференции предлагается разнообразная культурная программа: организуются встречи, экскурсии, посещения достопримечательностей города.
13. По окончании работы конференции проходит заключительное заседание, где с заключительной речью выступает председательствующий и подводятся итоги работы.

| *Speak on the latest conference you have attended according to the plan:*

preliminary announcement;
problem field/area of the conference;
conference status;
the conference host;
conference sponsors;
number of participants;
registration fee;
accommodation provided;
conference agenda;
ways of presenting one's reports, abstracts;
plenary session; workshops;
conference proceedings.

| *Exchange opinions with your fellow students on the following issues:*

the role of conferences in young researchers' lives;
the functions of an organizing committee;
the requirements to submitted abstracts and papers;
your personal experience in attending conferences;
your first report delivered at a conference.

| *Progress questions.*

1. What is an academic conference? Who usually organizes/convenes academic conferences?
2. How do prospective participants get to know about the conference?
3. What information does a preliminary announcement contain?
4. What is the routine conference agenda? How is the work of the conference organized?
5. What is an abstract? What is the procedure of presenting abstracts or papers to the conference?
6. What are conference proceedings? When are they published and distributed?

7. What is the role of academic conferences in the activity of a young researcher?
8. Have you ever participated in a conference? What kind of conference was it?
9. What workshops did you attend? Did you make a presentation?
10. Was your abstract published in the conference proceedings?
11. What was your impression of the conference? What experience did you gain?



Exchange opinions with your fellow students on the role of conferences in young researchers' lives (Resource: e-book forum).

In Focus

Describing change

Verbs	Examples
to modify	1. The researcher decided <i>to modify</i> the course of the experiment.
to transform	2. Literacy <i>transformed</i> millions of people's lives.
to convert	3. Some European mid-sized factories are <i>converting</i> now to using solar power.
to fluctuate	4. The exchange rate between the euro and the dollar has <i>fluctuated</i> recently.
to adopt	5. Most employees became dependent on large corporations and had <i>to adopt</i> to new social environments.
to amend	6. The company's lawyers <i>amended</i> the contract to take account of new situations.

Translate the sentences in which you can use the words and word-combinations expressing "change".

1. Парламентарии имеют право вносить поправки в действующее законодательство.
2. Мироззрение светского человека часто трансформируется под влиянием религиозных вероучений.
3. Служащим придется приспособиться к стилю нового руководства.
4. Внесение некоторых модификаций имело целью усовершенствование работы механизма.

INTERNATIONAL COOPERATION. EXCHANGE PROGRAMMES. STUDY AND RESEARCH VISITS

As international contacts become an integral part of modern life there are growing possibilities to take part in various exchange programmes. Every researcher is interested in the achievements of colleagues abroad. A study or research visit provides an excellent opportunity to get acquainted with foreign experience in one's special field. International scientific cooperation is the key trend in the development of modern world science. The BSU maintains close contacts with a wide range of universities abroad. German, Austrian, Polish, British, American universities encourage our students and post-graduates to participate in various educational programmes.

Further you will learn about requirements to applicants, papers to be submitted by potential participants, anticipated visit outcomes, follow-up activities.

Topical wordlist

apply *v* – подавать заявление, обращаться

applicant *n* – претендент (на участие)

application *n* – заявка на участие

to enclose documents with the ~ – приложить документы к заявлению

fill (in) – заполнить заявление, анкету

approach *n (to)* – подход (к)

identical ~ – идентичный подход

bear/cover expenses – оплачивать расходы

collaboration *n* – совместная работа

cooperation *n* – сотрудничество

in cooperation with – в сотрудничестве с кем-либо

curriculum vitae (CV) *n* – краткая автобиография

exchange program(me) – программа обмена

do research on the ~ – стажироваться по программе обмена

deadline *n* – конечный срок (подачи документов)

farewell party – прощальная вечеринка

fund *v* – финансировать

~ the program(me) – финансировать программу

give a free hand – предоставить полную свободу действий

gratitude *n* – признательность

express ~ (to) – выразить признательность

introduce *v* – представлять

be introduced to the staff – быть представленным коллективу

joint *adj* – совместный

~ experiments – совместные эксперименты

maintain *v* – осуществлять, поддерживать

~ permanent contacts – поддерживать постоянные контакты

mutual *adj* – взаимный

be of mutual interest – представлять взаимный интерес

project *n* – проект

joint ~ – совместный проект

research ~ – научно-исследовательский проект

provide accommodation – предоставлять жилье

related fields – сходная проблематика

report *n* – зд. отчет

~ on a research visit – отчет о стажировке

resume *n* – резюме (*амер.*), сведения о профессиональных достижениях

претендента

selection panel – отборочная комиссия

show round – показать (провести по)

stay *v* – останавливаться

~ at a hotel/halls of residence – останавливаться в отеле/гостинице для студентов

study/research visit – академическая/научная стажировка

supplementary documentation – дополнительная документация

work against time – работать не покладая рук, стараться завершить работу

к определенному сроку

| *Do you know what an exchange program is?*

Exchange Programs

A student exchange program generally could be defined as a program where students from one university choose to study abroad in partnered institutions. Most programs expect the prospective exchange student to demonstrate some ability to speak the language of the country they choose. The participants can either apply for a scholarship or be self-funded. An exchange student can live in a hostel, affordable apartment/house or student lodge. An exchange student

typically stays in the host country for a relatively short period of time, often 6 to 10 months.

Student exchanges became popular after World War II, and have the aim of helping to increase the participants' understanding and tolerance of other cultures, as well as language skills and broaden their social horizons. Objectives of study visits can be described as follows: enable students to experience international education; strengthen the ties between students and universities; broaden personal and educational perspectives; explore, appreciate and understand different cultures; enhance the ability of the student in second language learning; eliminate fear and prejudice among nations.

One can find advertisements about exchange programmes, research visits on the Internet, in newspapers; relevant information can also be provided by research departments of the institutions concerned. Study some of such ads and comment on them.

1. May 2017: HPC research opportunities

EC-funded research visit opportunities in computational science

Call for applications: closing date 31st May 2017

HPC¹-Europa, a consortium of 11 leading European centres, is calling for applications from researchers working in Europe to visit one of more than 200 research institutes associated with the Transnational Access programme. Visitors will use HPC-Europa's facilities to advance their research, while collaborating with scientific researchers from an appropriate local research institute.

The programme is fully funded by the EC and offers:

- access to some of the most powerful HPC facilities in Europe;
- HPC consultancy from experienced staff;
- opportunities to collaborate with scientists working in related fields at a local research institute;
- travel costs, subsistence expenses and accommodation.

The selection panel approves applications on the basis of scientific merit. For this reason, applicants are encouraged, where possible, to identify a suitable researcher with whom to collaborate before applying, as this often increases the chances of the application to be approved.

¹ HPC – High Performance Computing.

Selection meetings are held four times per year, and applications must be received by 31st May 2017 for the selection meeting in June. Successful applicants will have visits for three or 13 weeks.

Further information and the online application form are available at <http://www.hpc-europa.org>

2. President Fund Grants

Short Research Visits

Larger awards of up to £2,000 are available for making short research visits of up to two months duration. The host institution may be overseas, or in the applicant's country of residence.

All applicants must be registered for a PhD, or in a first postdoctoral position, in a country in the European Union.

All applicants who are funded by a research council or other funding body must submit evidence that they have applied for sponsorship from that body. Salaried applicants must submit evidence of their annual income.

Only one application for a research visit grant may be made awarded from the President's Fund during the term of a post-graduate studentship or first postdoctoral position.

Retrospective applications will not be considered.

Applications for research visit grants will be considered twice yearly by an award panel. Closing dates for applications: 14 October 2017.

Two copies of the completed application form and all supplementary documentation must be submitted for consideration.

3. Summer School in English Legal Methods

11th July – 5th August 2017

Please find enclosed details of the Summer School in English Legal Methods which will be run by the University of Cambridge in 2017. We hope it will be of interest to members and students of your institution and that you will share the information with others who might benefit from attending such a course.

The course is designed for lawyers and law students from countries whose legal systems are not based on English Common Law. Teaching will be given

by members of the University's Faculty of Law. The course does not lead to a formal qualification but a certificate of attendance will be given to all those who attend lectures and seminars regularly.

Additional copies of the material can be requested. Please do not hesitate to contact us again if you have any further queries about the programme.

Yours sincerely



Valentina Steel
Programme Manager

Once you have made up your mind to participate in a programme you should contact the office in charge of the documentation for further information and fill in the application form like that.

SWEDEN International Summer University 2017		Please include a photo of yourself
Application form – Fill in with block letters		
Name	Family name	Date of birth/year/month/day
Nationality	e-mail	
Current address (where we will send your letter of acceptance)		
City	Postcode	Country
Please send the letter of acceptance to my work/university Send the letter of acceptance by e-mail Send it to my current address above		
Occupation	If student, discipline:	
I apply for the course:		
If student, number of years of studies in relevant disciplines:	Total number of years of univ. studies	

I hereby certify that all the information given above is correct. I have read, understood and accepted the general requirements	
_____ Signature	_____ date
The application has been approved by Dean or Rector	
_____ Signature	
_____ Name	
Official stamp of the University	

The following supplementary documents should be enclosed with the application:

- a short essay on the problem under research (an essay attached to the Application Form should describe who you are, what your educational background is, why you are applying for this or that program, what the anticipated results of the visit are, what your future plans are);
- a certificate issued by the department of English, certifying that you have a good working knowledge of English;
- a Curriculum Vitae (CV) (a curriculum vitae is one's personal and working history).

Try to develop an essay of your own to meet the requirements for research visit participants.

Study Sample Resume and prepare your own one by analogy.

RESUME

SHAWN ROBERTS
42 Litton Avenue
Chicago, Illinois 60602
Telephone: (312)280-98-98
E-mail: srobrts@usanet.com

EDUCATION: **UNIVERSITY OF ILLINOIS AT URBANA/
CHAMPAIGN**
Master of Science in Policy Economics, May 2017.

GEORGE WASHINGTON UNIVERSITY –
Washington, DC
Bachelor of Arts in Political Science, May 2012
Graduated with honors.
Semester study abroad in Spain at the University of
Madrid.

EXPERIENCE:

July 2017 – Present EUROPEAN-AMERICAN COMMERCE

ASSOCIATION – Chicago, IL

Economic Affairs Specialist

- Develop marketing studies on European Union imports to U.S. markets.
- Analyze economic trends among member states of European Union, and atmosphere for investment by American firms.
- Supervise staff of five.

**July 2013 –
August 2016**

EUROPEAN TRADE REVIEW – Washington, DC

Trade Analyst

- Wrote regular series on current issues affecting US – European Community (E.C.) trade.
- Attended relevant congressional hearings and summarized proceedings for regular column on U.S. – E.C. trade regulation.
- Conducted research and wrote occasional reports on E.C. member states' progress towards economic and monetary union.

**May 2012 –
July 2013**

GEORGETOWN UNIVERSITY – Washington, DC

Department of Political Science, Research Assistant

- Researched political and economic implications of European Union.
- Gathered data for research project on political instability and economic restricting in Latin America during the 1980s.

HONORS:

- University of Illinois
- Rotary International Scholarship

- SKILLS:** Experienced with the following computer applications: MS Word, WordPerfect, Excel; PowerPoint. Driving License.
- LANGUAGES:** Fluent in Spanish and English; Proficient in French; Elementary knowledge of German.
- INTERESTS:** Travel, Reading, Jazz, Tennis.
- PERSONAL:**
- Member, American Economics Association.
 - Volunteer, Habitat for Humanity.

There are various layouts for a CV and this is just one example. Study it and then write your own CV

Curriculum Vitae	
Date of Birth:	25 February 20.
Name:	Carol Brice
Present address:	25 Westbound Road, Borehamwood, Herts, WD6 1DX
Telephone number:	081 953 9914
Marital status:	single/married
Education and qualifications:	
2005–2007	Mayfield School, Henley Road, Borehamwood, Herts, WD6 1DX GCE in English Language; French; History; Geography; and Art.
2008–2010	Hilltop Further Education College, Kenwood Road, London NW7 3TM Diploma in Business Studies.
Work experience:	Johnson Bros. Pic, 51–55 Baker Street, London W1A 1AA
Oct 2010 – Dec 2013	Type of Company: Retail Chain Stores Position: Junior Secretary Responsibilities: Secretarial work including typing; shorthand; correspondence; copying reports and minutes from shorthand notes; tabulating data; answering customers' calls; mail distribution; and general office duties.

Jan 2 – present	National Auto Importers Ltd., Auto House, Sidmouth Street, London WC1H4GJ Type of Company: Car importers Post: Secretary to Assistant Director Responsibilities: Dealing with all correspondence; taking minutes at meetings and writing up Assistant Director’s reports; receiving customers and suppliers; dealing with home and overseas enquiries; making decisions on behalf of A.D. in his absence; and representing the company at various business functions.
Other information:	While working I attended various evening courses on Italian and French, and was on a special Information Technology course at the City College. My interests include tennis, badminton, swimming, and reading.
References:	Mr B. Norman, Assistant Director, National Auto Importers Ltd., Auto House, Sidmouth Street, London WC1H 4GJ. Mrs T.R. Bradley, Senior Lecturer; Business Studies Dept, Hilltop Further Education College, Kenwood Road, London NW7 3TM.
Current salary:	£14.000 per annum

If an applicant meets the requirements of the host university the selection panel will send him/her an official invitation.

K I N G S T O N. UNIVERSITY
British Embassy, Minsk Consular Department
28 th December 2016
Dear Sirs,
Invitation to Kingston University in Relation to Participation in Know-how Fund REAP¹ Project
As UK Coordinator of the above UK Know-how Fund Regional Academic Partnership project, I invite:

¹ REAP – Regional Academic Partnership Programme.

Olga Petrova,
Faculty of Law,
Belarusian State University

to visit Kingston University within the period 21st February – 7th March 2017, and request the issue of a visa to cover that period. I confirm that all of Mrs Petrova travel expenses and the cost of one week of accommodation and subsistence will be met entirely from Know-how Fund REAP project funds.

I also request that the visa be issued free of charge.

In the event of any enquiries about this invitation please do not hesitate to contact me directly by FAX at Kingston University, or via the International Office of BSU.

Thank you for your assistance with this matter,

Yours faithfully,

Dr Reed
UK Coordinator
REAP BEL

***Every applicant is expected to draft a tentative programme of the visit.
See the example below:***

Programme of Study Visit to Kingston University

1. Visit Objectives

- 1.1. Observation of teaching methods in business education classes at KU.
- 1.2. Identification of business education teaching materials.
- 1.3. Discussions with Kingston Staff on current syllabus content in business education.
- 1.4. Development of the programme for future business education seminars.
- 1.5. Creation of personal action plans in relation to input of business education at BSU.

2. Intended Visit Outputs

- 2.1. Increased awareness by academic teaching staff of BSU of the business education methodologies, and syllabus content.
- 2.2. New developments in business education teaching methodologies at BSU.
- 2.3. Increased availability of teaching materials to students at BSU on modules related to Business law.

Study visits can be individual and those arranged as a partnership scheme where both partners must be fully involved in preparing the application form and send the completed application to the appropriate programme regional manager. A full partnership proposal describes in detail what the partnership will achieve (the outputs) and the activities (the inputs) that will produce this.

Description of the project

1. Describe in detail the area of need and focus of the project. Why does the need exist?
2. Describe the purpose of the project.
3. Elaborate your initial thoughts on how you will ensure that the materials/ courses produced by the partnership will be adopted and disseminated.
4. Outline the activities you wish to undertake with your partner institution during this pre-project phase. For each activity list who will do what, giving names and designations of those who will be responsible.
5. State anticipated outputs: the development of new course materials, development of teaching staff, seminars or workshops for the teaching staff of your institution, purchase of teaching materials for adaptation at your institution, etc.

As you have learned, study visits can be arranged as individual and partnership scheme. There can be collaborative research as well. The collaborative research model is a flexible method for engaging student teams in research.

A successful exercise of the collaborative research model will depend on your careful planning of the course content, duration of the course, number of students, course learning outcomes.

You'll need to make decisions about: how to establish the problem for exploration (whether to use a single common problem or an umbrella topic with related problems); how learning teams will be established and maintained.

Students' experience and testimonials

Here are some testimonials of students who have been involved in student exchange programs. Other testimonials could be read on the websites of universities that offer these programs.

"I spent the semester at the University. I had been studying Spanish prior to going to Mexico but for some reason just could not manage to say a word.

For me the best decision I made was to stay with a host family. Together with my host family and my Spanish teachers I was soon speaking Spanish. It was beneficial that classes were small and help was always available. What I enjoyed most about my whole time in Mexico were the wonderful people I met and the new culture I was able to experience.”

“I would definitely recommend a study program to motivated students, but I would emphasize that the success of an exchange depends mostly on yourself and your attitude. A positive attitude and a willingness to adapt and learn are crucial to making the most of your time. And don’t be afraid to try new things or befriend people you wouldn’t expect.”

“Being on exchange... forces you to explore, experiment, to change, grow, and develop. One of the greatest benefits of my participation in the AIU exchange program was the independence and understanding that I gained while learning to navigate and enjoy a culture and country so different from my own. Whenever I look back on my experience I can’t imagine where I would now be in life and who I would be as a person if I hadn’t participated.”

*(Australian Institute of International Understanding (AIU)
Exchange program with Japan)*

“I am studying for the Diploma in Economic Development at the department of Economics. It is a one-year course which consists of lectures, seminars, essay writing, and an examination at the end. I started the course at the beginning of October this year; it will finish in June next year.

So far, I have enjoyed the course. However, I have had two kinds of difficulties: one is following some of the lecturers – they speak quickly and not very clearly; the other difficulty is caused by the use of mathematics in economics. I have difficulty in understanding and doing some of the equations.

This term I have done two essays: they were quite long, and required a lot of reading in the library. Although I found it rather difficult to write the essays, I learned a lot, and received good marks for them. Next term I will have to write another essay.”

Further there follows information supplied by a former post-graduate student who shares his experience in doing research at one of the British universities.

I did my research on the REAP scientific exchange programme. I arrived in Britain for a 3-month visit which took place in February. It was my first experience in the country. I couldn’t help thinking of what my stay in Britain would be like and whether my knowledge of English would be sufficient.

At Gatwick airport I was met by Prof. Reed, the programme's coordinator from Kingston University.

From Gatwick airport the car brought us to the very center of London where we had a very pleasant walk. Then we drove to the hotel where I was to stay.

The next morning Mr. Reed arranged for me a visit to the University. He introduced me to the staff of the Law School. I was shown round, visited the local library.

Mr. Reed is an excellent man, a capable and competent researcher. We spent a lot of time discussing different problems of mutual interest.

Law School was not very large. I found our research topics almost identical, but we used different approaches. It was as if we were doing the same by different means. Though I was practically given a free hand in the research, I tried to maintain permanent contacts with the Law School staff.

I must say I had a very busy time there. I was totally absorbed in my work. Time and efforts were necessary for writing reports and articles, getting the material ready for publication.

During the final weeks of my stay in England I worked against time trying to solve the remaining problems.

On the last day of my stay there my British colleagues arranged a little farewell party for me. My supervisor made a speech. He spoke in very flattering terms about our collaboration.

I was glad to hear about the prospects of a series of exchange visits between our two Universities.

At the end I expressed my deep gratitude to all people who had worked with me for their valuable advice and assistance.

| ***Check your knowledge of the useful vocabulary on the topic in question.***

a) Give English equivalents to the Russian ones:

научная стажировка;

программа обмена;

достаточные знания;

останавливаться в отеле;

организовать посещение;

представить коллегам;

компетентный исследователь;

работать в сотрудничестве (с);

проблемы, представляющие взаимный интерес;

проводить совместные исследования;

применить иной подход;

предоставить полную свободу действий;
быть поглощенным работой;
готовить материал к изданию;
работать не покладая рук;
прощальная вечеринка;
лестно отозваться;
выразить благодарность.

b) Supply the following sentences with the missing verbs (consult the box below).

1. Study visits aim ... educational experience.
2. Potential participants are to ... the application form.
3. Supplementary documents should be with the application.
4. The English department concerned ... the working knowledge of English.
5. Visas are ... by the British Embassy.
6. Many visits are ... by the host university.
7. Post-graduates were informed that travel expenses would be ... by the educational institution.
8. Accommodation is ... by the host university.
9. One can't underestimate the value of joint projects, it is really useful to ... with foreign colleagues.
10. One of the aims of a research visit is to ... research in the chosen area.

to issue, to certify, to fund, to fill in, to enclose, to advance, to collaborate, to cover, to enhance, to provide

c) Complete the information by writing one or two words in each space.

My studies

I am (1)_____ for an M.A. in (2)_____ in the Department of (3)_____. It is a one-year course which (4)_____ of lectures, seminars, essays, an examination, and a (5)_____. I (6)_____ the course at the (7)_____ of October last year; the examination will be in June this year, and the dissertation must be (8)_____ in September this year.

Generally, I have enjoyed the course and I feel that I (9)_____ a lot, especially from the reading that I have (10)_____ to do. At (11)_____ I had some difficulties in (12)_____ some of the (13)_____: they spoke quickly and not (14)_____ clearly. The main difficulty that I have this term is (15)_____ my essays on time. There is so (16)_____ reading to do for them and I still read (17)_____.

I am not looking (18) _____ to the examination as I have difficulty in writing quickly and (19) _____ all the necessary facts. (20) _____ I do not mind doing this dissertation (21) _____ I have already (22) _____ a subject that interests me.

My research

I arrived at the university (1) _____ the beginning of October last year to (2) _____ my studies. I am (3) _____ for a Master's degree in Economics. It will take me (4) _____ one or two years to complete.

At the beginning of the last term I discussed my research with my (5) _____, Dr. M. Jones, in the Department of Economics. He (6) _____ me to draw up a research outline in the area I had (7) _____ for my research – "A case study in foreign aid to developing countries". After further (8) _____ with Dr. Jones my outline was approved and accepted by the Faculty of Economics.

My next (9) _____ was to begin reading appropriate books, journals and reports (10) _____ the background section of the research 'A Study of the Literature'. My supervisor's (11) _____ was to keep a set of index cards and write the details of each (12) _____ I read on a card. Thus I have started making a (13) _____ which will be very useful for future reference. It will also (14) _____ me a lot of time when I need to provide one at the (15) _____ of my thesis.

This term I have (16) _____ reading and have also made a draft of the first section of the (17) _____, summarizing views on foreign aid to developing countries. I have also started to read (18) _____ on the country I have chosen for my case study – Utopia. I have (19) _____ that many of the World Bank and UN publications are (20) _____ to my research.

I am quite pleased with the (21) _____ I have made so far, although the reading is taking me longer than I (22) _____. My supervisor asked me to present a paper on my research findings up to the present, to a small (23) _____ of research students in economics. He was (24) _____ with the paper and said that it was a good seminar as it had (25) _____ a number of questions and a lot of discussion.

Any research visit is finalised with a report on the visit's outcomes. The report is to contain answers to the following questions.

1. When did the visit take place? Where to?
2. What was the visit's duration?
3. What was the visit aimed at? (to develop some issue, to study related problems, to test a new approach)

4. What activities were accomplished? (lectures/reports delivered, articles published, joint papers produced)
5. Any follow-up activities? (the results reported, presentations made, new developments in progress, the latest papers in the submission stage)

 Watch a video clip “Exchange Programmes” and list their benefits.

 Watch a video clip “How to Study Abroad”; make a plan of arrangements for a trip.

Further you will find a report on the research visit supplied in Russian by an individual researcher. Study it and translate into English.

ОТЧЕТ

о научной стажировке Саенко О. В., стипендиата программы TEMPUS в Бизнес-школе университета г. Лютон, Великобритания

Визит в Бизнес-школу университета г. Лютон проходил в рамках проекта TEMPUS «Академическая мобильность» с 23 сентября 2016 г. по 22 марта 2017 г. Работа проходила в соответствии с программой визита.

1. В целях совершенствования английского языка посещала занятия со студентами-вечерниками (4 часа в неделю).

2. Изучала организацию учебного процесса в университете (2 недели).

3. Посещала лекции по маркетингу, менеджменту в соответствии с расписанием занятий студентов (не менее 4–6 часов в неделю).

4. Занималась в библиотеке университета (не менее 15 часов в неделю):

- изучила литературу по научной тематике;
- составила библиографический список работ из каталога библиотеки.

5. Работала в компьютерном зале университета, изучала интернет-ресурсы по проблемам логистики.

6. Подготовлены к опубликованию на русском и английском языках 2 статьи и 2 научных доклада на конференции.

7. Подготовлены и обрабатываются материалы для написания монографии по проблемам управления материальными запасами.

На мой взгляд, эффективность научной стажировки повысилась бы при следующих условиях:


- закреплении научного консультанта университета за стажером;
- выделении рабочего места стажеру.

25.03.2017 г.

О. В. Саенко

| *Progress questions.*

1. What opportunities can a research visit provide?
2. Where is it possible to find information about research visits, exchange programs?
3. What papers are necessary to prepare to apply for a program?
4. What supplementary documents should be enclosed with the application form?
5. What is the final document which every visiting researcher should submit?
6. Are you sure that any scholar benefits from a research visit? What qualities can a person acquire?
7. Have you ever participated in an exchange program/research visit?

 *Discuss the role of international cooperation, study and research visits for post-graduates (Resource: e-book forum).*

In Focus

Expressing Certainty

Phrases	Examples
apparently	The research will <i>apparently</i> lead to some interesting results.
undoubtedly	It is <i>undoubtedly</i> true that language ability is not simply a matter of intelligence.
presumably	To get a better job is <i>presumably</i> a main motivation for going on to higher education.
to be evident	It was <i>evident</i> the students were guessing some of the answers instead of using their knowledge.
evidently	<i>Evidently</i> , something went wrong with the latest experiment.
to be sure	As the recent findings show, the previously published figures <i>are sure</i> to be unreliable.
of course	It is, <i>of course</i> , essential to check data carefully.

| *Translate the sentences in which you can use the words and word-combinations expressing “certainty”.*

1. Студенты явно не видели разницу между обсуждаемыми явлениями.
2. Было очевидно, что стороны не придут к соглашению.
3. Исследование непременно завершится неожиданными научными выводами.
4. Присутствующие без сомнения извлекут пользу из прочитанного доклада.

RESEARCH PAPER

The final aim of post-graduate studies is production of the dissertation and its defence. On the eve of the defence procedure abstract of the thesis is to be issued, it being a digest of the research made. Since abstracts are designed in accordance with the established pattern, in the abstract a researcher is to reflect certain scientific points: to state the purpose of the investigation, define its subject, object, describe the methods applied, ground its topicality and novelty, present personal findings, state the practical value and possibilities for further research.

Further, the lexical means to help you speak on the topic of your research are introduced.

a) Presenting the topic of your research.

n.: study, investigation, research, paper

v.: to deal with, to be devoted (to), to study, to investigate, to undertake, to examine

adj.: detailed, thorough, extensive, comprehensive, preliminary, brief

adv.: in detail, thoroughly, carefully, accurately

The paper deals with

The study is devoted to

The investigation studies

The investigation deals with

The research of ... is dealt with in the paper.

An extensive study of the problem of ... has been undertaken in the paper.

A comprehensive analysis of ... has been presented in the research.

The case of ... has been thoroughly studied in Chapter 2.

b) Defining the purpose of the research.

n.: aim, purpose, task, goal, objective

v.: to determine, to reveal, to establish, to describe, to provide, to present, to be designed (for) ... , to be intended... , to be aimed (at)

adj.: main, chief, primary, principal

conj.: in order, so that

The aim of the study is to determine the value

The research is aimed at revealing the ways of

The main purpose of the paper is to establish the regularities/the difference in

The investigation is designed to simplify the procedure of
 The chief task of the research is to reveal the causes of ... / the essence of
 The research is intended to eliminate ambiguity ... / undesirable effect
 The research is aimed at providing evidence for ... / new facts in support of
 The aim of the investigation is to present systematic description of

c) Explaining the topicality and novelty of the research.

n.: topicality, novelty, merit, comparison, innovation
 v.: present, offer, combine, compose, resemble
 adj.: fundamental, chief, main, essential, obvious, certain, ordinary,
 standard, former, previous, expected, analogous (to), similar (to),
 identical (with)
 adv.: formerly, previously, usually, commonly (used)

The topicality can be explained
 The approach is not similar to that previously used
 We offer a fundamentally new approach
 The novelty of the research can be seen
 The research compares favorably with
 Since previous works suffered from considerable limitations
 Advantages and limitations of ... are discussed for the first time
 In contrast to identical works in the field of ... our understanding provides
 As opposed to commonly recognized classification
 Unlike commonly recognized definition of
 The essential merit of our work is
 We tried to interpret the phenomenon of
 We intended to overcome the difficulty of

d) Describing methods applied.

n.: method, technique, approach, procedure
 v.: apply, present, follow, employ, use, allow, permit
 adj.: general, main, additional, modern, appropriate, reliable, effective,
 improved, promising, adequate, up-to-date, conventional,
 unconventional

Modern methods of scientific analysis have been applied
 Unconventional approach to ... has been presented in the paper.
 Appropriate technique has been used
 Reliable methods of analyzing facts of

The comparative method is useful in
 Methods of empirical and systematic analysis were used
 The approach is especially helpful when
 The approach is more flexible and permits
 The methods of synchronic and diachronic analysis used in the study allow/
 permit
 The technique is best suited in evaluating
 We have applied an alternative method which

e) Describing your findings.

<p>n.: theory, hypothesis, correlation, discrepancy, assumption, findings, data, evidence, viewpoint, model, function, basis, dependence, influence, effect, interrelations</p> <p>v.: assume, present, provide, report, check, produce, verify, extend (to), find, establish, generate, produce, reveal</p> <p>adj.: primary, simple, complicated, accurate, satisfactory, certain, preliminary, convincing, contradictory, ambiguous, similar, general, complete, full, variable</p> <p>adv.: especially, particularly, specially</p>

It was found that
 The data obtained enables us to determine the nature of
 Our findings provide evidence for
 The findings are in agreement with
 Our findings make possible the application of
 An analysis of ... indicated that ..., which made it possible
 The principal advantage of the approach based on
 Of special importance for ... is
 Of particular value for ... is
 The present observation supports the viewpoint
 Obviously, it is due to the fact that
 The influence of ... on ... has been revealed.
 Little dependence of ... on ... has been observed.
 This phenomenon is closely connected with
 The study has revealed a better understanding of
 These discrepancies are caused by
 Certain correlation between ... and ... has been established.
 From the analysis of the data it was determined that

f) Reporting on the results of your research, drawing conclusions.

n.: result, conclusion, viewpoint, opinion, assumption, correctness, proof, evidence
v.: obtain, present, provide, report, check, collect, summarize, sum up, find, extend (to), state, confirm
adj.: final, certain, complicated, convincing, satisfactory

It has been shown that

The results obtained show/confirm/indicate/make it possible to conclude/to draw a conclusion that

Thus, it may be stated that

It is concluded that

Therefore we came to a conclusion that

The above said led us to a conclusion

As a consequence, a conclusion is made

... were described with particular emphasis on

New data on ... were obtained.

As a result of the investigation it was observed

As a result of the study some practical recommendations can be given.

The results indicate that additional work is needed to improve/perfect.

We reported our results at

To sum up,

g) Recommendations for further application and research.

n.: application, use
v.: apply, use, suit, fit, enable, employ, permit, allow, serve
adj.: helpful, applicable, wide, promising, limited, possible

The findings may find practical application in

The present investigation enables us

This approach is applicable to

The method can be used in the studies on

The approach is best suited for the investigation of

The findings are especially helpful when

Another method of treating ... is recommended.

The approach will make it possible to

Our observations can be particularly efficient when investigating.../for the study of

We make a suggestion as to how

It is suggested that ... should be.



Watch a video clip “Thesis Writing” and list basic steps mentioned in it.

In the extract below one can find some useful expressions to speak about the aims of one's research. Pay attention to the key words and phrases underlined for you.

The problem of crime is not new to our time, but its challenge has, in our age, progressed to increasingly disturbing proportions. For thousands of years a great many thinkers have tried to deal with this major social issue, but it is in our generation that crime has become everybody's concern. The ever-increasing rate and the expanded variety of lawbreaking have made virtually all of us potential victims. Thus, it is not really surprising that, in this flourishing era of criminal activity, a bewildering array of criminology textbooks have offered themselves to illuminate the crime problem. This volume proposes to belong to that category of books.

This text, however, differs from most of the standard works in the field. Criminology textbooks have traditionally been of ambitious length in an attempt to cover the fullest possible scope and, perhaps, to create the illusion of presenting all relevant knowledge. Oddly enough, they might include swiftly changing statistical information, short-lived research results, and ephemeral theoretical constructs.

This paper is not intended to provide a comprehensive treatment of all details of the problem of crime. Instead, by drawing only essential outlines, it attempts to concentrate on a general and comprehensive understanding of the whole.

Complete the sentences supplying them with the information on your own research activities.

The topic of the dissertation is

The paper focuses on

The research is aimed at

An attempt has been made

We have applied the method of

We wanted to have a full view of

It is argued that

The paper abounds in

The comparison between ... is made.

On the basis of the comparison made

Interdependence between ... has been revealed.

Research into ... provides the answer to the question

The main provisions of the research have been reported at ...
Some disputable issues have been discussed in ...
The results of the investigation have been reflected in the form of ...

Below one can find the speculations of a former post-graduate student on his future dissertation.

Since I'm just in my first year of a post-graduate course my idea of the dissertation to be submitted in three years is rather hypothetical. Theoretically, I realize it's to be composed of an introduction, two or three chapters, conclusion, bibliography, supplement, if necessary. Still, I can explain the basic points of my research right now.

To start with, the topic of the thesis sounds like that: "Application of Criminal Retrospection Method to Crime Investigation." Evidently, the topic of the crime investigation methods is not new in criminalistics. Our research is supposed to contribute to this branch of law since it deals with such a topical problem as developing more reliable methods of crime investigation. Thus, the notion of "retrospection" in criminalistics and the ways of its application to crime detection will be dealt with in the research. On the surface the issue seems to be not innovative at all, but it's not quite right. Ordinary understanding of the retrospection is enough to find "a lost pen" while we are targeting at the investigation of complicated crimes which needs profound theoretical study. Thus, our research is aimed at providing a practical worker with concrete up-to-date recommendations on retrospective analysis of crime detection.

The law is dynamic and ever-changing; as our society and community changes, the law must also change to fit the new needs and problems that arise.

Our research is supposed to begin with a survey of the literature on the problem under discussion, analysis of the latest achievements in this field, scrutiny of investigation methods to provide a theoretical basis for the research. History and the present state of the retrospection method application will be given particular emphasis to, case studies will be presented, basic rules, principles and the place of retrospection in modern criminalistics are to be defined. Case studies may become the subject of supplement attached to the main body of the research paper.

I realize the significance of the final part of any dissertation since it summarizes the results obtained, stresses the topicality of the research made, suggests the possibility for further research and practical application of theoretical assumptions.

I hope to solve all the tasks facing me as a researcher, and step by step proceed to the ultimate goal of any post-graduate – defence of the dissertation and the award of PhD degree.

Finish the following sentences with the information on your research project.

1. The purpose/aim/intention of this paper is
2. The paper deals with
3. The paper/report contains/outlines/examines/assesses
4. The methods used for ... are discussed
5. The results of ... are presented
6. The results indicate the dominant role of
7. Data on ... are discussed.
8. It is (therefore) felt/believed/apparent/obvious that
9. The author concludes by saying
10. To conclude/to sum up/in conclusion/on the whole attention is drawn to the fact
11. Our recommendation is that ... should be

This summarizing translation can be helpful for you while working on the topic "My work on the dissertation".

1. К концу срока обучения в аспирантуре аспирант должен представить текст диссертационного исследования для обсуждения на одном из заседаний кафедры.
2. После обсуждения на кафедре, внесения необходимых изменений и исправлений работа получает рекомендацию к защите.
3. Диссертация предоставляется для рассмотрения членами соответствующего ученого совета и заслушивается на одном из его заседаний.
4. На защите претендент кратко излагает основные положения диссертации, цели исследования, обосновывает его актуальность и новизну, полученные результаты и возможности практического применения.
5. Все выносимые на защиту положения должны быть отражены в автореферате диссертации, который в сжатой форме представляет проделанное диссертационное исследование и рассылается за месяц до защиты.
6. После доклада соискателя выступают официальные оппоненты с критическим анализом проделанной работы.
7. Если у присутствующих есть желание выступить, они вправе это сделать.
8. Соискатель обязан ответить на все поступившие в устной или письменной форме вопросы.
9. Ход заседания записывается, чтобы позднее была возможность приобщить стенограмму заседания к документам по его защите.
10. Наконец, после соблюдения всей процедуры защиты, проходит тайное голосование членов ученого совета относительно присуждения претенденту ученой степени кандидата наук.

| *Now speak on your research paper dwelling upon the following issues:*

- composition of the dissertation;
- problems discussed in the introductory part;
- topicality and novelty of your research;
- research methods applied;
- your findings (anticipated results);
- assessment of the results obtained;
- practical application;
- possibility for further research;
- your reports, articles on the problem under research.

In Focus

Expressing stages in a series of events

Adjectives	Examples
initial intermediate	At the moment we're at the <i>initial</i> stage of the experiment. <i>Intermediate</i> results will be verified at the <i>final</i> stage of the experiment.
preceding	In <i>preceding</i> years two new parties were formed which became engaged in the attempts to win other voters.
prior	<i>Prior</i> to the 1990s very few people had access to a home computer.
current ongoing	Now we witness <i>current</i> expansion in home computing. Helen has a number of <i>ongoing</i> projects.
transitional	Due to technical problems emails with large attachments may not be accepted by the university's server, this is likely to continue during the <i>transitional</i> period while a new server is being installed.
critical	The process will reach a <i>critical</i> stage next week, when problems may be greatest.
subsequent eventual forthcoming	<i>Subsequent</i> generations will live in a different world. The <i>eventual</i> publication of the research findings is likely to be in May, in the <i>forthcoming</i> issue of the "New Scientist".
final	The <i>final</i> chapter of the book examines the war and the <i>subsequent</i> changes in society.

Translate the sentences in which you can use the words and word-combinations expressing “stages in a series of events”.

1. Начальной стадией работы над диссертацией является изучение литературы по теме исследования.
2. Действующее законодательство часто подвергается критике.
3. Переходные периоды сопровождаются волнениями в обществе.
4. В предыдущих исследованиях по сходной проблематике не делалось таких глобальных выводов.

Section II

GRAMMAR IN THE ACADEMIC CONTEXT

TENSES IN THE ACTIVE VOICE

Step 1. Use the correct form of the verbs in the Active Voice.

1. Last time we (to decide) to hold presentation sessions every other month.
2. Upon graduation Universities (to award) degrees with honors to their best students.
3. At the moment amongst all students enrolled in post-graduate courses the largest group (to study) for a qualification in business.
4. The developments in recent years within the higher education sector (to result) from many changes.
5. Research degrees (to denote) advanced study in a chosen discipline with a view to the pursuit of an academic career.
6. The emphasis on research (to prompt) recently new levels of competition amongst universities.
7. Once the student (to present) a research design acceptable to his or her adviser, the independent research phase (to begin).
8. The successful defence of the thesis (to lead) further to the award of the degree.
9. Research study, whether at Masters or Doctoral level, (to depend) upon the individual supervision of students by a member of the faculty who (to share) their interests.
10. Schools, colleges and universities (to be) the most widely spread educational institutions so far.
11. There is no record of what (to take place) at the latest conference.
12. In classical universities doctoral studies (to remain) very much the same over the years.
13. After you (to spend) quite a bit of time with the topic, usually you do not want to convert to another subject.
14. He (to conduct) the research since he graduated from the University.


Step 2. Translate the sentences into Russian and explain the use of tenses taking into account the words of time indication.

1. With an ever increasing climate of competition, other countries are emerging as desirable study destinations *at the moment*.
2. The *last* decade of the 20th century witnessed a process of swift and irrevocable change leading to the third industrial revolution.
3. Your research topic has been in an interdisciplinary area *so far*.
4. If a student-supervisor relationship is not working satisfactorily the only proper solution will be the appointment of a new supervisor *in future*.
5. The expansion of Doctoral Training Centres has also been a positive step of *late* as has the development of other models of doctoral training.
6. Adults with advanced degrees *as a rule* earn four times more than those with less than a high school diploma.
7. *So far* policy makers have paid little attention to post-graduate provision.
8. Access to education and training for all has not *always* been the right of all citizens and an obligation for governments.
9. *Currently* we are witnessing a worldwide shortage of PhD degree holders.
10. Mr. Brown had been working in the laboratory *for* seven years *before* he got promotion.

Step 3. Translate into English.

1. Как правило, магистерский курс отличается от бакалавриата большим объемом самостоятельной работы.
2. Лишь несколько студентов уже сдали экзамены на получение степени магистра.
3. В стране до сих пор нет единой системы объективной оценки знаний.
4. В последние годы наблюдается повышение роли университетов как крупных исследовательских центров страны.
5. От местных органов власти талантливые студенты, как правило, получают стипендии, которые покрывают стоимость обучения и иногда – стоимость проживания.
6. Он уже выбрал тему диссертационного исследования и представил индивидуальный план работы.
7. На прошлой конференции он сделал очень интересный доклад, который вызвал оживленную дискуссию.
8. Поступающие в аспирантуру сдают вступительный экзамен по специальности.
9. До конференции он ничего не знал о результатах исследования и поэтому не включил их в доклад.

10. На том этапе продолжение исследования было нецелесообразным, поскольку аспирант не сопоставил полученные результаты с предшествующими.
11. Написание диссертации состоит из нескольких этапов, и он только что завершил первый.
12. Он пишет первую главу уже семь месяцев и никак не может прийти к ее логическому завершению.
13. Насколько мне известно, результаты его диссертации привели к серьезному открытию.
14. Аспирант потратил очень много времени, прежде чем получил конкретные результаты.

 *In Grammar section of the e-course revise the use of English tenses (Tenses in Active Voice) and do online exercises (Advanced English Grammar).*

TYPES OF QUESTIONS

Step 1. *Tips.*

1. Throughout history, many governments have supported research in development of national defence.
 - a) General: Have many governments supported research in development of national defence?
 - b) Special: Who has supported research in development of national defence?
Why have many governments supported research in development of national defence?
What field have many governments supported research in?
 - c) Alternative: Have many governments supported research in development of national or international defence?
 - d) Tag question: Many governments have supported research in development of national defence, haven't they?
2. Special cases of tag questions:
 - a) I am sure in the correctness of this approach, aren't I?
 - b) Nobody submitted articles for publication, did they?
 - c) Let's discuss the last point of your conclusion, shall we?
 - d) Pass me the journal, will/won't you?
 - e) Everybody is interested in the results of the experiment, aren't they?
 - f) Nothing matters now, does it?

3. Indirect questions:

- a) What does scientific knowledge contain?
- b) Do you know/Could you tell me what scientific knowledge contains?
- c) I wonder if you know what scientific knowledge contains.
- d) Does this theory really interest you?
- e) I wonder if this theory really interests you.

Step 2. Put questions to the following sentences.

1. Professional societies promote interactions between individuals across institutions by organizing meetings and publications. (How ... ?)
2. Theology was the most prestigious and the most difficult area of study. (What ... ?)
3. The expansion of Doctoral Training Centres has also been a positive step. (General)
4. The supervisor is involved in cross-disciplinary supervision. (Alternative)
5. In the UK the master's degree was for a long time the only post-graduate degree normally awarded. (Where ... ?)
6. Higher education is the key mechanism through which knowledge is generated, preserved and passed on. (What ... ?)
7. In the Netherlands each PhD candidate has a thesis supervisor/promoter and, in many cases, a co-promoter. (Alternative)
8. Since early 1990s licensing of electronic resources, particularly journals, has been very common. (Since when ... ?)
9. The research activities in this laboratory are carried out regularly and efficiently. (How ... ?)
10. The researcher can learn a great deal by applying new methods and analysing the results. (In what way ... ?)
11. The level and scope of content depends on to whom the report is intended. (What ... ?)
12. The approach will help you efficiently organize the data obtained. (General)
13. Scientists often refer to this type of justification of the hypothesis. (Who ... ?)
14. Most experiments will include a control, which is a means of comparing experimental results. (What ... ?)

Step 3. Complete the sentences using appropriate tags.

1. Keep all commentary for several years after completion your thesis in case needed for future reference, ... ?
2. Everybody knows that research begins with a research proposal which explains how the researcher intends to carry it out, ... ?
3. Nobody argued that the goal of the research process was to produce new knowledge, ... ?

4. Let's review the purpose as we described it above, ... ?
5. In the USA there is a requirement that at least two of the committee professors should come from outside the candidate's doctoral programme, ... ?
6. Everyone knows that creativity does not occur in a vacuum, ... ?
7. Motivate your hypothesis by relying on logic or your own observations, ... ?
8. Let's start by going through each element of the Introduction to clarify what it covers and why it is important, ... ?
9. Our scientific knowledge contains a vast array of observations and theories, ... ?
10. Advances in pure science are not the only criteria for greatness, ... ?
11. There is usually one official scientific supervisor for each doctoral candidate, ... ?
12. Recent practice has seen an increase in the use of dual supervision, ... ?
13. Research relies on the application of scientific methods, ... ?
14. The discussion highlighted the importance of the international dimension of research in addressing global challenges, ... ?

Step 4. Translate into English.

1. Что вы ожидаете от совместного научного проекта?
2. Сколько аспирантов у твоего научного руководителя?
3. Стали ли новые методы исследования доступны в других областях?
4. Вы когда-нибудь занимались в Национальной библиотеке?
5. Как Вы объяснили сложность исследуемой проблемы?
6. Все хотят найти интересную и высокооплачиваемую работу, не так ли?
7. Будут ли ученые и дальше применять это изобретение?
8. Как давно соискатель опубликовал автореферат?
9. Требования к авторам докторских диссертаций гораздо более суровы, не так ли?
10. Имеется ли в лаборатории надежное оборудование для проведения эксперимента?
11. Давайте еще раз обсудим эту главу, ладно?
12. Знаете ли вы, поменял ли аспирант тему исследования?

TENSES IN THE PASSIVE VOICE

Step 1. Translation tips.

1. The researcher's findings *are dealt with* in the present article.
В данной статье рассматриваются выводы исследователя.
2. Information from encyclopedia *is always relied on* in scientific circles.
На информацию из энциклопедии всегда полагаются в научных кругах.

3. The article mentioned above *is often referred to* by young researchers.
На статью, упомянутую выше, часто ссылаются молодые ученые.
4. This author *is much spoken of*.
Об этом авторе много говорят.
5. The report *was followed by* lots of questions.
За докладом последовало множество вопросов.
6. These terms *will be insisted upon*.
На этих условиях будут настаивать.

Step 2. Translate into Russian.

1. These data are often referred to.
2. For professional advancement the post-graduate level is being developed now.
3. Until recently, the issue of whether there is fair access to post-graduate study has been neglected.
4. New supervision arrangements have just been established.
5. Both taught and research courses are partly subsidized by government.
6. These areas have features which have been closely linked.
7. There is no doubt that the new methods will be extensively made use of.
8. This inaccurate method has been done away with.
9. The results of the research will have been discussed by the end of the term.
10. None of the data on the problem under discussion were published in the latest journal.
11. The list of abbreviations is referred to in the preamble.
12. The basic ideas of the report were commented on at the seminar.
13. New methods of analysis are dealt with in the paper.

Step 3. Complete the following sentences with the verbs in the Passive Voice.

1. They wrote a report in a terrible hurry. The report
2. The clerk finally found the necessary notes. The necessary notes
3. We will produce the results of the experiment at the exhibition. The results
4. They are noting down all information in important lectures. All information
5. They improved the memo to the committee to make it easier to understand. The memo
6. They haven't included the mailing address in the letter. The mailing address
7. We will make our suggestions in writing. Suggestions
8. The suppliers will make further modifications to the machine. Further modifications

9. He realized he had achieved better results when he started working harder.
Better results
10. The organizers of the meeting supplied all relevant information in advance.
All relevant information
11. Post-graduates are entering the same job market as undergraduates. The
same job market
12. He has already completed a Master's degree. Master's degree
13. The supervisor guides reading and research of students admitted to work for
scientific degree. Students
14. They have advised me to contact the member of the staff with the appropriate
interests to talk about possible projects. I

Step 4. Use the right tense in the Passive Voice in the following sentences.

1. A new theory (to discuss) already.
2. The experiments (to finish) two weeks ago.
3. This idea (to put) forward in the near future.
4. His findings (not to criticize) at the latest conference.
5. At present a new technique (to develop).
6. Projects (to supervise) by the teacher, but only in a general way; the actual
work (to do) by the students themselves.
7. An interesting phenomenon just (to register) by a young researcher.
8. The result of this experiment (to publish) in his latest article.
9. A new discovery (to speak) much about.
10. Lately the problem (to approach) by many researchers.
11. Special attention (to draw) to the latest findings.
12. Apparent errors in the analysis (to deal with) in the report.
13. The article gives examples of different methods which (to use) over the years.
14. In Europe degrees (to harmonise) through the Bologna process, which (to
base) on the three-level hierarchy (Bachelor, Master, Doctor).

Step 5. Translate into English. Pay special attention to the tense forms of the verbs.

1. Никакого решения до сих пор не было найдено.
2. О недавнем выступлении этого ученого много говорят в научных кругах.
3. На конференции не затрагивали проблему терминологии.
4. Было предложено обсудить проблему на конференции.
5. В этой главе речь идет об особенностях нового научного метода.
6. На какого автора будут ссылаться, чтобы доказать понимание проблемы?
7. За лекцией последовал ряд секционных заседаний, на которых рассматривались наиболее дискуссионные вопросы.

8. Новый подход к определению данного явления рассматривался в последнем номере журнала.
9. Происходящие изменения нелегко объяснимы.
10. Было обнаружено, что полученные результаты противоречат предыдущим.
11. Конференции будет предшествовать пятидневный эксперимент.
12. Новая программа только что была запущена.
13. Их поддержит Координационный совет с представителем от каждой организации.
14. Тем, кто интересуется условиями вступления в эту организацию, будут даны исчерпывающие ответы.



In Grammar section of the e-course revise the use of Passive Voice and do online exercises.

SEQUENCE OF TENSES. REPORTED SPEECH

Step 1. Tips.

1. “I *promise* to defend my thesis next year”.
He tells us, he *promises* to defend his thesis next year.
2. “I *am surprised* that you *are discussing* this problem now.”
She said, she *was surprised* that I *was discussing* that problem then.
3. “Modern technology *began* with the development of power-driven machines and growth of the factory system.”
It was mentioned that modern technology *began/had begun* with the development of power-driven machines and growth of the factory system.
4. “The European Union *has developed* international scientific cooperation over the last years”
It was stressed that the European Union *had developed* international scientific cooperation over the last years.
5. “*Are you going* to have a meeting tomorrow?”
We asked the secretary if they *were going* to have a meeting the next day.
6. “*Did you take part* in the international conference two years ago?”
He wondered if I *took/had taken* part in the international conference two years before.
7. Does the job *provide* benefits?
The applicant asked if the job *provided* benefits.
8. “When *will* you fill in the application form?”
The clerk asked when I *would fill* in the application form.

9. “Why can’t you work under pressure?”
The first interviewer asked why she *couldn’t* work under pressure.
10. “Think of another theme for your report.”
The supervisor asked me to think of another theme for my report.
11. “Don’t be late for classes!”
The teacher asked the student not to be late for classes.

Step 2. Complete each sentence in reported speech, beginning as shown.

1. “Indicate the ways in which you have used these data.”
They were asked
2. “To succeed in your master’s and doctoral studies is by no means the final product.”
The tutor says
3. “Did the analyses of interviews begin with a detailed summary of what had been said?”
The employer wanted to know
4. “I have learnt an immense amount from the graduate students I worked with.”
My colleague concluded
5. “A traditional course in social research methodology will not meet the needs of students concerning thesis requirements.”
Professor Brown explained:
6. “Individual study indicates how well a student has learned to carry out research.”
The supervisor underlined
7. “It will lead to the explosive development of the Internet and its countless commercial applications.”
It was stressed
8. “Who wrote the application for you?”
The interviewer asked
9. “The degrees of master and doctor were for some time equivalent.”
The lecturer said
10. “The scientific revolution has brought new ideas, discoveries and inventions.”
The reporter underlined
11. “Can students be supervised in groups?”
The student asked
12. “Will curiosity-driven research be supported by public or private funds?”
The post-graduate wondered
13. “The main significance of the higher post-graduate degrees is that they license the holder to teach.”
The scientific adviser agreed

14. “UK Universities and Research Councils will do more to identify and promote the economic and social value of post-graduate study.”
The authorities promised

Step 3. Translate into English.

1. Ему объяснили, что поступающие на учебу в аспирантуру проходят собеседование с предполагаемым научным руководителем.
2. Министр был удовлетворен тем, что университеты наладили свои собственные зарубежные связи.
3. Было рекомендовано научным учреждениям создать специализированные советы по защите кандидатских и докторских диссертаций.
4. Им сказали, что лица, сдавшие кандидатские экзамены, освобождаются от соответствующих вступительных экзаменов.
5. Правительство заявило, что необходимо укреплять потенциал университетов в области подготовки научных кадров мирового уровня.
6. Все согласились, что формирование национальной инновационной системы является важнейшей задачей экономической политики государства.
7. Преподаватель поинтересовался, где он может пройти повышение квалификации.
8. Председатель совета подчеркнул, что возможности для международного сотрудничества среди научного сообщества расширяются.
9. Аспирант хотел знать, кто предложил два новейших метода исследования.
10. Было упомянуто, что конференции молодых ученых, круглые столы, встречи с ведущими специалистами в различных отраслях науки являются традиционными в университете.
11. Автор подтвердил, что анализ и синтез играют важную роль в экспериментальном исследовании.



In Grammar section of the e-course do the task in Reported Speech.

MODAL VERBS AND THEIR EQUIVALENTS

Step 1. Translation tips.

1. Students can have dual supervision at some universities.
У студентов может быть два научных руководителя в некоторых университетах.

2. I know that I must participate in the forthcoming conference.
Я знаю, что я должен принять участие в предстоящей конференции.
3. Post-graduates mustn't/can't/shouldn't use inaccurate data in their research.
Аспирантам нельзя использовать неточные данные в своих исследованиях.
This article has to be referred to.
На эту статью нужно ссылаться.
4. This article does not have to be referred to.
На эту статью не обязательно ссылаться.
5. The participants of the conference could come to a certain decision.
Участники конференции могли прийти к определенному решению.
The participants of the conference were able to come to a certain decision.
Участники конференции смогли прийти к определенному решению.
6. The students should be more active at the seminars.
Студентам нужно быть более активными на семинарах.
7. The supervisor must be satisfied with the result.
По всей вероятности (должно быть) научный руководитель доволен результатом.
8. He may/might/could be translating the article.
Возможно, он сейчас переводит статью.
9. That can't be Professor Brown, he is in Italy now.
Не может быть, что это профессор Браун, он сейчас в Италии.
10. He shall regret if he fails the exam again.
Он будет сожалеть, если снова провалит экзамен.
11. Shall I do the task again?
Мне еще раз выполнить это задание?
12. No one is to leave the room without the permission.
Никто не должен покидать помещение без разрешения.
13. The conference is to start at 9 o'clock.
Конференция должна начаться в 9 часов.
The conference was to start at 9 o'clock.
Конференция должна была начаться в 9 часов.
14. Your colleague is bound to raise this question.
Твой коллега неприменно поднимет этот вопрос.
15. He didn't need to wait for the director, the application was signed by the secretary.
Ему не нужно было ждать директора, заявление подписал секретарь.
16. I think you'd better discuss it with your supervisor.
Думаю тебе бы лучше обсудить это со своим научным руководителем.

Modal Verbs followed by Perfect Infinitive

1. The students should have been more attentive at the seminars.
Студентам следовало бы быть более внимательными на семинарах.
2. The student may/must have read the book.
Возможно/Должно быть студент прочел эту книгу.
3. He can't have read this article. It was published only yesterday.
Не может быть/Он не мог прочитать эту статью. Ее опубликовали только вчера.
4. He needn't have waited for the director, the application could be signed by the secretary.
Ему не нужно было ждать директора, заявление мог бы подписать секретарь.
5. The opponent was to have come, but he didn't.
Оппонент должен был приехать, но не смог.

Step 2. Translate into Russian the sentences with modal verbs and their equivalents.

1. The members of the dissertation committee do not necessarily have to be from the student's own university.
2. It is possible that your supervisor may be unaware of your concerns.
3. One of the requirements is that your papers are to adhere to the form and style of the journal.
4. One must also be able to effectively communicate his thoughts, ideas and research findings to others in the form of reports, articles, essays, multimedia presentations.
5. Higher education institutions should provide post-graduates with the opportunity to develop the core competencies they need to succeed in research.
6. The student may not have thought of this way before.
7. The article should have been subjected to a thorough review process by experts to determine its reliability and accuracy.
8. Persistence is necessary if creativity in science is to be recognized by others.
9. The opponent might not have understood what you meant.
10. You'd better apply for more than one job.
11. The experiment ought to have been carried out before.
12. One shouldn't immediately ask an interviewer about job benefits.
13. No member of the association shall remove official documents from these premises without written permission.
14. Members of the first scientific society must have made predictions about future developments of science.

Step 3. *Translate into English.*

1. Решение, возможно, будет объявлено на следующей неделе.
2. По прибытии студентам следует зарегистрироваться в административном здании.
3. Многие университеты вынуждены быть достаточно гибкими в своих подходах к исследованиям.
4. Иногда могут потребоваться годы, чтобы большинство ученых приняло новые идеи.
5. Ученый может быть экспертом в одной или более областях знаний.
6. Руководителю следовало бы знать пределы своей ответственности за результат.
7. Студенту придется выполнять работу самостоятельно, с помощью научного руководителя.
8. Возможно, твои коллеги-аспиранты столкнулись с аналогичными трудностями при устройстве на работу.
9. Страна никогда не сможет стать одним из главных игроков на экономическом поле, пока не улучшит свою инфраструктуру.
10. По всей вероятности аспирант изучил огромное количество источников, прежде чем пришел к такому выводу.
11. Может, важно выявить ошибки в том, как записываются данные.
12. Вам следует написать серьезную академическую работу, которая должна внести определенный вклад в изучаемую область знаний.
13. Вам следовало чаще обращаться к научному руководителю за советом.
14. Не обязательно было делать три копии статьи.



In Grammar section of the e-course revise the use of Modal Verbs and do online exercises.

EMPHATIC MEANS

Step 1. *Translation tips.*

a) Auxiliary do.

1. The above law *does* hold.
Вышеупомянутый закон *действительно* работает.
2. I *do* hope you will make the right decision.
Я *действительно* надеюсь, что ты примешь правильное решение.
3. I *did* think you had already discussed the results of the experiment.
Я *действительно* думал, что ты уже обсудил результаты эксперимента.

b) Inversion.

1. *Strange as it may seem* but dean's proposals are unrealistic.
Хотя может показаться странным, но предложения декана нереалистичны.
2. *Hard as it is* to admit but the chance has been missed.
Как ни трудно признать, но шанс был упущен.
3. *Whenever* you promise, do it.
Всякий раз, когда обещаешь, делай это.
4. *Whatever* the decision might be, it will be accepted.
Каким бы ни было решение, оно будет принято.
5. *Relevant* for this theory *was* the following point.
Для этой теории значимым был следующий момент.
6. *Perhaps nowhere* have been achieved better results than in this field of science.
Вероятно, нигде не были достигнуты лучшие результаты, чем в этой области науки.
7. *Nor should we forget* the importance of this discovery.
Не должны мы забывать и важность этого открытия.
А также мы не должны забывать важность этого открытия.

c) Double negation.

1. The case is *not improbable*.
Этот случай весьма (вполне) вероятен.
2. *Not until* X made his famous discovery *did scientists realize* the importance of this law.
Лишь тогда, когда X сделал свое знаменитое открытие, ученые поняли важность этого закона.

d) Emphatic construction it is ... that/who.

1. *It is* these results of the research *that* are most important for us.
Именно эти результаты исследования чрезвычайно важны для нас.
2. *It was not until* last night *that* Susan received an invitation to the conference.
Только вчера Сьюзан получила приглашение на конференцию.
3. *It was* Richard *who* was sent to England to study.
Именно Ричарда отправили в Англию учиться.

Step 2. Start the sentence with the suggested words.

1. I've never heard of such a good University course. – Never have I
2. I had hardly received the results of the first experiment, when new requirements were put forward for the second one. – Hardly had I

3. It may seem strange, but I don't enjoy conducting out my research. – Strange as it
4. I have never met a more disorganised student. – Never have I
5. Although it may seem difficult, it is not impossible. – Difficult though it
6. In this very paper new data on the subject are presented. – It is in this paper
7. You must not reveal your secret results in any circumstances. – In any circumstances
8. When I completed my research I realized how much had been done. – Not until
9. This theory may be satisfactory in many respects but it is far from being probable. – Satisfactory as this theory
10. For that reason the present book is both timely and appropriate. – It is for that reason
11. Although it is hard but we must finish this research. – Hard though
12. These results may seem controversial, but they are still valuable. – Controversial as
13. The facts were not all made public until later. – Not until

Step 3. Translate into Russian paying attention to the language means of emphatic use.

1. It is the academic staff's responsibility that ensures the students' mastery of research skills.
2. The advances of modern science are seen to be not inconsiderable.
3. If you suffer a mental block, have lost confidence do let your family know.
4. It is the supervisor's expertise that helps conduct the research in the right direction.
5. Not only should a doctoral dissertation be of a high quality, but it should also make a significant contribution to a particular field.
6. The statistics do, however, indicate that only 50 % of researchers complete their doctorates.
7. It was the University of Bologna in Italy that first conferred the degree of Doctor in the late 12th century.
8. Perhaps never was the invention mentioned above shared by so many scientists all over the world.
9. Nowhere can we see such rapid progress as in computer science.
10. Strange as it may seem, the debate on the subject went far beyond its original bounds.
11. It was not until the 5th century that the first universities were founded in Byzantium.

12. It is the three-level hierarchy of degrees that is gradually replacing the two-stage system which is still used in some countries.
13. It was because I answered confidently at the interview that I got the job.
14. Not until I got the final results did I realize how much had been done.

Step 4. Translate into English.

1. Именно с научным руководителем аспирант определяет сроки работы над каждой частью диссертации.
2. Хотя эти замечания и противоречивы, они должны быть проанализированы.
3. Именно научные факты характеризуются объективностью, достоверностью и точностью.
4. Он действительно просмотрел и изучил абсолютно все виды источников, которые имеют отношение к исследуемой в диссертации научной проблеме.
5. Не должны молодые ученые игнорировать и возможность отстаивать свою собственную позицию.
6. А также мы не должны забывать и о других методах анализа фактического материала.
7. Именно в архивах нашли необходимые документы по изучаемой проблематике.
8. Лишь после выступления на научном симпозиуме, диссертант приобрел опыт публичного выступления.
9. Я действительно знаю, как добиться хорошего результата.
10. Как ни трудно, ты должен завершить теоретическую часть как можно быстрее.
11. Хотя результаты исследования спорны, они все-таки представляют определенный научный интерес.
12. Лишь после завершения экспериментальной части работа была представлена на обсуждение.

TYPES OF CLAUSES

Step 1. Translation tips.

1. What has been made clear is their intention to avoid the conflict.
То, что стало ясно, – это их намерение избежать конфликт.
2. What method is to be used should be decided by the experimenter.
То, какой метод следует использовать, должен решить экспериментатор.
Экспериментатор должен решить, какой метод следует использовать.

3. The question is whether they will be able to join us.
Вопрос в том, смогут ли они присоединиться к нам.
4. Regardless of the unusual manner of presenting the results, they didn't cause a lot of arguments.
Несмотря на необычный способ подачи результатов, они не вызвали множество споров.
5. Everything depends on the committee, since only its members have the right of the final decision.
Все зависит от комитета, так как только его члены обладают правом окончательного решения.
6. The question arises as to what these results lead.
Возникает вопрос относительно того, к чему ведут эти результаты.
7. She was late for the conference, for she was held up in a traffic jam.
Она опоздала на конференцию, так как застряла в пробке.
8. Since you have successfully finished this stage of work you can get down to the next one.
Поскольку вы успешно завершили этот этап работы, можете приступить к следующему.
9. The work is of particular importance as it summarizes all available information on this problem.
Работа представляет особую важность, поскольку она обобщает всю доступную информацию по этой проблеме.
10. As long as the required conditions are observed this ratio is valid.
Пока соблюдаются необходимые условия, это соотношение обосновано.
11. Despite the late hour, we went on arguing not being able to come to a reasonable solution.
Несмотря на поздний час мы продолжали спорить будучи не в состоянии прийти к разумному решению.
12. In spite of the failure at the first stage, he was determined to continue the experiment.
Несмотря на провал на первом этапе он был решительно настроен продолжать эксперимент.
13. This time next year I'll be a post-graduate student unless I decide to take a year of practice first.
В это время в следующем году я буду аспирантом, если не решу сначала пройти год практики.
14. Provided the theme of the research is interesting, one can work at it with great enthusiasm and finish it quickly.
При условии, что тема исследования интересная, можно работать над ней с большим энтузиазмом и завершить ее быстро.

15. If the results are to be discussed at the seminar, they should be obtained in time.

Если результаты должны быть обсуждены на семинаре, их нужно вовремя получить.

Step 2. Make one sentence using the word given in brackets.

1. A common error was encountered by people. They claim that the method was used inappropriately. (who)
2. This is an important point. Funding for post-graduate courses is very difficult to find and fees alone can be considerable. (since)
3. The student has just been awarded a degree. His uncle lives next door to you. (whose)
4. I have read the book. You recommended it to me. (which)
5. I tried to persuade her to change the topic. I didn't succeed, however. (although)
6. Her handwriting was very bad. Most teachers couldn't read it. (as)
7. The guidebook explained everything. We bought it. (therefore)
8. An increasing number of post-graduate courses now contain both research and taught elements. The traditional division between the two modes of delivery still exists. (although)
9. She attended the university. The university has a good reputation. (that)
10. I met a person. He was totally ignorant of the situation. (who)
11. The students hadn't done their tasks. The teacher was very angry. (since)
12. He never does any homework. He managed to get a good mark in the test. (even though)
13. Post-graduate students often face financial pressures. They have to work while studying. (because)
14. Post-graduate study in the UK is intensive. The courses are of relatively short duration. (so)
15. The advice is not what you expect. It is better to discuss it rather than ignore it. (if)

Step 3. Translate into Russian.

1. In education when people refer to research they may mean either empirical or non-empirical studies.
2. During the 19th century colleges which were founded in the biggest English towns began to train students for external degrees off the University of London.
3. One idea which has been carried out successfully at Oxford is for a department to organize a "brainstorming session" on self-assessment for graduate students.

4. Deciding what the research is to be about can take a surprising amount of time.
5. When testing a hypothesis or a theory, the scientist may have a preference for a certain outcome.
6. It is important that we have a clear understanding of what we can expect from each other.
7. The introduction surveys the relevant literature so that the reader will understand why you were interested in the question you asked.
8. The University welcomes applications for post-graduate study from those who have completed degrees studying part-time.
9. It appears that the chief reason why students fail to get their PhDs is because of inadequate supervision.
10. The advances in technology that are rapidly making all forms of information widely available may demand new approaches to education.
11. We invited colleagues from London University in view of discussing the findings of the joint project.
12. While many adult students undertake degree level study for personal satisfaction, those whose aim is to improve their career prospects also reach their goals.
13. As other countries invest heavily in their own post-graduate provision, the UK will need to work hard to maintain its competitive advantage.
14. Creativity often involves the ability to see which experiment will be a critical one to perform in order to test a new idea.
15. If you are not interested in the topic, you will find it hard to fulfill the work required.
16. Provided you can make correct predictions, you will not only read with more understanding but you will be able to avoid rereading.
17. If you feel like starting your post-graduate studies, you should understand that you will have no time to waste and you need to concentrate on your studies.

Step 4. Translate into English.

1. Несмотря на то, что эти методы похожи, они оба должны быть упомянуты в статье.
2. Теория не объясняет то, что произойдет далее.
3. Изобретение не утвердили, так как не все документы были подготовлены.
4. Статья профессора Волкера была настолько интересной, что привлекла внимание многих ученых.

5. Как только студенты получили курсовые задания, они приступили к сбору теоретического материала.
6. Аспирант помнит тот день, когда он впервые выступил с докладом на международной конференции.
7. Было сделано заключение, к которому следует добавить несколько примеров.
8. Неизвестно, где это явление было описано впервые.
9. Аспирант отвечал так, как будто не был уверен в том, что говорит.
10. В статье приводятся примеры различных методов, которые использовались на протяжении многих лет.
11. Научный руководитель не был удовлетворен работой аспиранта, хотя диссертация была завершена в срок.
12. Так как прибор сломался, эксперимент не мог продолжаться.
13. Поскольку вас интересуют дальнейшие подробности, следует обратиться к многочисленным литературным источникам.
14. Автор будет удовлетворен, если содержание книги окажется полезным студентам.
15. Хотя диссертация готова и одобрена научным руководителем, она не рекомендована к предзащите.

CONNECTIVES

Step 1. Translate into Russian.

1. Apart from lecture courses teaching is done mostly in laboratories or in tutorial groups. – Помимо
2. Meanwhile, some of the local technical colleges had developed their courses to a higher level, and eight of these were given their own charters. – Тем временем
3. So within three years the number of universities in England doubled. – Так
4. Yet an important difference remains. – Все же
5. In particular, at the examination stage none of your examiners may have had the necessary understanding and competence to be able to bridge the disciplines and make a proper assessment of your research contribution. – В частности
6. Thus, good communication is absolutely vital, so if you are a student, make sure you know precisely what it is that is expected of you. – Таким образом

7. Actually the length of a doctoral dissertation varies from discipline to discipline, it is usual to expect a manuscript of at least 250 pages. – В сущности
8. The dynamics of this process becomes clearer as one works through the book. – ... по мере того как
9. Post-graduate study demonstrates the commitment of the individual as well as the specific skills they have honed during their studies. – ... также как и
10. Alternatively, in some areas such as fine art and design and the humanities, research work may be more individually based. – Или же
11. In fact, this guide is designed to help you navigate the research voyage through developing a research question and thesis, doing the research, writing the paper, and correctly documenting your sources. – Фактически
12. First of all, you should analyse your previous experience in study. – Прежде всего
13. Finally, you should make up your mind on your future career. – Наконец
14. In addition, higher education institutions should work closely with employers to provide better information, advice and guidance on career choices for post-graduate research students. – К тому же
15. However, it is important to ask whether the way the post-graduate system is currently funded offers the best possible value for money and is flexible enough. – Однако
16. At first, the proposal was viewed with suspicion but after much deliberation it was finally accepted. – Вначале
17. Contrary to popular belief, statistics alone can not provide the answer. – В отличие от
18. Therefore I feel that it is difficult to explain the discrepancy between the data. – Поэтому

Step 2. Translate into English.

1. Более того, программы постоянно обновляются, включают современные подходы обучения и выработки необходимых навыков.
2. В любом случае ваша задача в максимально короткие сроки представить результаты исследования.
3. В целом рекомендуется прикладывать к пакету документов любые свидетельства ваших достижений – дипломы, сертификаты и т. д.
4. Более того, любая кафедра заинтересована в том, чтобы аспиранты защищались в срок.
5. Помимо профессионального преподавания теоретических аспектов каждая из программ носит прикладной характер.

6. Аннотация представляет собой краткую характеристику статьи, тогда как реферат – краткое изложение содержания статьи или доклада.
7. Фактически многие учебные заведения предлагают программы подготовки в магистратуру по специальным методикам.
8. К тому же магистерская степень повышает вашу значимость в глазах работодателя и является бесценным опытом в жизни.
9. Йельский университет известен своими достижениями в области гуманитарных наук, между тем он является и одним из ведущих научно-исследовательских центров США.
10. Во-вторых, точные формулировки повышают эффективность следующего этапа научной работы.
11. Однако аспирантура – это самостоятельная форма получения образования, цель которой – научиться заниматься научными исследованиями.
12. К тому же результаты, представленные в таблицах и схемах, в форме компьютерной презентации, помогают в восприятии информации.
13. Тем не менее наилучший результат достигается, когда периоды собственного творчества чередуются с периодами глубокого изучения темы.
14. Во-первых, в аспирантуру берут не всех, а только тех, кто достиг успехов в учебе, и, во-вторых, тех, кто ведет реальную научную работу.

INFINITIVE AND INFINITIVE CONSTRUCTIONS

Step 1. Translation tips.

a) Functions.

1. To live is to work.
Жить значит работать.
2. The difficulty will be to obtain the required data.
Трудность будет заключаться в том, чтобы получить необходимые данные.
3. This theory is about to be proved.
Эта теория вот-вот будет доказана.
4. The problem to be considered next is very important.
Вопрос, который далее следует рассмотреть, очень важен.
5. There are many examples to support this theory.
Существует много примеров, которые подтверждают эту теорию.
6. This method is not accurate enough to give reliable results.
Этот метод недостаточно точен, чтобы дать надежные результаты.

7. He is always the first to make the report.

Он всегда делает доклад первым.

8. She was the last to join the group.

Она последней присоединилась к группе.

b) Constructions.

1. I know you to work hard.

Я знаю, что вы усердно работаете.

I know you to have worked hard.

Я знаю, что вы усердно работали.

2. This post-graduate student is known to work hard.

Известно, что этот аспирант много работает.

Этот аспирант, как известно, много работает.

3. They are likely to participate in the conference.

Вероятно, они примут участие в конференции.

4. These pressing problems are unlikely to be discussed at the symposium.

Маловероятно, что эти насущные проблемы будут обсуждаться на симпозиуме.

5. His plans have never been thought to come true.

Никогда не думали, что его планы осуществляются.

6. There seems to be some confusion of terms in this chapter.

В этой главе, по-видимому, существует путаница в терминах.

7. For a graduate to continue his studies, there should be motivation.

Для того, чтобы выпускник вуза продолжал учиться, должна быть мотивация.

8. It is for a supervisor to decide whether the work is ready for discussion.

Именно научный руководитель должен решить, готова ли работа к обсуждению.

9. It is necessary for the results to be systematised.

Необходимо, чтобы результаты были систематизированы.

Step 2. Translate into Russian.

1. Students often work in teams and with their professors to investigate emerging issues.

2. To acquire this skill you need to read and write a lot.

3. It is such a small error to be easily neglected.

4. In the 19th century more universities were established to respond to the greatly increased demand for educated people.

5. These university colleges were the last to be granted charters as full universities, with the right to confer degrees on their own account.

6. If you are a PhD student who is dissatisfied with the supervision you should seek as a first priority for this to be resolved.
7. To encourage a broad-ranging discussion go to tutorials with a list of topics to be proposed.
8. Use advanced search functions on the computer so as to find an appropriate topic.
9. Use is to be made of the data obtained.
10. The discussion of too many details does not seem to be desirable, since it is likely to obscure the fundamentally important points.
11. The question is how closely these data represent the results to be obtained in practice.
12. Master of Philosophy qualification requires you critically investigate and show a comprehensive understanding of appropriate research methods.
13. He does not appear to know the name of the scientist.
14. Students were expected to show originality in the application of knowledge and problem-solving.

Step 3. Translate into English.

1. Это простое явление довольно легко объяснить.
2. Помочь аспиранту справиться с учебой в аспирантуре более успешно – основная цель научного руководства.
3. Этот метод был слишком сложен, чтобы распространять его на другие исследования.
4. Особое внимание уделяется подготовке исследователей с целью изучения вопросов промышленного, коммерческого и социального секторов.
5. Цель вот-вот будет достигнута.
6. Научную статью довольно сложно понять без соответствующих знаний.
7. Объяснение оказалось убедительным.
8. Нас обязали сдать экзамены до конца учебного года.
9. Научный метод требует исключить гипотезу, если экспериментальные данные противоречат предположениям.
10. Работодатели ждут, что аспиранты продемонстрируют навыки, которые выходят за рамки традиционно изучаемых дисциплин.
11. Вероятно, они ожидали более убедительные результаты эксперимента.
12. Ожидалось, что результат совпадет с теоретическими предпосылками.
13. Подтвердить выдвинутые исследователями гипотезы, значит получить ответы на поставленные вопросы.
14. Чтобы получить должность профессора, часто приходится переходить в другой университет.

GERUND AND GERUNDIAL CONSTRUCTIONS

Step 1. Translation tips.

1. Reading scientific articles broadens your knowledge.
Чтение научных статей расширяет твои знания.
2. I *don't feel like* discussing the same idea again and again.
Я не люблю обсуждать одну и ту же идею вновь и вновь.
Я не люблю обсуждение
3. He was *not capable of* analysing the obtained results.
Он не был способен проанализировать полученные результаты.
4. *In spite of* having some problems our group succeeded *in* finishing this part of work.
Несмотря на наличие некоторых проблем, нашей группе удалось завершить эту часть работы.
5. These points of view *are alike in* having a great number of supporters.
Эти точки зрения схожи тем, что у них есть много сторонников.
6. *It is worth* discussing this phenomenon.
Стоит обсудить это явление.
7. *It is no good* arguing about this issue.
Не стоит спорить по этому вопросу.
8. *It's no use* denying the fact that the problem is on the increase, since the latter assumption is made on the basis of the observed data.
Бесполезно отрицать тот факт, что интерес к проблеме возрастает, поскольку последнее предположение сделано на основе наблюдаемых данных.
9. I *can't help* acknowledging the importance of this statement.
Я не могу не признать важность этого утверждения.
10. *Would you mind* showing the latest data?
Покажите, пожалуйста, последние данные.
11. *Excuse my* interfering into your discussion.
Извините меня за то, что я вмешиваюсь в вашу дискуссию.
12. Einstein's having been awarded the Nobel prize in physics soon became widely known.
То, что Эйнштейна наградили Нобелевской премией, вскоре стало широко известно.
13. He insisted *on my* being included into the group of young researchers involved in joint experiment.
Он настаивал на том, чтобы меня включили в группу молодых ученых, вовлеченных в совместный эксперимент.

Step 2. Translate into Russian.

1. Maintaining an effective working relationship in a team holds the key to success of research projects.
2. You may feel so proud of having actually produced something worthy of your supervisor's attention.
3. Competitor countries invest heavily in developing and marketing their post-graduate systems.
4. The period of time involved in completing a PhD is usually at least three years full-time and four years part-time.
5. Undertaking post-graduate study develops research skills and independent thinking.
6. There is no use arguing about this approach.
7. Writing a summary cut it down to the required size by removing unnecessary words.
8. You can't use in your paper other people's work or words without acknowledging the source of information to avoid plagiarism.
9. Mr. Brown's having been appointed head of the Department was quite unexpected.
10. The skilled analyst's productivity may be attributed to his having acquired the necessary technique.
11. Asking direct but positively constructed questions is worth doing.
12. In spite of having quite a lot of difficulties, he managed to complete his research paper on time.
13. The book aims at acquainting the readers with modern achievements in psychology.
14. What's the use of planning the experiment if you have no definite idea what it is all for.

Step 3. Translate into English.

1. Аспиранту было трудно убедить своего научного руководителя в достоверности полученного результата.
2. Я думаю об использовании другого подхода.
3. Мне кажется, что эта гипотеза не стоит того, чтобы о ней упоминали.
4. Вопросы, заданные оппонентом, нацелены на более полное понимание эксперимента.
5. Извините меня за то, что опоздал на собеседование.
6. Он не мог не принять участия в предстоящей международной конференции.
7. Есть еще одна точка зрения, которую стоит упомянуть.
8. Вы не будете возражать, если я задам вам несколько вопросов?

9. Я не могу не сожалеть о том, что не закончил учебу в аспирантуре.
10. Не стоит вносить дополнения в вашу статью.
11. Несмотря на то, что у него не было разрешения, он продолжал пользоваться оборудованием.
12. Они возражали против того, чтобы он выступал на конференции.
13. При проведении наблюдений необходимо быть очень точным, чтобы избежать ошибки.



In Grammar section of the e-course revise the use of Gerund and Infinitive, and do online exercises.

PARTICIPLE I AND PARTICIPLE CONSTRUCTIONS

Step 1. Translation tips.

1. Difficulties occurring during the research are inevitable.
Трудности, возникающие во время исследования, неизбежны.
2. Here is an example showing the peculiarities of this process.
Приводится пример, показывающий особенности этого процесса.
3. The son following his father devoted his life to science.
Сын вслед за отцом посвятил свою жизнь науке.
4. Having written the article the post-graduate student showed it to his supervisor.
Написав статью, аспирант показал ее научному руководителю.
5. When carrying out the experiment the scientist was sure that he was on the right way.
Проводя эксперимент, ученый был уверен, что он на правильном пути.
6. They watched his interest gradually increasing.
Они следили (за тем), как его интерес постепенно возрастал.
7. The results were found attracting many scientists.
Оказалось, что результаты привлекают многих ученых.
8. My supervisor being away, I had nobody to ask for advice.
Так как мой научный руководитель отсутствовал, мне не к кому было обратиться за советом.
9. Other conditions being equal, the purity of the experiment is guaranteed.
При прочих равных условиях чистота эксперимента гарантирована.
10. We continued our experiment, with several post-graduate students helping us.
Мы продолжали наш эксперимент, причем несколько аспирантов помогали нам.

11. The microscope having been repaired, the researcher proceeded with his observation.
Исследователь продолжал свои наблюдения после того, как микроскоп починили.
12. It being now pretty late, we could not stay in the library any longer.
Так как было довольно поздно, мы не могли больше оставаться в библиотеке.
13. Any post-graduate student is able to do the work, the results depending on how hard he works.
Любой студент способен выполнить эту работу, причем результаты зависят от того, насколько усердно он работает.
14. With research involving more and more people, the profession of a scientist has become one of the most popular nowadays.
По мере того как научные исследования требуют участия все большего числа людей, профессия ученого становится одной из самых популярных в наши дни.

Step 2. Translate into Russian.

1. They are all private institutions receiving direct grants from central government.
2. An abstract or summary is published together with a research article giving the reader a “preview” of what is to come.
3. It is evident that the notion of an “ideal” supervisor changes depending on the stage the student has reached.
4. New universities were founded, all of them establishing campuses on the edges of historic towns without industry.
5. When undertaking such a degree students will be trained in research methods.
6. Other factors being excluded, the prediction seems to come true.
7. Subsequent stages might find the supervisor operating more like a coach building up skills and confidence, and then finally acting more like a colleague and equal.
8. Writing the paper the student realized how difficult it was for him to express his ideas.
9. Having finished his report the student answered numerous questions.
10. Following the discussion the committee is to study the report and put forward its proposals.
11. Good working relationship should exist between supervisors and students, with the supervisors providing encouragement, personal support and guidance at all stages.
12. When planning to attend a conference, there are steps you are to take.

13. A CV is often required for those applying to graduate or professional programmes, being employed with international firms, or when promoting oneself within professional or academic fields.
14. Each questionnaire item asked respondents to choose one out of six options, with the two extremes being “very dissatisfied” and “completely satisfied”.
15. While taking part in conferences he got acquainted with many researchers.
16. Having looked through a lot of journals and papers the student began to write the report.

Step 3. Translate into English.

1. Трудности, возникающие в процессе исследования, следует тщательно проанализировать.
2. Оставив доклад на столе научного руководителя, Майкл вышел из кабинета.
3. Получив конкретные данные, мы можем приступить к их интерпретации.
4. Проводя опыт, ученый осознал, что не все было предусмотрено.
5. Так как в конференц-зале было много народу, мы не могли найти свободных мест.
6. После того, как научный руководитель присоединился к группе, аспиранты продолжили эксперимент.
7. Обращаясь к главной задаче исследования, следует сказать, что она не была полностью решена.
8. Обучаясь в аспирантуре, мы должны помнить о том, что время летит очень быстро и сроки завершения работы близки.
9. Всем аспирантам, ведущим исследования, назначаются научные руководители из числа специалистов соответствующей области знаний.
10. Завершив свой доклад, он принял участие в дискуссии.
11. Так как многие вопросы были тщательно подготовлены, заседание кафедры длилось недолго.
12. Университеты, желающие конкурировать со всемирно признанными вузами, были вынуждены совершенствовать свои учебные программы.
13. Определяя степень успеха исследовательской работы, научному руководителю важно оценить новизну и актуальность полученных результатов.
14. Каждый университет имеет свою организационную структуру, которая обычно включает ряд факультетов, причем каждый представлен несколькими кафедрами.
15. Конференция может приобретать различный статус в зависимости от размаха и проблемного поля.

16. После того как статья была откорректирована, она была сдана в печать.
17. Поскольку документ не был подписан, он не имел законной силы.
18. Так как он долго работал над диссертацией, его тема потеряла свою актуальность.

PARTICIPLE II AND PARTICIPLE CONSTRUCTIONS

Step 1. Translation tips.

1. The result obtained was thoroughly analysed.
Полученный результат был тщательно проанализирован.
2. Let me introduce the latest research so much spoken about.
Позвольте мне представить последнее исследование, о котором так много говорят.
3. The report followed by a great number of questions was very topical.
Доклад, за которым последовало множество вопросов, был актуальным.
4. The article, published in a small journal, remained unnoticed for a long time.
Статья, напечатанная в небольшом научном журнале, оставалась незамеченной в течение долгого времени.
5. Mr Warner followed by his son devoted their lives to science.
Мистер Варнер, а впоследствии и его сын посвятили себя науке.
6. The conclusion at this stage is more valuable than that made earlier.
Вывод на этом этапе является более ценным, чем тот, который был получен ранее.
7. Considered from this point of view the question is worth discussing.
Если рассматривать с этой точки зрения, данный вопрос стоит обсудить.
8. Stated in a simple form the aim of the research is as follows.
Если сформулировать просто, цель исследования такова.
9. I heard your name mentioned at the conference.
Я слышал, что ваше имя упомянули на конференции.
10. The research completed they were satisfied with the obtained data.
Так как исследование было закончено, они были удовлетворены полученными результатами.

Step 2. Translate into Russian.

1. The discussion followed contained some useful ideas.
2. This misunderstanding, taken from an actual case study, shows that good communication is crucial to productive, successful student-supervisor relations.
3. Usually you explain your findings with reasons and evidence gained from your own personal experience.

4. There is a great demand for specialists with post-graduate degrees related to a specific field of professional activity such as business or administration.
5. The explanation given is by no means exhaustive.
6. The supervision provided both by the university and the place of work seemed to be very effective.
7. The problem appeared solved when parallel discoveries were made.
8. The range of opportunities offered is extensive, from one-year full-time or two-year part-time taught courses to three or more years of independent study for a research doctorate.
9. Rutherford's research work followed by many experiments of other scientists made a great contribution to science.
10. When thoroughly analysed this theory cannot be contradictory.
11. Unless otherwise stated the condition is as follows.
12. Seen in this context, the ranges of applicability and reliability of the method may be assessed.
13. The procedure followed by this investigator was suggested by Mr. Brown.

Step 3. Translate into English.

1. Исследуемая проблема очень важна.
2. Значимость рассматриваемых результатов еще до сих пор не оценена.
3. Все зависит от числа студентов, вовлеченных в эту работу.
4. Метод, которого придерживался наш аспирант, был простым.
5. Поскольку заявление не было подписано, его не могли рассмотреть на заседании совета.
6. Как указано выше, он получил требуемый результат.
7. Статья, на которую ссылаются выше, затрагивает психологический аспект проблемы.
8. Исследование, о котором много говорили, не оправдало надежды.
9. Многочисленные вопросы, на которые отвечал докладчик, спровоцировали длительную дискуссию.
10. Работа, выполненная молодым ученым, привлекла к себе внимание специалистов из других областей знаний.
11. Виды деятельности, обсуждаемые в статье, развивают коммуникативные навыки студентов.
12. Полученные результаты противоречили имеющимся данным.
13. Данные, на которые ссылаются в этой статье, уже были опубликованы.
14. Наше внимание будет сосредоточено на методах, используемых в различных научных исследованиях.



In Grammar section of the e-course revise the use of Participles and do online exercises.

REVISION TRANSLATION

Step 1. *Translate into Russian.*

1. The results of the work to be discussed at the workshop are of great importance for us.
2. The participants of the conference expected the draft code to be discussed at one of the sittings.
3. It is to be mentioned that the problem can be viewed from different angles.
4. The dissertation having been submitted to the Academic Council, the latter started to study it closely.
5. They succeeded in having finished the discussion ahead of time.
6. He was the first to make the report at the conference.
7. The organizers of the workshop could not help thinking over its tentative agenda again and again.
8. It is worth analyzing this phenomenon in detail.
9. The conference room was packed, several participants standing along the walls.
10. To sum up, we must acknowledge that there are positive shifts in the sphere of cooperation with international educational institutions.
11. The report is to be translated into the Belarusian language.
12. There being too many people in the conference room, we couldn't enter it.
13. To have a full understanding of the issues in question full information is required.
14. They can hardly be said to have discovered this phenomenon.
15. This method does not seem to offer any advantages over that discussed above.
16. Here is one more important point for the speaker to explain.
17. It's no use presenting the results at this stage.
18. Researcher's formulating conclusions without any proofs is useless.

Step 2. *Translate into English.*

1. Отчет о стажировке должен быть представлен не позднее 1 июня.
2. Моя последняя статья была помещена в «Вестнике БГУ», причем еще одна статья также принята к печати.
3. О том, что Петров успешно защитил диссертацию, сообщалось в январском номере «Университетской жизни».
4. Стоит просмотреть зарубежные издания по вопросам права.
5. После того, как были подведены результаты конференции, председатель выступил с заключительной речью.

6. Осуществлять профессиональные контакты – значит участвовать в конференциях, научных стажировка, круглых столах и др.
7. Следует подчеркнуть, что помощь научного руководителя является решающей для успешной подготовки диссертации.
8. Статья, которая должна быть сдана в сборник «Наука», очень важна для моего отчета.
9. Известно, что научный руководитель назначается из числа сотрудников кафедры, имеющих ученую степень.
10. Мы полагаем, что дискуссия развернется по актуальным проблемам окружающей среды.
11. Научный руководитель настоял на проведении повторного эксперимента.
12. Оппонент продолжал делать замечания.
13. Выводы, которые сделал ученый привели к грандиозному открытию в науке.
14. Нет основания, чтобы это противоречие обсуждалось вновь.

CONDITIONALS. SUBJUNCTIVE MOOD

Step 1. *Tips.*

a) Conditionals referring to the present or future.

1. If I came across this article I would analyse it thoroughly.
Если бы я столкнулся с этой статьей, я бы тщательно ее проанализировал.
2. If she were here, she would explain the details of the experiment.
Если бы она была здесь, она бы объяснила детали эксперимента.
3. If I were you, I would never take into account these data.
Если бы я был на вашем месте, я бы никогда не принял в расчет эти данные.
4. If she weren't busy now, she could pay more attention to the theoretical aspect of this problem.
Если бы она не была занята сейчас, она могла бы уделить больше внимания теоретическому аспекту этой проблемы.

b) Conditionals referring to the past.

1. If he had followed the advice of his supervisor, he would not have had so many obstacles on the way to success.
Если бы он последовал совету своего руководителя, у него не было бы так много препятствий на пути к успеху.

2. What would have happened if you had not found the missing papers?
Чтобы случилось, если бы вы не нашли пропавшие бумаги?
3. If I had participated in that conference, I could have met the leading scientists in this field.
Если бы я участвовал в той конференции, я бы мог встретить ведущих ученых в этой области.
4. If he hadn't written the paper in time, he might have missed the chance to have it published.
Если бы он не написал статью вовремя, он, возможно, упустил бы шанс ее опубликовать.

c) Other cases of unreal conditionals.

1. Were I not so busy now, I would join this scientific society.
Не будь я так занят сейчас, я бы присоединился к этому научному обществу.
2. Had I not been so busy at that time, I would have joined that scientific society.
Не будь я так занят в то время, я бы присоединился к тому научному обществу.
3. If the students had worked harder during the term, they would not face the difficulties now.
Если бы студенты работали усерднее в течение семестра, они бы сейчас не испытывали трудностей.
4. But for the illness, she would have submitted the thesis in time.
Если бы не болезнь, она бы представила диссертацию вовремя.
5. If it were not for (If not for) the shortage of time, I would organize the seminar on this problem.
Если бы не нехватка времени, я бы организовал семинар по этой проблеме.

d) Subjunctive.

1. It is necessary that the results of the research work (should) be presented immediately.
Необходимо, чтобы результаты исследования были представлены немедленно.
2. It is important that everything (should) be ready by the beginning of the conference.
Важно, чтобы все было готово к началу конференции.
3. It is advisable that the student (should) consult his supervisor regularly.
Целесообразно, чтобы студент регулярно советовался со своим руководителем.

4. I suggest that the discussion on this problem (should) be postponed.
Я предлагаю, чтобы дискуссия по этому вопросу была отложена.
5. I demand that I (should) be allowed to express my point of view.
Я требую, чтобы мне разрешили выразить свою точку зрения.
6. The supervisor insists that you (should) finish writing the paper by the end of the week.
Руководитель настаивает, чтобы вы закончили написание статьи к концу недели.

Step 2. Translate into Russian.

1. I suggest that the results of the research work be presented in a different form.
2. It is advisable that independent assessment be made by a disinterested academic member of the staff.
3. Any post-graduate student would achieve good results if he worked hard.
4. If post-graduate students wanted to get the most from their post-graduate experience, they would need the right support, advice, knowledge and skills.
5. If you had been truly creative, you should have done something different.
6. If you were a PhD student who was dissatisfied with your supervision, you should do something to solve the problem.
7. If not for the experimental data, who would believe it?
8. But for the interest in the final result, he would have stopped the research at this point.
9. Were he not so sure he was correct, he would have proved experimentally his hypothesis.
10. If their joint efforts were not so efficient, the results might have been less impressive.
11. But for the scientific merit of the proposal, there would not have been success in obtaining a grant for the research project.
12. It is necessary that the books you use in your research be referred to.
13. I suggest that we should analyse this phenomenon again.

Step 3. Translate into English.

1. Аспирант не потратил бы так много времени, если бы продумал все этапы эксперимента заранее.
2. Если бы кто-нибудь высказал свои замечания по моему исследованию, я был бы очень благодарен.
3. Научный руководитель настаивает, чтобы аспирант обращался к нему всякий раз, когда возникает проблема.
4. Важно, чтобы он использовал более точный подход к анализу данного явления.

5. Целесообразно, чтобы участие в конференции планировалось заранее.
6. Если бы вы подали тезисы доклада, вам бы разрешили участвовать в конференции.
7. Если бы программа прошлого года была нацелена на привлечение молодых исследователей, то она бы включала финансирование расходов, связанных с обменом сотрудниками.
8. Если бы карьере нельзя было построить в рамках одной компании, я бы перешел в другую.
9. Если бы не мой научный руководитель, я бы не завершил диссертацию в срок.
10. Исследование не потерпело бы неудачу, если бы было достаточно доказательств.
11. Если бы не научное руководство, аспирант бы потерялся в огромном потоке информации.
12. Если бы он принимал участие во всех конференциях для аспирантов и молодых ученых, то сейчас бы имел уже опыт публичных выступлений.
13. Что бы случилось, если бы вы не представили доклад и эссе к экзамену?



In Grammar section of the e-course revise the use of if-clauses and do online exercises.

CONSTRUCTIONS WITH WISH

Step 1. *Tips.*

a) Wishes referring to the present.

1. I wish the article were more informative.
Жаль, что статья недостаточно информативна.
2. He wishes he knew the answer.
Он сожалеет, что не знает ответа.
3. Do you wish you had more time to study?
Вам хотелось бы, чтобы у вас было больше времени на учебу? Вы сожалеете о том, что у вас мало времени на учебу?
4. What do you wish you were doing now instead of studying?
Что бы вы хотели, делать сейчас вместо учебы?
5. I wish he could go on business.
Жаль, что он не может поехать в командировку.
6. I wish you wouldn't speak Russian at the lesson of English.
Хотелось бы, чтобы вы не говорили по-русски на уроке английского языка.

b) Wishes referring to the past.

1. I wish I had studied psychology.
Жаль, что я не изучала психологию.
2. He wished he had gone to college.
Он жалел, что не получил высшего образования.
3. What do you wish you had done differently in your research?
О чем вы сожалеете? Что бы вы хотели сделать по другому в вашем исследовании?
4. I wish I could have talked to my supervisor yesterday.
Жаль, что я не смог поговорить с моим руководителем вчера.

c) Other wishes and preferences expressing supposition and unreality.

1. If only she knew which methods to use!
Если бы она только знала, какие методы использовать на этом этапе!
2. If only she had known at that stage the consequences of the new method!
Если бы она только знала на том этапе последствия нового метода!
3. I'd rather you didn't argue on this point.
Я предпочел бы, чтобы вы не спорили по этому пункту.
4. I'd rather she were absorbed in her work.
Я предпочел бы, чтобы она была поглощена работой.
5. I'd rather do it myself.
Я предпочел бы сделать это сам.
6. I'd rather not announce the results.
Я предпочел бы не объявлять результаты.
7. It's time the conference started.
Конференции пора начаться.
8. It's high time you submitted your report.
Вам давно пора представить доклад.

Step 2. Translate into Russian.

1. Do you ever wish you made a discovery?
2. He feels rather uncertain. He wishes he had prepared the speech much better.
3. She wishes she did some revision regularly.
4. I wish I hadn't forgotten to include the latest data into my report.
5. She wished she could have changed the supervisor at the first stage of her research.
6. If only she knew what consequences it might have led to.
7. I'd rather you didn't participate in the experiment.
8. It's high time you started working more seriously.
9. I'd rather he didn't sign the document.

10. My supervisor thinks it's high time I decided which direction to choose.
11. He wished he hadn't been involved in the argument.
12. If only people could protect the environment better.
13. I wish we all could think about the needs of others.
14. I'd rather you didn't interfere with my choice.

Step 3. Translate into English.

1. Как бы я хотел, чтобы вы предупредили меня вовремя.
2. Вам давно пора задать ему этот вопрос.
3. Я бы предпочел опубликовать эту статью раньше.
4. Жаль, что я уже вернул эту книгу в библиотеку.
5. Жаль, что на этом этапе он не знал как сформулировать цель исследования.
6. Как бы я хотел завершить диссертацию к концу года.
7. Если бы хоть кто-нибудь поддержал его точку зрения!
8. Жаль, что у вас мало времени на более глубокое изучение этой проблемы.
9. Мой брат сожалел, что не присутствовал на презентации нового оборудования.
10. Жаль, что вы не обратили внимание на предупреждение.
11. Аспирант теперь жалеет, что не последовал совету научного руководителя.
12. Я бы предпочел не переносить ответственность на других.
13. Дискуссии пора завершиться.
14. Если бы только она могла изменить тему в первый год учебы в аспирантуре!

Section III

REPORTING AND PRESENTATIONS

For many researchers delivering reports is an important and regular part of their work. Although reports tend to be conventional in organization and style, still they are made according to certain patterns.

a) A successful report should consist of.

- an introductory paragraph which clearly states the purpose and content of the report;
- a main body in which the relevant information is presented in detail under suitable subheadings; and
- a conclusion which summarizes the information given, and may include an opinion and/or suggestion/recommendation.

b) Points to consider.

- Give your report an appropriate title, then carefully plan the information you will present. Think of suitable subheadings, then decide on the information you will include under each subheading. The subheadings should be used to indicate the beginning of each new section. Use linking words to join your ideas.
- Before you write your report you should think who the report is addressed to.
- Reports should be written in a formal style. Its characteristics are: complex sentences, non-colloquial English, frequent use of the passive, linking words/phrases, useful formal language.

There are various types of reports, such as *assessment reports, informative reports, survey reports, proposal reports, work reports, investigation reports, research reports.*

Post-graduate students may eventually be asked to produce a research report.

The contents and organization of the research report are predictable and include statements or information about the following:

- the problem to be studied and why this problem is of interest;
- the purpose of or rationale for the present study;
- a summary of other research that has been done;
- the design of the experiment, if there is any, including the subjects, the variables/factors tested in the experiment and how and what type of information was obtained;
- what the findings tell us about the problem;
- areas for further research.

Basic Framework for a Research Report

The traditional and generally accepted structure of a report consists of the following parts:

preliminaries in which one finds the *title* (a short one), *list of contents* and *list of figures/tables*;

introduction which contains *the abstract* (an extremely concise summary of the contents of the report with conclusions) and *the statement of the problem*;

main body which contains *review of the literature* (primary and secondary source materials), *design of the investigation* with the major ideas and information presented, supported and clarified with *the methods used*, and measurement techniques to test or support the validity or reliability of the hypotheses;

conclusion in which a summary (in a logical order) of the information presented and data tested is given, and recommendations are made.

summary which gives a concise account of the main findings, and the inferences drawn from them.

bibliography which contains an accurate listing in strict alphabetical order of all the sources cited in the text.

appendices which present a compilation of important data and explanatory and illustrative material, placed outside the main body of the text.

Study the text “Science for Society”. Use additional information and deliver a report devoted to the role of science in modern society. Use some data from the branch of science you specialize in.

Science for Society

Today, more than ever, science is a vital source of educational, intellectual and cultural enrichment. When we talk of knowledge societies and knowledge economies, we are in practice pointing out that they are, in a fundamental way, science-based.

Science leads to technological advances and economic benefits that offer unique opportunities to meet basic human needs, reduce poverty, protect the environment and improve the quality of life.

The promotion of science and the use of its fruits require sustained political commitment and long-term action.

The essential function of the basic sciences is to carry out a thorough inquiry, leading to new scientific knowledge that enhances our understanding of natural phenomena. Increasingly, however, the “disinterested” model of scientific endeavour does not correspond to a reality in which there are strong expectations that science should lead to technological advances and improve people’s lives.

However, there are tensions here. Although the basic sciences have nowadays become an indispensable tool for development, the benefits of science are still unevenly distributed. Many developing countries in particular find themselves largely excluded not only from the benefits of the basic sciences but also from the very processes through which scientific knowledge is generated.

When talking about “challenges for science in the twenty-first century” one must recognize that, by its very nature, science is a cooperative endeavour and an activity without national borders. It has a remarkable capacity to mobilize intellectual effort on both theoretical and practical problems. By sharing scientific knowledge and joining together in making advances in science and technology, scientists are utilizing powerful means to promote international cooperation.

Scientific knowledge has led to remarkable innovations that have been of great benefit to humankind. Life expectancy has increased strikingly, and cures have been discovered for many diseases. Agricultural output has risen significantly in many parts of the world to meet growing population needs. Technological developments and the use of new energy sources have created the opportunity to free humankind from arduous labour. They have also enabled the generation of an expanding and complex range of industrial products and processes. Technologies based on new methods of communication, information handling and computation have brought unprecedented opportunities and challenges for the scientific endeavour as well as for society at large. Steadily improving scientific knowledge on the origin, functions and evolution of the universe and of life provides humankind with conceptual and practical approaches that profoundly influence its conduct and prospects.

At the same time, science itself is undergoing rapid change, with an “explosive” development of new fields, concepts, methodologies and potential applications.

It is often difficult to see the long-term consequences of scientific advance and its applications, and this heightens our sense of vulnerability. But it has also raised important moral, social, legal and cultural challenges.

The convergence of the information and life sciences has led to considerable progress in genetics and biotechnology. Human life, even the concept of life itself, is now challenged by advances in the biosciences and by the development of biomedical and genetic techniques.

Today, whilst unprecedented advances in the sciences are foreseen, there is a need for a vigorous and informed democratic debate on the production and use of scientific knowledge. Greater interdisciplinary efforts, involving both natural and social sciences, are a prerequisite for dealing with ethical, social, cultural, environmental, gender, economic and health issues.

One of the main challenges facing the basic sciences today is the fact that fewer and fewer talented youngsters seem to be interested in science, a global trend that seems to be leaving the faculties of mathematics, physics and chemistry empty. And young people are increasingly turning away from science as a career. This is a worrying trend, the reasons for which are multiple and complex. This decline of interest in science and scientific careers must be counteracted for it threatens the sustainability of the scientific enterprise itself and, by extension, the prospects for using science for development.

Another challenge, of course, is the brain drain. For developing countries to be in a position to exploit what science offers, there is a clear need to build a critical mass of people involved in science and technology. Continual, large-scale brain drain, however, is a serious challenge to efforts to nurture and maintain sufficient numbers of highly qualified and innovative scientists and engineers. Effective encouragements need to be found to induce them to remain in or return to their countries. Strategies to facilitate this need to be developed, such as the building of working connections between research groups in major educational and research institutions, setting up centres and networks of excellence, and creating innovative partnerships.

Another operational issue to address as a priority is the involvement of industrialists in the common action supporting science for development. The improvement of science-industry cooperation is not always easy but, if successful, it opens up important possibilities for all concerned.

The problems the human society is facing today are numerous and diverse. They can be solved with greater success and no doubt in a shorter time if we manage to unite our efforts and promote cooperation worldwide.

Study the texts given below, use additional information resources and deliver a report on your special field of knowledge.

The Nature of Law

The law affects us all from the moment we are born. We may not like it, but for better or for worse, we live in a society that is bound by rules.

Society, by one means or another, has developed a formal system of rules which are designed to be both observed and enforced. If an individual breaks a legal rule he or she will be penalised in some way. That is what the law is about: it consists of minimum standards of conduct which all members of society are expected to follow.

The concept of justice lies deep in the conscience of all civilized peoples. What that justice is, however, a reflection of the customs and laws of that civilization, and derives from the morality of the people as expounded by their law makers.

All civilized societies have had their codes of law, at least from the time of Hammurabi, the founder of the Babylonian Empire in the third millennium *BC*. Law is the latticework of civilization and throughout history a few outstanding law makers have shone forth like stars, to illumine the course of justice, some like Solomon as judges, others such as Justinian as great codifiers.

Yet the thought that there can be a theory of law, that is a set of systematically related true propositions about the nature of law, has been challenged, and from several directions. None of the challenges is entirely successful.

A theory of law in a narrow sense refers to **an explanation of the nature of law**. It is a sense central to philosophical reflection about the law throughout its history.

A theory of law is successful if it meets two criteria: first, it consists of propositions about the law which are *necessarily* true, and, second, they *explain* what the law is.

Naturally, the essential properties of the law are universal characteristics of law. They are to be found in law wherever and whenever it exists. Moreover, these properties are universal properties of the law not accidentally, and not because of any prevailing economic or social circumstances, but because there is no law without them.

The most usual meaning of the phrase “the law” is that of a legal rule. Legal rules influence many different aspects of life. Secondly, “the law” is the complete body of all those individual rules that bind society together. Thirdly, the phrase may also mean the process by which rules are made and applied. The development, the content and the application of those rules add up to a *legal*

system, complete with judges, courts, solicitors, barristers, police and indeed politicians in their role as law-makers (legislators).

The understanding (not definition) of such concepts as responsibility, liberty, authority, scientific knowledge, justice, right/wrong, etc. is a necessary prerequisite for answering some crucial questions about the regulation of social conduct and the conflicts derived from it:

- What are the principles and standards we should agree upon so that social life can unfold harmoniously on both local and planetary levels?
- Why are these principles and standards valid?
- What does each individual owe to the other individuals with whom he shares the social praxis?
- What is it that I, as an individual who interacts socially, can believe, or say or do?
- Which social ills could law attempt to lessen?
- How could this be achieved?
- For which social ills is each individual responsible and to what degree?
- Why am I responsible for the social consequences of my conduct?

At the end of the twentieth century we are forced to recognize:

- That law is in itself a culturally specific discursive form.
- That there is no pre-existent uniformity of values that explains a culture; there *is* cultural heterogeneity and multiplicity.
- Consequently, the authority of law based on a metanorm hierarchically superior to and underlying positive law, or on a social purpose legitimated by one culture only, has become increasingly problematic.

English law is divided principally into two categories – criminal or public and civil or private. Criminal law concerns matters deemed by society to be so serious that in the event of a person transgressing a legal rule it is society itself which must punish the wrong-doer.

Civil law is concerned with disputes between individuals or indeed groups of individuals such as public companies and corporations. Society will lay down the framework of legal rules within which such disputes must be settled. But society itself is not a party to any legal proceedings; it acts more as a referee. Indeed the object of civil law is to compensate the injured party, rather than to punish the “wrong-doer”. One individual *sues* another.

All that appears to imply that in terms of society’s morality and values civil matters are less serious or less weighty than criminal issues.

It is possible to speak in terms of three branches of the law, the third being constitutional and administrative law. This area of legal rules covers such matters as the powers of Parliament and the Government, the powers of the police and the administration of justice, personal freedoms including race relations and

immigration, and the freedoms of expression and assembly. The greater part of such administrative law will fall under civil law in the broadest sense and the rest under criminal law. Other countries take a different approach, however.

Law, far from being a complete and static system, is a dynamic system continually being created and modified. This condition of dynamism is already a commonplace in legal theory.

The law does not stand still. The public's attitudes and habits do change, human nature being an odd mixture of both the rational and the irrational, of both conservatism and radicalism. The legal system – including judicial outlook – has to accommodate itself to such shifts in the climate of opinions. Nonetheless the law may move slowly: change, whether societal or legal, is not necessarily rapid.

Economics

The term *economics* was coined around 1870 and popularized by Alfred Marshall, as a substitute for the earlier term *political economy* which has been used through the 18th–19th centuries, with Adam Smith, David Ricardo and Karl Marx as its main thinkers and which today is frequently referred to as the “classical” economic theory. Economic thought may be roughly divided into three phases: Premodern (Greek, Roman, Arab), Early modern (mercantilist, physiocrats) and Modern (since Adam Smith in the late 18th century). Systematic economic theory has been developed mainly since the birth of the modern era.

Economics has been recognized as a special area of study for over a century. The term *economics* derived from the Greek words οἶκω [okos] “house”, and νέμω [nemo] “rules” hence it means *household management*. There is no unanimous consensus upon its definition. Various definitions describe different aspects of this social science. We may mention some of them. Economics is:

- the social science that studies the allocation of scarce resources to satisfy unlimited wants. This involves analyzing the production, distribution, trade and consumption of goods and services, and their management;
- the study of choice and decision-making in a world of limited resources;
- the science that deals with the production, distribution, and consumption of wealth, and with the various related problems of labor, finance, taxation, etc.
- research on such factors as interest rates, gross national product, inflation, unemployment, and inventories, as tools to predict the direction of the economy.

Economics is said to be *normative* when it recommends one choice over another, or when a subjective value judgment is made. Conversely, economics is

said to be *positive* when it tries objectively to predict and explain consequences of choices, given a set of assumptions and/or a set of observations.

Economics is the study of how society chooses to allocate its scarce resources to the production of goods and services in order to satisfy unlimited wants. Society makes two kinds of choices: economy-wide or macro choices and individual, or micro choices. The prefixes *macro* and *micro* come from the Greek words meaning “large” and “small,” respectively. Reflecting the *macro* and *micro* perspectives, economics consists of two main branches: *macroeconomics* and *microeconomics*.

Microeconomics (literally, *very small economics*) is the study of the economic behaviour of individual consumers, firms, and industries and the distribution of production and income among them. It considers individuals both as suppliers of labour and capital and as the ultimate consumers of the final product. It analyzes firms both as suppliers of products and as consumers of labour and capital. It deals with individual agents, such as households and businesses.

Microeconomics seeks to analyze the market form or other types of mechanisms that establish relative prices amongst goods and services and/or allocates society’s resources amongst their many alternative uses.

Macroeconomics considers the economy as a whole, in which case it considers aggregate supply and demand for money, capital and commodities. Aspects receiving particular attention in economics are resource allocation, production, distribution, trade, and competition. Economic logic is increasingly applied to any problem that involves choice under scarcity or determining economic value.

There appear to be three **methods** by which economic phenomena may be investigated. The first consists mainly in *deductive analysis*. Proceeding from a few simple premises based upon general observation a researcher makes broad generalizations. The second is the *historical method*, which seeks an understanding of existing institutions by tracing their evolutions from their origins in the past. The third is *statistical induction*, which endeavours, by the analysis of numerical data, to develop quantitative knowledge of economic phenomena. Anyway, it is now coming to be recognized that these methods are complementary rather than mutually exclusive.

A successful theory provides insights into the physical or social relationships it studies. Economic theories are developed to explain such important observable quantities as the production, prices and consumption of goods and services, the employment of workers, and levels of saving and investment.

Economic variables are quantities that can have more than one value. For example, the price of an item is an economic variable representing what we must

give up in exchange for each unit of that item. Price is an economic variable because it can go up or down as changes occur in the economy. An economic theory of price seeks to determine the causes for changes in the price of an item.

An economic model is a simplified way of expressing how some sector of the economy functions. An economic model contains assumptions that establish relationships among economic variables. We use logic, graphs, or mathematics to determine the consequences of the assumptions. In this way we can use the model to make predictions about how a change in economic conditions results in changes and in decisions affecting economic variables. Economists often use the term “model” as a synonym for theory.

Understanding History

The study of the past is called history. When we set out to study history, we are able to draw the people and events of ancient times closer to us. Studying the past allows us to “see” the faces of the famous and the nameless people who lived thousands of years before us. It helps us understand what their lives were like. We can see how our lives are similar to theirs and also how they are different. We can see how people of the distant past had to face some of the very same problems we face today. And we can appreciate connections that bind together people and all time periods and all areas of the world.

What can the past tell us about the problems of today? By studying the past, we can see how previous cultures dealt with similar problems. We can understand the effects of their actions, and we can make judgments about how our actions might affect the future.

In our multicultural world we must understand the history of other cultures in order to solve problems together. By studying the past we can see the roots of the present and we can better understand our world neighbours. Learning about the past gives us a framework for making decisions about the issues that we face today. It also helps us understand how our actions will affect the people of tomorrow.

History has been called a conversation between the present and the past. People of the past communicate with people of today through the writing, artifacts and structures they leave behind.

Every generation sees the world differently. And because each generation and each individual looks at things from a new point of view, history is always open to different interpretations.

History also has been compared to a jigsaw puzzle. Some pieces of the puzzle have been lost forever. Pieces once considered lost have now been found. The available pieces can be fitted together in many ways. Each generation of

historians tries to put together the available pieces of the puzzle and to interpret the picture that emerges. In doing so we hope to understand not only what happened in the past, but how it happened and why it happened.

History – record of the events of human societies. The earliest surviving historical records are the inscriptions denoting the achievements of Egyptian and Babylonian Kings. As a literary form historical writing or historiography began with the Greek Herodotus in the 5th century BC, who was first to pass beyond the limits of a purely national outlook. A generation later, Thucydides brought to history a strong sense of the political and military ambitions of his native Athens. His close account of the Peloponnesian War was continued by Xenophon. Later Greek history and Roman history tended toward rhetoric.

Medieval history was dominated by a religious philosophy sustained by the Christian church. English chroniclers of this period are Bede, William Malmesbury and Matthew Paris.

The Renaissance revived historical writing and the study of history both by restoring classical models and by creating the science of textual criticism.

A product of new secular spirit was Machiavelli's History of Florence 1520–23. This critical approach continued into the 17th century. The 18th century Enlightenment disposed of the attempt to explain history in theological terms and an interpretive masterpiece was produced by Edward Gibbon.

An attempt to formulate historical method and a philosophy of history, that of the Italian Giovanni Vico, remained almost unknown until the 19th century Romanticism left its mark on 19th-century historical writing in the tendency to exalt the contribution of the individual "hero", and in the introduction of a more colourful and dramatic style and treatment, variously illustrated in the works of the French historian Jules Michelet (1798–1874) and the British writers Carlyle and Macaulay.

During the 20th century the study of history has been revolutionized, partly through the contributions of other disciplines, such as the sciences and anthropology. The deciphering of the Egyptian and Babylonian inscriptions was of great importance. Researchers and archaeologists have traced developments in prehistory and have revealed forgotten civilizations such as that of Crete. Anthropological studies of primitive Society and religion, which began with James Frazer's Golden Bough 1890, have attempted to analyse the bases of later forms of social organizations and belief. The changes brought about by the Industrial Revolution and the accompanying perception of economics as a science forced historians to turn their attention to economic questions.

Contemporary historians make a distinction between historical evidence or records, historical writing and historical method or approaches to the study of history. Contemporary historians make extensive use of statistics, population

figures and primary records to justify historical arguments. Historians do not just collect facts, they examine the information they collect and then decide how to interpret it.

The reports are often made in the form of presentations. Further you will find information on how to make your presentation effective.

Making an Effective Presentation

A presentation is a report one gives to the audience. It can be a short report, a long analysis, a narrative of any length, formal, or informal. Whether oral or written, the presentation format should be clear and organized.

Simplicity, clarity and brevity are characteristic features of perfect presentation. The best presenters take the view that presenting is not formalized public speaking, it is a dynamic way of dealing with people.

If you want to be effective you are to maintain the delicate balance and proportion dealing with the three essential elements of presenting: presenter – audience – message.

Thus, you are to study how to do it.

1. Work on your image. Perceptions are sometimes more powerful than facts! First impressions influence the audience's attitudes to you. Wear an outfit that you know and love, not something new or fussy to feel comfortable.

2. Know your audience, their background and their motives. The factor of the listener is one of the most important parameters of effective communication. The golden rule of public speaking is that you should always keep your audience in mind. The best advice which can be given by an experienced presenter is: make your language natural and comprehensive for the audience.

3. Define your objective and analyze the communication situation. This will help you decide on the vocabulary and style you use in your presentation. Lexical expressive means help you personalize your message, reveal your attitudes.

4. Being an oral form of communication, presentation is to be well structured. The traditional and generally accepted structure of a speech contains the following elements:

- introduction, in which the speaker grabs the attention of the audience, introduces the subject, his purpose and himself to the audience;
- the body of the speech, which contains a summary of the major ideas and information that supports and clarifies the ideas;
- conclusion (close), which contains a summary or a conclusion from the information presented and which helps the speaker to end his speech gracefully.

Methods of Delivery – successful delivery of the speech depends to a considerable extent on the method of presentation selected by the speaker. Four general methods of delivery may be distinguished: impromptu, manuscript, memorized and extemporaneous. The *impromptu* method of delivery involves speaking without any specific preparation. In the *manuscript* method the entire speech is read to the audience. The *memorized* method of delivery involves writing out the speech word for word and committing it to memory. The *extemporaneous* method of delivery is based upon thorough preparation, memorizing the main ideas and abbreviating the manuscript to a number of key words and phrases. There is no commitment to exact wording. This method is usually described as the most effective one. The main advantage of this method is that it allows you great flexibility.

Making the Presentation – the following practical tips can be useful: greet the audience, and tell them who you are, then tell them what you are going to tell them; keep to the time allowed; if you can, keep it short; stick to the plan for the presentation; leave time for discussion; at the end of your presentation ask if there are any questions; finally, make your closing remarks by thanking your audience.

Voice Qualities – your voice is you. Bearing it in mind the speaker should know how to master his voice qualities, change them, adjust to the occasion. It is common knowledge that your voice shows not only your character but also your mood. During the presentation the speaker sounds self-assured, concerned, personally involved, very often enthusiastic. Follow the following tips: speak clearly; don't shout or whisper; be natural – don't rush, or talk deliberately slowly; pause at key points; avoid jokes; to make the presentation interesting, change your delivery, but not too obviously, e.g. speed (rate), pitch of voice, volume, etc.

Body Language – keep your body relaxed and use controlled gestures and pauses. Be careful not to move around too much during your talk (as this will distract your audience). Strike up eye contact if possible. The idea is to give the impression that you are talking to each individual in your audience.

Visual aids significantly improve the interest of a presentation. Visuals help to: focus the attention of your audience, illustrate points which are hard to visualize, reinforce your main ideas, involve and motivate the audience.

| *Discuss the following: when you give a presentation, do you:*

- use body language;
- keep eye contact with one person;
- shift your eye contact;
- smile from time to time;
- use a variety of gestures;

- keep fingering your spectacles;
- read your talk;
- talk to your notes, the blackboard or your visual aids;
- stand with your back to a wall or curtain to minimize distractions;
- keep visual aids covered until you need them;
- walk up and down;
- overrun your time;
- finish before you are expected to;
- stand in front of the window;
- if you distribute something to be looked at, stop talking till everyone has examined it;
- lean forward facing the audience;
- start summarizing what you are going to say, then say it, and end by summarizing it again;
- laugh at your own jokes;
- smoke;
- make your audience roll in the aisle with your jokes;
- wear whatever you feel comfortable and self-assured in;
- talk with ease;
- prepare your speech in advance and rehearse it in the bath.

Think about your weak and strong points as a speaker in public. Compare and discuss your list with your partner.

	my	
<u>strong points</u>		<u>weak points</u>
1	1	
2	2	
3	3	
4	4	
5	5	

Make a check list of what you should do to avoid turning your presentation into a disaster.

<u>Dos</u>		<u>Don'ts</u>
	1	
	2	
	3	
	4	
	5	

Make individual or team presentations in class. To make your presentation effective keep in mind the following set of helpful hints:

- pause, look around the group and wait until they are really ready;
- make your opening remarks in a friendly, personal way;
- look at the members of a group and watch their reactions;
- use some gestures to emphasise points;
- if you want to, move about a little;
- when you use visual aids make sure they can be seen;
- use connecting links;
- keep your explanations and examples brief and interesting;
- pause before making an important point or asking a question, and look at the audience;
- try to vary the pace of delivery.



Watch a video clip “Rules for Presentation”, discuss “good” and “bad” presentations mentioned in it.

In Focus

Expressing tendencies

Phrases	Examples
There is a tendency for (someone) to do (not to do) smth. To have a tendency to do smth.	1. <i>There is a tendency for</i> university graduates to continue education and take a post-graduate course. 2. Higher educational institutions <i>have a tendency</i> to introduce a learner’s-centered approach to their teaching strategies.
To tend to do smth.	3. After finishing a master’s course young researchers <i>tend</i> to work towards a PhD. Students <i>tend</i> to leave preparation for exams till the last minute.
To be likely to do smth.	4. Research supervisors <i>are likely</i> to create stimulating research environment for their postgrads.
To be prone to do smth.	5. Today post-graduates <i>are more prone</i> to accept responsibility for their personal learning and the production of a thesis.

Translate the sentences in which you can use the words and word-combinations expressing “tendency”.

1. Все больше студентов БГУ склоняются к получению последипломного образования.
2. Заочная аспирантура становится популярным выбором аспирантов, поскольку позволяет сочетать работу и учебу.
3. Есть тенденция рассматривать магистерский курс как платформу для дальнейшего обучения в аспирантуре.
4. Современные диссертации становятся более прагматичными в контексте использования результатов исследований.

Section IV

TOP SOCIAL AND POLITICAL ISSUES

VISITS

Read the information below. Comment on the difference between state, official and working visits.

The Department of Foreign Affairs recommends what level of visit a Head of State pays to the country. It could be classified as a state visit, official visit, or working visit.

A **state visit** is a formal visit by a head of state to a foreign country, **at the invitation** of that country's head of state, with the latter also acting as the **official host** for the duration of the state visit. State visits are considered to be the highest expression of friendly bilateral relations between two sovereign states, and are in general characterised by an emphasis on **official public ceremonies**. **Arrival ceremonies** include the playing of the **national anthems** of the two nations, a review of the honor guards, and rendering of full military honors, including a 21-gun salute for the head of state. A **state luncheon or dinner is held** in honor of the visiting head of state. There can also be a **cultural presentation** at the end of the dinner or luncheon. The host country **shoulders the costs** for the visit for the official delegation only. This may include accommodations and providing vehicles for travel unless the delegation chooses to provide its own. State visits reflect **the highest level of hospitality**, honor and formality in relations between nations. They often include the exchange of symbolic gifts and visits to various national memorials and other cultural activities.

On an official visit **high-ranking officials** (cabinet level to head of government) are invited to visit another country by its government. Honors are given if the foreign official is the head of government, but not so for **cabinet-rank officials**. No luncheon or dinner is required. The host country pays for the visit's cost for the official delegation unless the delegation opts to provide for its own needs.

No invitation is necessary for a **working visit**. An official meets with his counterpart to discuss issues concerning both countries. **The host country** does not pay for the accommodations or other expenses of the official delegation during working visits.

A **summit visit** (or just summit) is a meeting of heads of state or government, usually with considerable media exposure, tight security, and a prearranged agenda.

| Report on the article according to the following plan:

The title (headline) of the article under consideration is

The article is written by

It is (was) published in

The article is about

The article is devoted to/deals with

The article describes

According to the article

The author writes (states, stresses, thinks, points out) that

Further the author reports that

The author comes to the conclusion that

Belarusian President Alexander Lukashenko **arrived in Sudan on an official visit**. The aircraft with the Belarusian head of state on board landed in the Khartoum International Airport,

Sudan President Omar Hassan Ahmad al-Bashir welcomed Alexander Lukashenko at the stairs of the aircraft. An official **welcome ceremony** involving a **guard of honor** and the **national anthems** of the two countries followed. After that Alexander Lukashenko had a brief talk with Omar Hassan Ahmad al-Bashir. Belarus President thanked the Sudan President for the kind words addressed to Belarus and its people. “We have indeed very good political relations. Now is the time **to advance economic relations**,” said the Belarusian head of state.

Belarus President is expected **to hold official negotiations** with Sudan President in Khartoum on 17 January. The sides will **discuss prospects** and the main avenues of advancing Belarusian-Sudanese relations, as well as concrete steps **to broaden cooperation**. Close attention will be paid to **matters of economic cooperation**. There are plans to **sign agreements on advancing cooperation** in various areas.

The Belarusian head of state is also expected to meet with Sudan Vice President and Speaker of the National Assembly of Sudan. A Belarusian-Sudanese business forum will be held in the capital city of Sudan as part of the state visit.

| Render into English using the prompts.

Президент России прибыл в Японию с двухдневным рабочим визитом. Российский лидер встретился с японским премьер-министром. Основными темами для обсуждения стали состояние и перспективы развития двустороннего сотрудничества в торгово-экономической и культурно-гуманитарной сферах, а также заключение мирного договора.

В первый день визита российский президент принял участие в переговорах в Нагато. Они состояли из трех частей – встреча Путина и Абэ в присутствии нескольких членов делегаций от двух сторон, беседа политиков один на один с участием переводчиков и рабочий обед с министрами, ответающими за развитие двусторонних отношений.

По итогам визита подписаны соглашения об экономическом сотрудничестве, намечено облегчение визового режима и совместная хозяйственная деятельность на Курильских островах. О решении территориальной проблемы говорилось много, но соглашение не было достигнуто.

Визит Президента РФ Владимира Путина в Японию стал историческим событием, которое поднимает отношения двух стран на новый уровень.

bilateral cooperation

conclusion of peace treaty

**one-on-one/ face-to-face
in charge of**

alleviation of visa regime

agreement has not been reached

| Report on a recent official visit to your country. Use the words and word-combinations below:

at/on the invitation of;
to arrive on/for a visit;
to be on a visit;
to pay a visit;
during the stay;
those present;
officials;
to be accorded a hearty welcome;
to exchange views on;
problems: current, urgent, acute;
to discuss the international situation as a whole;

the talks are marked by the spirit of mutual understanding;
to give a dinner in honour of;
to speak at a dinner;
to give a reception;
business circles;
diplomatic representatives;
in transit;
to develop all-sided, bilateral, mutually beneficial, good-neighbourly relations.

 *Listen to the piece of news “US President Visits Hiroshima” and do the task that follows.*

 *Find the article on the topic “Visits” (Resource “Visits News”), make its summary, report on the article.*

COOPERATION

Read the article. Focus on the meaning of the highlighted words and expressions.

Joint Communiqué

The Minister for Foreign Affairs of the Republic of Belarus, Minister for Foreign Affairs of the Kingdom of the Netherlands, **held bilateral consultations** in Minsk on the occasion of the official visit of the Netherlands Minister to the Republic of Belarus.

The Ministers **underlined their resolve** to promote **security and cooperation** in Europe to contribute to the building of a Europe of peace and freedom on the basis of democracy and respect for human rights, **guided by the aims and principles** of the United Nations Charter, the provisions of the Helsinki Final Act, the Paris Charter for a New Europe and other Conference on Security and Cooperation in Europe documents. The Ministers **expressed their determination** to help **strengthen the ties and cooperation** between their countries, both in the **multilateral and bilateral framework**.

Furthermore, the Ministers discussed the development of the bilateral relations between the Republic of Belarus and the Kingdom of the Netherlands and **declared the desire** to look for ways to further develop their cooperation in various fields, such as:

- trade and economic affairs;
- culture and education;

- agriculture;
- health;
- transport.

The Ministers declared their interest in **concluding a bilateral agreement** on the protection of investments. The Ministers noted that the Netherlands side **has submitted a draft text** for such an agreement. The Ministers agreed that the Republic of Belarus will give a reaction on this draft as soon as possible.

Furthermore, the Ministers **declared the intention** to organize consultations on bilateral treaty relations between the Republic of Belarus and the Kingdom of the Netherlands as soon as possible.

| *Report on the article.*

Belarus committed to good-neighborly relations with Ukraine

Belarus has always been **committed to strengthening the good-neighborly relations with** Ukraine, says Ambassador Extraordinary and Plenipotentiary of Belarus to Ukraine “We share a centuries-long history and have very similar culture. Ukraine is one of the most important **political, trading and economic partners** for Belarus”. The diplomat stressed that the balanced position of Belarus on a number of issues on the **bilateral and international agenda**, including the **peaceful settlement of the conflict** in the east of the country, **contributes to the constructive interstate dialogue**, and the positive momentum in **bilateral cooperation in all areas**. “The main result of work in Ukraine for us is that more than 80 % of Ukrainians now have a positive attitude towards Belarus. The Belarusian side hopes **to further develop the multifaceted cooperation with** Ukraine on a wide range of issues,” the diplomat said. According to the Ambassador, in the last 25 years Belarus and Ukraine **have laid down a good foundation for cooperation**, which will enable the two states to take a respected place in the architecture of the modern world. There are no **unresolved problems between** the countries. Belarus and Ukraine have always been able to **find mutually acceptable solutions to all issues**.

| *Translate into English using the prompts.*

1. Первый государственный визит президента Китая в Беларусь имел большой успех и дал новый толчок долгосрочному и стабильному развитию двусторонних отношений.

gave an impulse to long-term

2. Вопросы двустороннего сотрудничества рассматривались в ходе официального визита премьер-министра Беларуси в Азербайджан. Визит завершился подписанием ряда межправительственных соглашений.

3. Президент России пригласил директора Международного Валютного Фонда нанести неофициальный визит в Москву.

4. Пять документов стали главным результатом официального визита Ливийской делегации в Беларусь. Эти документы нацелены на дальнейшее расширение Белорусско-Ливийских отношений.

5. Важно, чтобы научно-техническое сотрудничество между странами было основано на принципах равенства, взаимоуважении и выгоде.

**finalized in ...
intergovernmental**

IMF

major

aimed at

**scientific and
technical
equality, mutual
respect and benefit**

*Get ready to speak about some international contacts of your country.
Use the vocabulary below.*

cooperation

close/broad/versatile/many-sided, multisided/ fruitful/comprehensive ~

to cooperate

in the field (sphere, branch, area) of economy

agreement

preliminary/long-term/short-term/unilateral/multilateral/intergovernmental ~
to reach an ~; to come to an ~; to conclude an ~; to ratify an ~; to cancel an ~;
to sign an ~.

ties

to maintain ~

relations

to build/to strengthen/to break up/to resume/to maintain ~ ; to establish diplomatic ~

to grant

~ most favoured nation status

joint

~ venture

~ efforts

advantage

to seek ~

advantageous

mutually ~ terms

tension

international ~; relaxation of ~; aggravation of ~

restrictions

to apply

~/to impose ~ on

sanctions

to drop, lift, remove, suspend, ease, abandon ~

to contribute (to)**contribution**

to make ~



Listen to the piece of news “International Cooperation”; make a list of five most influential organizations and explain your choice.



Find the article on the topic “Cooperation” (Resource “Cooperation News”), make its summary, report on the article.

ELECTION

| Read the information below. Comment on the different types of elections.

In a parliamentary system, a **general election** is an election in which all or most members of a given political body are chosen. The term is usually used to refer to elections held for a nation’s primary legislative body. In this system, members of parliament are also elected to the **executive branch**.

A **by-election** is an election held to fill a political office that has become vacant between regularly scheduled elections. Usually, a by-election occurs when the **incumbent** president has resigned or died.

A **primary election** is an election that narrows the field of **candidates** before the general election. Primary elections are the means by which a **political party** nominates candidates for the next general election. Primaries are common in the United States, where their origins are traced to the progressive movement to take the power of candidate nomination away from party leaders and give it to the people.

In the case of **closed primaries**, only party members can vote. By contrast, in an open primary all voters may cast votes on a ballot of any party.

A **referendum** is a direct vote in which an entire **electorate** is asked to either accept or reject a particular proposal, usually a piece of legislation which has been passed into law by the local **legislative body** and signed by the executive

official(s). A referendum may result in the adoption of a new constitution, a constitutional amendment, a law, the recall of an elected official, or simply a specific government policy.

A **recall election** is a procedure by which voters can remove an elected official from office through a direct vote before his or her term has ended. Recalls, which are initiated when sufficient voters sign a petition, have a history dating back to the ancient Athenian democracy and are a feature of several contemporary constitutions.

| *Report on the article.*

The 2017 French presidential election

The election was held on 23 April and 7 May 2017. As no candidate **won a majority** in the first round on 23 April, a run-off was held between the top two **candidates**, Emmanuel Macron of En Marche! and Marine Le Pen of the National Front (FN), which Macron **won by a decisive margin** on 7 May. **Incumbent** president François Hollande of the Socialist Party (PS) **was eligible to run for a second term**, but declared on 1 December 2016 that he would not seek reelection **in light of low approval ratings**, making him the first incumbent president of the Fifth Republic not to seek re-election. Following the result of the first round, Macron and Le Pen continued to the 7 May runoff. It was the first time since 2002 that a National Front candidate continued to the second round and the first time in the history of the Fifth Republic that the runoff did not include a nominee of the traditional left or right parties.

Estimations of the result of the second round on 7 May indicated that Macron had been elected by a decisive margin, and Le Pen immediately **conceded defeat**. After the Interior Ministry published preliminary results, **the official result of the second round was proclaimed** by the Constitutional Council on 10 May. Macron **took office** on 14 May and subsequently named his prime minister and government, with the legislative elections to follow on 11 and 18 June.

| *Translate the article into English.*

«Единая Россия» показала один из лучших своих результатов

«Единая Россия» получила более 54 % голосов на выборах в Госдуму седьмого созыва. Таковы последние данные, обнародованные ЦИК. В новой Думе ЕР получает конституционное большинство, при этом она выражает готовность к сотрудничеству с другими политическими силами.

**United Russia
convocation
declared
commitment**

ЦИК России объявил в понедельник результаты выборов в Госдуму после подсчета 99,42 % бюллетеней. «Единая Россия» получила 54,18 %; второе, третье и четвертое места заняли соответственно КПРФ (13,35 %), ЛДПР (13,16%) и «Справедливая Россия» (6,21 %). Таким образом, по итогам прошедших в воскресенье выборов в нижнюю палату парламента прошли четыре партии – те же политические силы, что и были представлены в шестой Думе.

ballot paper

lower chamber

«Единая Россия» показала один из лучших своих результатов по уровню поддержки и рекордный в российской истории – по количеству депутатских мандатов.

deputy seats

Глава ЦИК Элла Памфилова заявила, что прошедшие выборы легитимны. Она добавила, что на выборах-2016 в России работали 264 тысячи наблюдателей. «Уровень прозрачности был несравненно выше по сравнению с предыдущими кампаниями», – заявила Элла Памфилова. Глава миссии наблюдателей от СНГ Владимир Гаркун также добавил, что на выборах-2016 политическим партиям были созданы равные условия.

monitors

transparency

| Get ready to speak about recent elections. Use the vocabulary below:

to hold an election;

ballot;

to cast one's ballot;

to hold debates;

election campaign;

election pledges;

election struggle;

election returns;

the electorate;

electoral mandate;

electoral register;

electoral college (U.S.);

franchise/suffrage;

candidate/presidential candidate;

to nominate candidates;

constituency (Eng.)/congressional district (U.S.);
proportional representation system;
by-election;
popular vote (U.S.);
be eligible to vote;
voter;
polling station;
an absentee voting.

 *Listen to the piece of news “World Leaders Have Mixed Reactions” and do the task that follows.*

 *Find the article on the topic “Election” (Resource “Election News”); make its summary.*

REFUGEES

Read the information below. Compare the concepts “refugees”, “internally displaced persons” and “stateless persons”.

A **refugee** is someone who has been forced to flee his or her country because of persecution, war, or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. Most likely, they cannot return home or are afraid to do so. War and ethnic, tribal and religious violence are leading causes of refugees fleeing their countries.

An **internally displaced person (IDP)** is a person who has been forced to flee his or her home for the same reason as a refugee, but remains in his or her own country and has not crossed an international border. Unlike refugees, IDPs are not protected by international law or eligible to receive many types of aid. As the nature of war has changed in the last few decades, with more and more internal conflicts replacing wars among countries, the number of IDPs has increased significantly.

A **returnee** is a refugee who has returned to his or her home country. The majority of refugees prefer to return home as soon as it is safe to do so, after a conflict, and the country is being rebuilt. The UN High Commissioner for Refugees (UNHCR) encourages voluntary repatriation, or return, as the best solution for displaced people. The agency often provides transportation and other assistance, such as money, tools and seeds. Occasionally, UNHCR helps rebuild homes, schools and roads.

A stateless person is someone who is not a citizen of any country. Citizenship is the legal bond between a government and an individual, and allows for certain political, economic, social and other rights of the individual, as well as the responsibilities of both government and citizen. A person can become stateless due to a variety of reasons, including sovereign, legal, technical or administrative decisions or oversights. The Universal Declaration of Human Rights underlines that “Everyone has the right to a nationality.”

| *Report on the article.*

Why is EU struggling with migrants and asylum

Europe is experiencing one of the most **significant influxes of migrants and refugees** in its history. Pushed by civil war and terror and pulled by the promise of a better life, huge numbers of people **have fled** the Middle East and Africa, risking their lives along the way.

More than a million migrants and refugees arrived in Europe in 2015, compared with just 280,000 the year before. The **scale of the crisis** continues.

Among the forces driving people **to make the dangerous journey** are the conflicts in Syria, Iraq and Afghanistan. The vast majority – more than 80 % – of those who reached Europe by boat in 2015 came from those three countries. The most direct routes **are fraught with danger**. A lot of people drowned or went missing crossing the Mediterranean to Greece or Italy in flimsy dinghies or unsafe fishing boats.

Poverty, human rights abuses and deteriorating security are also prompting people to set out from countries such as Eritrea, Pakistan, Morocco, Iran and Somalia in the hope of a new life in somewhere like Germany, Sweden or the UK.

But as European countries **struggle with the mass movement of people**, some have **tightened border controls**. This has left tens of thousands of migrants stranded in Greece, **raising fears of a humanitarian crisis**.

As leaders grasp for a solution, they have increasingly looked to Turkey, hoping to slow the number of people setting off for European shores.

What routes are people using?

Most of those heading for Greece take the relatively short voyage from Turkey to the islands of Kos, Chios, Lesbos and Samos. There is very little infrastructure on these small Greek islands to cope with the thousands of people arriving, **overburdened authorities struggling to provide vital assistance**.

| *Render into English.*

Европейский миграционный кризис возник в начале 2015 года в связи с многократным увеличением потока беженцев и нелегальных мигрантов в Европейский союз (ЕС) из стран Северной Африки, Ближнего Востока и Южной Азии и неготовностью ЕС к их приёму и распределению.

Данный миграционный кризис является крупнейшим в Европе со времен Второй мировой войны. За последние годы в государствах – членах ЕС было зарегистрировано более 700 тыс. людей, ищущих убежище. Всего в течение последних двух лет в ЕС прибыло, по разным оценкам, от 1 до 1,8 миллиона беженцев и нелегальных мигрантов.

Термин «кризис» по отношению к беженцам и мигрантам впервые был использован в апреле 2015 года, когда в Средиземном море произошла серия морских катастроф. В течение короткого времени по пути в Европу потерпели крушение и затонули как минимум пять лодок, на борту которых находилось более 1200 мигрантов из Африки. Всего с 2000 года число погибших составило около 22 000 человек.

Под видом беженцев на территорию ЕС могут проникать и радикальные исламисты. Теракты в Париже и Лондоне общественность также связывает с миграционным кризисом. Ответственность за эти теракты взяла на себя террористическая организация ИГИЛ.

multifold

seeking asylum

illegal immigrants

**sea accidents
shipwrecked
drowned**

under the guise of

ISIL



Listen to the piece of news “Refugees” and do the task that follows.



Find the article on the topic “Human Rights of Refugees” (Resource “Refugees News”) and make its summary.

TERRORISM

| *Read the information below. Comment on the aims of acts of terrorism.*

Terrorism, in its broadest sense, is the use of **violence** as a means to create **terror or fear**, in order to achieve a political, religious, or ideological aim.

A broad array of political organizations have practiced terrorism **to further their objectives**. It has been practiced by both right-wing and left-wing political organizations, nationalist groups, religious groups, revolutionaries, and ruling governments.

Throughout human history, there have been many **threats to the security of nations**. These threats have brought about large-scale losses of life, the destruction of property, widespread illness and injury, the displacement of large numbers of people, and devastating economic loss.

Terrorists use force or violence for purposes of **intimidation, coercion, or ransom**.

Acts of terrorism include **threats of terrorism, assassinations, kidnappings, hijackings, bombings, cyber attacks** (computer-based), and the use of **chemical, biological, nuclear and radiological weapons**.

High-risk targets for acts of terrorism include military and civilian government facilities, international airports, large cities, and high-profile landmarks. Terrorists might also target large public gatherings, water and food supplies, utilities, and corporate centers. Further, terrorists are capable of spreading fear by sending explosives or chemical and biological agents through the mail.

Modern terrorists try to get immediate publicity for their causes and to convince citizens that their government is powerless to prevent terrorism.

| *Report on the article.*

Warning for British tourists as ISIS makes «direct threats» against Spain’s holiday hotspots

Spain’s government has warned of the threats amid the latest signs that the militant group has encouraged sympathisers **to launch catastrophic attacks**.

ISIS has issued “direct threats” against one of Britons’ favourite holiday destinations.

ISIS has reportedly vowed to take revenge on Spain – visited by more than 12 million Britons every year – after anti-terror police arrested dozens of **suspected militants** in 2016.

The warning comes after a number of **terror attacks claimed by ISIS** – including attacks on a Christmas market in Berlin and Bastille Day fireworks in Nice, France. Holidaymakers have **expressed fears of beach attacks in Europe amid threats from terrorists and following a massacre in Tunisia**.

Counter-terrorism officer who investigated the bombings in London, said that an attack in Spain was “very possible”. He said seaside resorts with wide-open promenades are particularly **vulnerable to truck attacks** similar to those seen in Berlin and Nice.

| *Render into English.*

Терроризм второго поколения

Террористическая атака на Брюссель и нападение на Париж, кажется, стали самым страшным испытанием для Европы в XXI веке. Уже очевидно, что западные страны для террористов стали не внешней территорией для периодических вылазок, а плацдармом партизанской войны.

И как во всякой партизанской войне, у боевиков есть и ресурсы, и, главное, база внутренней поддержки.

Террористам понадобилось меньше часа, чтобы остановить сердце Европы. Взрывы в аэропорту и в метро, еще несколько снарядов было найдено в городе. Поезда не ходят, самолеты не летают, власти советуют гражданам не покидать дома и офисы. Все это в городе, где расположены не только многие органы власти Евросоюза и штаб-квартира НАТО, но также и 2,5 тыс. международных организаций, 2 тыс. компаний и множество крупнейших юридических фирм.

Цель террористической атаки предельно прозрачная: Брюссель – столица единой Европы и центр пребывания блока НАТО.

На наших глазах терроризм в Европе превратился в системную проблему. Похоже, ее не удастся ликвидировать ограничением иммиграции, не говоря уже о круглосуточной работе спецслужб.

ordeal

raids

militants

transparent

beneath our eyes

**needless to say
special service**



Listen to the piece of news “Terrorism”; do the task that follows.



Find the article on the topic “Terrorism” and make its summary.

DISARMAMENT

| *Read the information below. Comment on the process of disarmament.*

Disarmament is the act of reducing, limiting, or abolishing weapons. Disarmament generally refers to a country’s military or specific type of weaponry. Disarmament is often taken to mean total elimination of **weapons of**

mass destruction, such as nuclear arms. General and Complete Disarmament refers to the removal of all weaponry, including **conventional arms**.

Nuclear disarmament refers to both the act of reducing or eliminating nuclear weapons and to the end state of a nuclear-free world, in which nuclear weapons are completely eliminated.

Proponents of nuclear disarmament say that it would lessen the probability of nuclear war occurring, especially accidentally. Critics of nuclear disarmament say that it would **undermine deterrence**.

| *Report on the article.*

Theresa May Wins Vote to Renew Britain's Nuclear Program

LONDON – Prime Minister Theresa May, in her first major parliamentary appearance since taking office, won a vote to authorize and update Britain's nuclear arsenal, a move intended to **underscore the nation's commitment** to remain a global power despite its recent decision to leave the European Union.

But the issue also illustrated the deep strains afflicting Britain after the "Brexit" vote. The Scottish National Party, which dominates representation of Scotland, **fiercely opposes** the nuclear system as well as **withdrawal from** the European Union, and it has indicated that it might seek another referendum on Scottish independence, **after a failed vote** in 2014, if Britain goes through with its departure from the bloc. Britain's nuclear submarines are based in Scotland, which complicates the question of how the nation could retain **its capacity as a nuclear deterrent** if Scotland were to leave the United Kingdom.

Speaking before the debate the British defense secretary acknowledged that Britain would have to try harder to reassure allies of its foreign policy commitment. "We will do more in NATO to compensate," he said, naming the United States, France and Germany as countries with which Britain would **seek to deepen defense cooperation**.

| *Translate into English.*

1. Решение проблемы разоружения явилось бы важнейшим фактором в борьбе за обеспечение всеобщего мира.

2. Комитет Генеральной Ассамблеи ООН приступил к обсуждению комплекса вопросов, относящихся к проблеме полного и всеобщего разоружения.

**major
securing/providing
universal peace**

**issues
related to**

3. Правительство всеми силами будет содействовать быстрейшему заключению договора о не-распространении ядерного оружия и созданию такой международной атмосферы, в которой можно было бы предпринять действенные шаги в области разоружения.

4. Этот договор, безусловно, явится важным вкладом в дело предотвращения угрозы ядерной войны, в обеспечение мира и безопасности во всем мире.

5. В договор включена новая статья, обязывающая его участников вести переговоры об эффективных мерах прекращения гонки ядерных вооружений, а также о достижении соглашения о всеобщем и полном разоружении.

6. Договор о неприменении силы во взаимных отношениях и невмешательстве во внутренние дела мог бы создать приемлемые рамки для постепенно-го обеспечения европейской безопасности.

**speedy
non-proliferation of
nuclear arms**

averting/prevention

obliging

reaching agreement

**non-use of force
noninterference
framework**

 *Listen to the piece of news “Countries with Nuclear Weapons” and do the task that follows.*

 *Find the article on the topic “Disarmament” (Resource “Disarmament News”) and make its summary.*

ENVIRONMENTAL PROTECTION

Read the information below. Discuss the key aspects of the Paris Agreement.

The Paris **Agreement** (French: *Accord de Paris*) is an agreement within the United Nations Framework Convention on Climate Change (UNFCCC) dealing with greenhouse gases **emissions mitigation**, adaptation and finance starting in the year 2020. The language of the agreement was negotiated by representatives of 195 countries at the 21st Conference of the Parties of the UNFCCC in Paris and adopted by consensus on 12 December 2015. It was opened for signature on 22 April 2016 (Earth Day) at a ceremony in New York. As of April 2017, 195 UNFCCC members signed the treaty, 145 of which have ratified it. After several European Union states **ratified the agreement** in October 2016, there

were enough countries for **the agreement to enter into force**. The agreement **went into effect** on 4 November 2016.

The head of the Paris Conference, France’s foreign minister, said this “ambitious and balanced” plan is a “historic turning point” in the goal of **reducing global warming**.

Paris Agreement: essential elements.

The Paris Agreement builds upon the Convention and – for the first time – brings all nations into a common cause **to undertake ambitious efforts to combat climate change** and adapt to its effects, with enhanced support to assist developing countries to do so. As such, it charts a new course in the global climate effort.

The Paris Agreement’s **central aim** is to strengthen the global response to the threat of climate change by **keeping a global temperature rise** this century well below 2 degrees Celsius above pre-industrial levels and to pursue efforts to limit the temperature increase even further to 1.5 degrees Celsius. Additionally, the agreement aims to strengthen the ability of countries **to deal with the impacts of climate change**.

The Paris Agreement requires all Parties put forward their best efforts through “nationally determined contributions” (NDCs) and strengthen these efforts in the years ahead. This includes requirements that all Parties **report regularly on their emissions and on their implementation efforts**. Almost 200 countries **have backed the agreement**, which aims to keep global temperature increases “well below” 2C.

| Report on the article.

Climate change: China vows to defend Paris agreement

Chinese President has vowed to protect the landmark Paris agreement, which aims to **curb climate change** and fossil fuel emissions. He made the promise in a phone call with French President Emmanuel Macron, the Chinese foreign ministry said in a statement.

US President Donald Trump is still deciding whether to withdraw from the accord – an election campaign promise.

Climate experts worry such a move would throw the agreement into chaos.

Chinese President told Mr Macron “China and France should protect the achievements of **global governance**, including the Paris agreement”.

Under former President Barack Obama, the US and China **issued several joint statements** on climate change, even announcing together they would sign the Paris agreement. The two countries are the world’s biggest **polluters**.

For his part, when Mr Macron received his congratulatory phone call from the US president, he told him he would also seek to defend the climate deal.

| *Render into English.*

Беларусь ратифицировала Парижское соглашение по климату

Беларусь ратифицировала всемирное соглашение ООН по климату, принятое в Париже в декабре 2015 года. С этого момента для нашей страны вступают в силу международные обязательства по сокращению выбросов парниковых газов и сохранению окружающей среды.

До конца 2018 года в Беларуси будет проведен комплекс мероприятий, позволяющих оценить возможные изменения в энергетической политике, области охраны окружающей среды, и создан план реализации новых, более амбициозных целей. В соответствии с ним внесут соответствующие поправки в уже существующие законодательные акты.

Как сторона Парижского соглашения Беларусь будет иметь возможность участвовать в международных экономических механизмах устойчивого развития. Для нашей страны станут доступны гранты и программы для увеличения доли возобновляемых источников энергии, адаптации к изменению климата в разных отраслях экономики, сохранения лесов и болот.

Документ официально вступит в силу с момента его ратификации как минимум 55 участниками.

commitments/obligations

**measures
assess/evaluate**

implementation

amendments

sustainable development

renewable energy sources

will go into effect



Find the article on the topic “Environmental Problems” (Resource “Environmental News”) and make its summary.

SUPPLEMENT

SECTION I

List of Abbreviations Most Frequently Used in Scientific Literature

- A.** – academician – академик
abbr. – abbreviation – сокращенный
abr. – abridged – сокращение
A.C. – after Christ – нашей эры
A.D. – anno Domini (Lat.) – нашей эры
a.f. – as follows – как указано далее
afsd – aforesaid – вышеупомянутый
a.m. – above mentioned – вышеупомянутый
a.o. – and others – и другие
app – approximate – приближительный
Appx – appendix – приложение
a.s. – at supra (Lat.) – как сказано выше
BA – Bachelor of Arts – бакалавр гуманитарных наук
B. A. – British Academy – Британская академия
B.C. – before Christ – до нашей эры
b/f – brought forward – вынесенный на рассмотрение
bk – back – обратно, назад
B.R. – book of reference – справочник
BS – Bachelor of Science – бакалавр естественных наук
c – centre or class – центр или класс, разряд
c – copy – копия, экземпляр
c. – cubic – кубический
c. – current – текущий
c. – cycle – цикл
c.c. – chapters – разделы, главы
cf. – confer (Lat.) – сравните
ch. – chapter – глава
cit. – cited – цитированный
chron. – chronology – хронология
conf. – confer – сравните

d. – degree – 1) градус; 2) степень, ранг
diss. – dissertation – диссертация
DM – Doctor of Sc. Medicine – доктор медицины
Dr. – doctor – ученая степень
dup., dupl. – duplicate – дубликат, второй экземпляр
e. – error – ошибка
ed. – edition/editor – издание/издатель
e.g. – *exempli gratia* (Lat.) – например
Enc. – encyclopedia – энциклопедия
equiv. – equivalent – эквивалент
esp. – especially – особенно
et al. – *et alii* (Lat.) – и другие
etc. – *et cetera* (Lat.) – и так далее
ff – following – следующий
fict. – fiction – беллетристика
fig. – figure – 1) цифра; 2) схема, изображение
fn – foot-note – сноска
for./fr. – former – прежний
FRS – Fellow of the Royal Society (UK) – член Научного Королевского Общества
fur. – further – далее
geol. – geology – геология; geological – геологический
geom. – geometry – геометрия
h. – hour – час
hdbk – handbook – руководство, справочник
hf – half – половина
hist. – history – история; historical – исторический
HM – Her (His) Majesty – ее (его) величество
Hon. – honorable – почтенный
hor. – horizon – горизонт, horizontal – горизонтальный
H.Q. – high quality – высшее качество
hum. – human – человеческий, гуманный; humanitarian – гуманитарий
i – inch – дюйм
Ibid. – *ibidem* (Lat.) – там же (сноска)
i.e. – *id est* (Lat.) – то есть
i.f. – in full – полный, законченный, полностью
I.Q. – intelligence quotient – коэффициент умственного развития
ill. – illustration – рисунок, иллюстрация; illustrated – иллюстрированный
illeg. – illegal – незаконный
im – immediate – срочный, незамедлительный
in. – inch – дюйм
int – international – международный
intr – introduce – вводить; introduction – введение
inv – inverse – обратный, противоположный
i.o. – in order – в порядке

iss. – issued – выпущенный, изданный
jnt, jt – joint – объединенный, совместный
L. c. – loco citato (Lat.) – в цитируемом месте
lang. – language – язык
lect. – lecture – лекция; lecturer – лектор
leg. – legal – законный
li – list – список, перечень
Lib. – library – библиотека
lit. – literature – литература, literary – литературный
ll. – lines – сроки
LLD – Doctor of Laws – доктор права
log. – logic – логика; logical – логический
Ltd. – limited – ограниченный
MA – Master of Arts – магистр гуманитарных наук
marg. – marginal – записанный на полях
max. – maximum – максимум; maximal – максимальный
mem., memo – memorandum – меморандум, памятная записка
meth. – method – метод; methodical – методический
misc. – miscellaneous – различный, смешанный
mk. – mark – знак, пометка; marked – имеющий пометку, обозначенный
MS – manuscript – рукопись
MSc – Master of Science – магистр естественных наук
mns. – manuscript – рукопись
mvt. – movement – движение
N., n. – name – имя, фамилия
N., n. – note – заметка, примечание
Nb., Nbr. – number – число, номер
N.B. – nota bene (Lat.) – обратить внимание
n.d. – no date – без даты
N.E. – new edition – новое издание
NEI – not elsewhere indicated – нигде не указано
n/m – not marked – нигде не указано
no. – number – число, номер
n.p. – no place of publication mentioned – место издания не указано
nt.wt. – net weight – чистый вес, нетто
o/a, o.a. – overall – всеобъемлющий
o.a.t. – one at a time – по одному
obj. – object – 1) объект, цель; 2) дополнение
obs. – obsolete – устаревший
O.C. – official classification – официальная классификация
O.D., O/D – on demand – по запросу
of. – official – официальный
op.cit. – opus citatum (Lat.) – ранее цитируемое
opp. – opposite – противоположный

ors – others – другие, прочие
p. – page – страница
p.a. – per annum (Lat.) – в год
p.c. – per cent (Lat.) – процент
P. G. – post-graduate – аспирант
Ph. D. – Doctor of Philosophy – доктор философии
pfd. – preferred – предпочтительный
pict. – pictorial – иллюстрированный
pp. – pages – страницы
prec. – preceding – предшествующий
Pref. – preface – предисловие
pref. – preference – предпочтение; preferable – предпочтительный
P.S. – post scriptum (Lat.) – приписка
pub. – public – публичный; publication – издание, публикации; published – опубликованный
Q. – question – вопрос
q.v. – quod vide (Lat.) – смотрите
R&D – research and development – научно-исследовательские и конструкторские работы
re. – reference (to) – ссылка (на)
Rect. – rector – ректор
ref. – reference – ссылка
res. – research – исследование, исследовательский
resp. – respective – соответствующий
rev. – reverse – обратный
rev. – revised – пересмотренный, исправленный
rm – room – комната, помещение
S/sec. – section – раздел, секция
Sig. – signature – подпись
Sc. – scale – масштаб
sq – square – квадрат, квадратный
Sr. – senior – старший
St. – saint – святой
sym. – symbol – обозначение, символ
sys. – system – система; systematic – систематический
t.o. – turn over – смотрите на обороте
tech. – technique – техника, technical – технический
term. – terminology – терминология, terminological – терминологический
u. – unit – единица, united – объединенный
u.m./umn – undermentioned – нижеследующий
unf. – unfinished – незаконченный
univ. – universal – универсальный
viz. – videlicet (Lat.) – а именно
vol. – volume – том

v.v. – vice versa (Lat.) – наоборот
Wks. – works – труды, сочинения
Y. – year – год
YB – yearbook – ежегодник

List of Basic Affixes Used for Word formation

Prefix	Meaning	Examples
a-	without	amoral
ante-	before	antecedent, antedate
anti-	against, opposing	anti-establishment, anti-bacterial, anti-pollution
arch-	more extreme	arch-capitalist, arch-rebel
auto-	self	auto-dial, auto-rotate
bi-	two, twice	bilingual, bisect, bilateral
circum-	round	circumnavigate, circumvent
co-	with	co-author, co-edit
col-, com-, con-	with	collaborate, combine, connect
contra-, counter-	against, opposing	contra-revolutionary, contraception, counter-measure, counter-claim
de-	opposite action	decentralize, declassify
dia-	across	diagonal, diameter
dis-	opposite action or state	disagree, disprove, distrust, disbelief, disproportionate
dys-	abnormal	dyslexia, dysfunctional
e-	electronic	e-literate, e-book, e-university
eco-	relating to the environment	eco-tourism, eco-disaster
equi-	equal	equidistant, equilateral
ex-	previously	ex-president, ex-student
extra-	very	extra-bright, extra-strong
extra-	outside	extra-curricular, extra-sensory
hyper-	having too much	hyperactive, hypersensitive
-il, -im, -in, -ir-	not	illogical, impossible, indistinct, irrational

Prefix	Meaning	Examples
in-	movement to or towards the inside of something	input, inset, intake, import
inter-	between, connected	interrelated, interact
intra-	within	intra-generational, intramuscular
kilo-	thousand	kilogram, kilowatt
macro-	large in size or scope	macro-economics, macro-scale
mal-	badly	malfunction, malpractice
micro-	small in size or scope	micro-economics, micro-scale
mis-	wrongly	mistranslate, misunderstanding
mono-	one	mono-centric, monoculture
multi-	many	multicultural, multi-level
neo-	based on something older but in a new form	neo-classical, neo-conservative
non-	not	non-believer, non-competitive
out-	more, to a greater extent	outnumber, outlive
over-	too much	over-abundance, overload, overworked
post-	after	post-examination, post-modern
pre-	before	pre-industrial, pre-war
pro-	in favour of	pro-liberal, pro-feminist
pseudo-	false	pseudo-intellectual, pseudo-science
quasi-	almost, not quite	quasi-academic, quasi-legal
re-	again	rediscover, redefine, rename
retro-	backwards	retrogressive, retrospective
semi-	partly	semi-organic, semi-precious
sub-	under, lesser	sub-heading, sub-section
super-	above, bigger	superpower, supersonic
trans-	across	transcontinental, transcribe
ultra-	extreme	ultra-sensitive, ultrasound
un-	not	uncertain, unusual, unscrew, unplug
under-	insufficient	underemployed, undernourished
well-	useful, successful	well-designed, well-written, well-established

Suffix	Meaning	Examples
-able	can be	identifiable, predictable
-ant	having an effect	coolant, accelerant
-based	forming major part of	computer-based, oil-based
-cy	state or quality	accuracy, literacy, urgency
-ee	person affected by something	interviewee, trainee, addressee
-free	without	debt-free, pain-free
-hood	state, condition, period	adulthood, motherhood
-ic	connected with	photographic, electric
-ics	study of	genetics, electronics
-ify	give something a quality	clarify, purify, solidify
-ism	belief, behaviour	modernism, heroism
-ist	person with specific beliefs or behaviour	anarchist, optimist
-ize, -ise	bring about a state or condition	modernize/modernise, colonize/colonise
-less	without	childless, meaningless
-like	resembling	bird-like, hook-like
-ness	quality or state	effectiveness, openness
-ocracy	type of ruling body	meritocracy, bureaucracy
-ocrat	person ruling	technocrat, aristocrat
-ology,		
-ological	study of	biology, biological, geology, physiological
-proof	protected against, safe from	waterproof, dustproof
-ship	state or experience of having a specific position	professorship, leadership

List of Compound Adverbs – Archaic Words

hereafter	ниже; дальше; вслед за этим
hereat	при этом, при сем
hereby	сим, этим, настоящим, при сем
herein	в этом; здесь
hereof	в отношении этого, об этом, к этому
hereto	на это; на то
heretofore	до последнего времени; предшествующий
hereunder	под этим; под сим
hereupon	вслед за этим, после этого, в отношении этого
herewith	при сем (прилагается); посредством этого
thereabout(s)	около этого, приблизительно, в этом роде, в этом духе
thereafter	после этого, с этого времени, затем; соответственно
thereagainst	в противоположность этому
thereat	тогда, в то время; по этой причине, в связи с этим
thereby	посредством этого, таким образом; в связи с этим
therefore	по этой причине, вследствие этого; следовательно, поэтому
therefrom	оттуда, с этого места; посредством этого, из
therein	в, здесь, тут, там; туда; в этом отношении
thereinto	туда
thereof	этого, того; из этого, из того; вследствие того
thereon	на том, на этом; на то, это, туда; после того, вслед за тем
thereout	оттуда, из того
thereover	выше; в отношении того, по поводу того
therethrough	через это; посредством этого; по этой причине
thereto	к тому, к этому, туда; кроме того; для того, для этой цели
theretofore	до того, до этого времени
thereunder	ниже; под этим; под этим названием
thereonto	к тому, к этому, к тому же
thereupon	вслед за тем, за этим; на этой основе, вследствие того; на том, на этом; в отношении того, в этой связи
therewith	вместе с тем, с этим; тотчас, немедленно, сразу же; кроме того, к тому же; вследствие того; посредством
therewithin	внутри этого, внутри того; внутрь этого, внутрь того
whereafter	после чего
whereas	тогда как, в то время как
whereat	(там) где; затем, после этого
whereaway	куда, в каком направлении
whereby	тем, чем, посредством чего

wherefore	почему; по той причине, что после того, для чего
wherein	в чем, где; там, где
whereinsoever	где бы то ни было, в чем бы то ни было
whereinto	куда, во что
whereof	из которого, откуда; о ком, о котором
whereon	на что, куда; там, где, на чем, из чего
whereout	откуда, из чего
wherethrough	через что, через который; по причине того, что
wheretoe	куда, в каком направлении; зачем, почему
whereunder	под чем
whereupon	на чем, где; вследствие чего, после чего
wherever	куда, где; где бы то ни было, куда бы ни
wherewith	чем, с помощью чего; как

List of Pseudo-International Words (Ложные друзья переводчика)

- academia** – научное сообщество, мир университетской науки, *но не* академия (академия – academy)
- academic** – академический; педагогический; учебный, научный; *но не* академик (академик – academician)
- accuracy** – точность, правильность, *но не* аккуратность (аккуратность – tidiness)
- accurate** – точный, правильный, тщательный, *но не* аккуратный (аккуратный – tidy)
- actual** – фактический, действительный, *но не* актуальный (актуальный – relevant, topical, burning, important, urgent)
- affair(s)** – дело, вопрос; занятия, дела; *но не* афера (афера – fraud)
- anecdote** – случай из жизни; интересное происшествие; *но не* анекдот (анекдот – joke)
- application** – заявление, анкета кандидата на должность; *но не* аппликация (аппликация – collage)
- authoritative** – авторитетный; *но не* авторитарный (авторитарный – authoritarian)
- ball** – мяч; бал; *но не* балл (балл – point)
- base** – основание, фундамент; базис; материальная основа; опора, *но не* база (база – storehouse)
- billion** (брит.) триллион; (амер.) миллиард
- cabinet** – шкаф; кабинет министров, правительство, *но не* кабинет (кабинет – study)
- camera** – фото-, теле-, киноаппарат; *но не* камера (камера – cell)
- canal** – канал (искусственное русло); *но не* ТВ канал (ТВ канал – TV channel)
- capital** – стоимость, состояние; столица; класс капиталистов; *но не* капитал (капитал – stock)
- chef** – шеф-повар; *но не* шеф (шеф – chief)
- class** – урок, групповые занятия; разряд, категория; *но не* классная комната – (классная комната – classroom)

codex – рукописная книга, *но не* кодекс (кодекс – code)
complexion – цвет лица, не комплекция (комплекция – build, body type)
concrete – реально существующий; точный; бетонный, *но не* конкретный (конкретный – definite)
concurrent – одновременный; *но не* конкурентный (конкурентный – competitive)
constitute – составлять; представлять; *но не* констатировать (констатировать – state)
council – собрание, совет; *но не* консул (консул – consul)
data – данные, *но не* дата (дата – date)
decade – десятилетие; десяток, *но не* декада (декада – ten-date period)
decoration – награда, знак отличия, украшение; *но не* театр. декорация (декорация – scenery)
direction – направление; курс; сфера; область; указание, инструкция, распоряжение, *но не* дирекция (дирекция – management)
dispute – спор, разногласия; *но не* диспут (диспут – debate)
Dutch – нидерландский, голландский, *но не* датский (датский – Danish)
economical – экономный; *но не* экономический (экономический – economic)
electric – электрический, *но не* электрик (электрик – electrician)
expertise – профессиональный опыт, компетенция; *но не* экспертиза (экспертиза – expert examination)
fabric – ткань, текстура, структура; *но не* фабрика (фабрика – factory)
familiar – привычный, обычный; осведомленный; близкий, *но не* фамильярный (фамильярный – unceremonious)
fashion – способ, образ; модель, образец, покрой; *но не* фасон (фасон – style)
intelligent – разумный, сообразительный; *но не* интеллигентный (интеллигентный well-educated, cultured)
journal – дневник; научный журнал; *но не* популярный журнал (популярный журнал – magazine)
list – список, *но не* лист (лист растения – leaf; лист бумаги – sheet)
machine – механизм, аппарат, устройство; станок; автомат; *но не* машина (машина – car, lorry, truck)
magazine – журнал; обложка, магазин для патронов, *но не* магазин (магазин – shop, store)
mark – пометка, пятно; марка как денежная единица; *но не* почтовая марка (почтовая марка – stamp)
mayor – мэр (города); *но не* майор (майор – major)
metropolitan – относящийся к большому городу; *но не* метрополитен (метрополитен – Metro; амер. subway; брит. underground, tube)
paragraph – абзац; *но не* параграф (параграф – passage)
parole – (условно-)досрочное освобождение из тюрьмы; *но не* пароль (пароль – password)
physician – врач; *но не* физик (физик – physicist)
principal – директор школы; главный, основной; *но не* принцип (принцип – principle)
prospect – перспектива, *но не* проспект (проспект avenue; рекл. проспект – booklet, prospectus)

protection – защита, охрана, покровительство; *но не* протекция (протекция – patronage)

protocol – дипломатический протокол; *но не* протокол собрания (протокол – minutes)

receipt – квитанция; приём, получение; *но не* рецепт (мед. рецепт prescription; кулин. рецепт – recipe)

reflection – отражение, отображение; *но не* рефлекс (рефлекс – reflex)

repetition – повторение; *но не* репетиция (репетиция – rehearsal)

replica – копия; репродукция картины; (техн.) модель, *но не* реплика (реплика – remark)

restroom – туалет; *но не* комната отдыха (комната отдыха – recreation room)

revision – редакция; поправка; пересмотр; *но не* ревизия (ревизия – inspection, audit)

Roman – римский; римлянин; *но не* роман (роман – novel)

scenery – декорации; пейзаж, вид; *но не* сценарий (сценарий – script; screenplay)

session – сеанс, занятие, заседание; *но не* экзаменационная сессия (экзаменационная сессия – exams, exam period)

species – биол. вид; представители вида; *но не* специи (специи – spices)

speculate – размышлять, раздумывать; *но не* спекулировать (спекулировать – profiteer, gamble)

thesis – диссертация; *но не* тезисы (тезисы – abstract)

wagon – телега, тележка; *но не* вагон (вагон – car, carriage)

Academic Language Translation Tips

All in all, ...	В итоге, в общем, в целом
As a matter of fact, ... / Basically, ...	По сути дела, ... в сущности, в основном
As it does / As it is	Фактически, в действительности
As shown previously	Как показано ранее
As the case may be	В зависимости об обстоятельств
Be at variance	Расходиться во мнениях, противоречить
Beyond comparison	Вне сравнения
By and large, ...	В общем и целом
Coupled with (the fact)	Наряду с (тем обстоятельством)
Except as specified	За исключением, указанного в ...
Far and by	В общем, вообще говоря
Given that	При условии что, если
In a rough way	Приблизительно

In/At all events	Во всяком случае
In as much as	Поскольку, в виду того, что
In fact, ... / Actually, ...	На самом деле, ...
In line with	В соответствии с / сообразно с
In no event	Ни при каких условиях
In no way	Никоим образом, никак
“In reference to ...”	“К вопросу о ...”,
In short, ... / In a nutshell, ...	Короче, ... / Короче говоря, ...
In so far as	Поскольку
Pros and cons of ...	Плюсы и минусы ...
On account of	Из-за, вследствие, по причине
On a par with	Наравне с, на равных началах
On the ground that ...	На том основании, что
Over and above	Сверх, в добавление; к тому же
To this end / To this effect	С этой целью
The data gathered suggest ...	Собранные данные указывают на ...
The foregoing discussion implies that ...	Вышесказанное подразумевает ...
The former..., the latter ...	Первый (из упомянутых), последний ...
The issue under discussion/ consideration/review	Обсуждаемый вопрос
The topic under research	Исследуемая проблема
The phenomenon /issue/problem in question	Рассматриваемое явление/вопрос
The question mentioned above	Вышеупомянутый вопрос
The topical issue	Актуальный вопрос
Unless otherwise is provided/stated	Если иное не предусмотрено/не утверждается
With reference to	Относительно, в отношении, что касается, ссылаясь на

SECTION II GRAMMAR TABLES

English Tenses in Active Voice

	Simple	Continuous	Perfect	Perfect Continuous
Present	V; V + s Do Does + V? don't doesn't + V <i>always</i> <i>usually</i> <i>often</i> <i>sometimes</i> <i>as a rule</i> <i>rarely</i> <i>seldom</i> <i>never</i> <i>every day</i>	am is + Ving are <i>now</i> <i>at the moment</i> <i>still</i> <i>while</i> <i>as</i>	have has + V₃ <i>just, already</i> <i>never, ever</i> <i>yet, still</i> <i>since, for</i> <i>so far</i> <i>this week</i> <i>lately, recently</i>	have has + been Ving <i>How long?</i> <i>for</i> <i>since</i>
Past	Ved / V₂ Did + V? Didn't + V <i>yesterday</i> <i>last week</i> <i>a month ago</i> <i>in 2015</i> <i>then</i> <i>When I was ...</i> <i>How long ago .. ?</i>	was were + Ving <i>at 6 o'clock</i> <i>when</i> <i>while</i> <i>as</i> <i>all morning</i>	had + V₃ <i>after</i> <i>before</i> <i>by the time</i> <i>Hardly ... when</i> <i>Scarcely ... than</i>	had been + Ving <i>How long ...</i> <i>before</i> <i>for</i> <i>since</i>
Future	will + V <i>tomorrow</i> <i>next week</i> <i>in a month</i> <i>soon</i>	will be + Ving <i>this time</i> <i>tomorrow</i> <i>at 6 o'clock on</i> <i>Sunday</i>	will + haveV₃ <i>by tomorrow</i> <i>by the time</i> <i>by then</i>	will have been + + Ving <i>by ... for</i> <i>by the time ... for</i>

Passive Voice

Active and passive structures

Tenses	Active voice	Passive voice Be + V ₃
<i>Present Simple</i>	Students write course papers twice a year.	Course papers are written twice a year.
<i>Past Simple</i>	A student wrote a course paper last week.	A course paper was written last week.
<i>Future Simple</i>	We will write a course paper in May.	A course paper will be written in May.
<i>Present Cont.</i>	My friend is taking an exam now.	An exam is being taken now.
<i>Past Cont.</i>	We were taking an exam at 6 yesterday.	An exam was being taken at 6 yesterday.
<i>Present Perfect</i>	We have already made a report.	A report has already been made .
<i>Past Perfect</i>	We had made a report by last week.	A report had been made by last week.
<i>Future Perfect</i>	We will have made a report by tomorrow.	A report will have been made by tomorrow.

P. S. Future Continuous; Present, Past, Future Perfect Continuous are not used in passive voice.

Reported Speech. Sequence of Tenses

Affirmative/Negative Sentences

Direct speech	The tenses change	Reported speech
Nick <i>said</i> , “ I study English at university.”	present simple → past simple	Nick <i>said (that)</i> he studied English at university.
“ I am reading a scientific paper <i>now</i> .”	present cont. → past cont.	He <i>said to me (that)</i> he was reading a scientific paper <i>then</i> .
“ I have written 2 articles <i>this</i> month.”	present perfect → past perfect	He <i>told me (that)</i> he had written 2 articles <i>that</i> month.

Direct speech	The tenses change	Reported speech
“ I have been reading for an hour.”	pr. perf. cont. → past perf. cont.	He <i>mentioned (that)</i> , he had been reading for an hour.
“ I didn’t pass an exam <i>last week</i> .”	past simple → past simple or past perfect	He <i>informed us</i> , he hadn’t passed/didn’t pass an exam <i>the previous week</i> .
“ I was reading at 6 <i>yesterday</i> .”	past cont. → past cont. or past perf. continuous	He <i>told me</i> , he was reading/had been reading at 6 <i>the day before</i> .
“ I won’t study German <i>next year</i> .”	will → would	He regretted, he wouldn’t study German <i>the following year</i> .

Reported Questions

A. General

He asked me, “ Can you prove your statement?”	He asked me if I could prove my statement.
He wanted to know, “ Did you pass the exam?”	He wanted to know if we had passed/ passed the exam.
She wondered, “ Do you like this film?”	She wondered whether I liked that film.

B. Special

She asked me, “ Where did you study?”	She asked me where I studied/had studied .
She wanted to know, “ Who is your supervisor?”	She wanted to know who my supervisor was .
He wondered, “ How much will you pay for the books?”	He wondered how much I would pay for the books.

Reported commands, requests

A. Affirmative

Direct speech	Reported speech
“ Be quiet! ”	The teacher told us/ordered us to be quiet.
“You should do this task by tomorrow”.	The supervisor advised me to do the task by the following day.

Direct speech	Reported speech
“ Read the preface to the book”.	The lecturer asked the students to read the preface to the book.

B. Negative

Direct speech	Reported speech
“ Don’t be so noisy!	The lecturer asked us not to be so noisy.
“You can’t be late for the meeting”.	The supervisor told me not to be late for the meeting.
“You mustn’t miss the classes”.	The dean ordered the students not to miss the classes.

Reported modal verbs

Lena said, “I can do the project <i>tomorrow</i> .” (future reference)	Lena said, she could/would be able to do the project <i>the next day</i> .
“I can prepare presentations.” (ability)	She told us, she could prepare presentations.
“I may take part in the conference.”	She hoped, she might take part in the conference.
“What shall I tell my supervisor?” (asking for advice)	She asked me what she should tell her supervisor.
“You must write an essay.”(obligation)	She informed me, I must /had to write an essay.
“You needn’t translate the text.”	She was sure, I needn’t/didn’t need to/didn’t have to translate the text.

Would, could, might, should, ought to, had better, used to, mustn’t – do not change; *must* doesn’t change when it expresses a logical assumption.

Changes in time expressions

Direct speech	Reported speech
Now	Then, at the time, immediately
Today, tonight	That day, that night
Yesterday	The day before, the previous day
Two days ago	Two days before
Last month	The month before, the previous month

Direct speech	Reported speech
This, these	That, those
Tomorrow	The next/the following day
Next month	The following month
Here	There

Modal Verbs

Modal	Use	Present/Future	Past
must	obligation/duty	Post-graduates must work hard.	
	prohibition	You mustn't forget to send the application.	
	supposition	The lecturer must be late today.	The lecturer must have been late that day.
can/could	ability	I can learn modal verbs online. I will be able to do this task next week.	I could speak English when I was at school. He was able to stress the most important facts in his report.
	informal polite request	Can/Could I borrow your book?	
	informal permission	Yes, you can .	
	possibility	You can borrow books at the university library.	
	impossibility (only negative in the past)		That can't have been true!
may	polite request	May I borrow your book?	
	formal permission	You may change the theme of your report.	The supervisor said I might leave the room.
	uncertainty	He may be at university now.	He may have been at university an hour ago.

Modal	Use	Present/Future	Past
to have to	necessity	I have to work in the laboratory today. I will have to do the task next week.	I had to work in the laboratory yesterday.
	lack of necessity	I don't have to make a report today.	I didn't have to make a presentation last week.
should	advice	You should study tonight.	
	criticism		You should have studied yesterday.
to be to	plan, agreement	We are to meet them at the airport.	We were to meet them at the airport. We were to have met them at the airport. (But we didn't.)
ought to (old)	advice/duty	Students ought to attend lectures.	
shall	asking for opinion	Shall I participate in the conference?	
	legal obligation	Everyone shall observe laws.	
need	lack of necessity	You needn't copy this material.	You needn't have copied this material. (But you did.)
will/ would	polite request	Will/ Would you repeat your question again?	
	refusal	The pen won't write.	The student wouldn't answer the question.

If-clauses

Types of if-clauses	If-clause	Main clause
Real situations	present simple	future simple
	If he receives a degree, he will be promoted .	
Unreal present	past simple	would + infinitive
	If he regularly attended the classes, he would have better results.	

Types of if-clauses	If-clause	Main clause
Unreal past	past perfect	would + perfect infinitive
	If he had prepared the report, he would have taken part in the conference.	
Mixed	past simple past perfect	would + perfect infinitive would + infinitive
	If he were more sensitive, he wouldn't have raised the issue. If he had read the book, he would know the answer now.	

Verbals/non-final forms

Infinitive	Active		Passive	
<i>simple</i>	to do	I'd like <u>to write</u> an article for a journal.	to be done	The articles are supposed <u>to be written</u> for journals.
<i>continuous</i>	to be doing	The student is thought <u>to be writing</u> an article now.	–	
<i>perfect</i>	to have done	He is reported to have written an article.	to have been done	The article is said <u>to have been written</u> by a master's student.
<i>perfect cont.</i>	to have been doing	He is said <u>to have been writing</u> an article for two days.	–	

Gerund	Active		Passive	
<i>simple</i>	doing	The student had difficulty in <u>preparing</u> a report.	being done	He dislikes <u>being asked</u> in front of the class.
<i>perfect</i>	having done	He denied <u>having written</u> this article.	having been done	She remembers <u>having been asked</u> this question before.

Participle I	Active		Passive	
<i>present</i>	doing	I saw my friend <u>reading</u> in the library.	being done	The books <u>being written</u> by famous writers are very popular.

Participle I	Active		Passive	
<i>perfect</i>	having done	<u>Having read</u> the book, he left the library.	having been done	The book <u>having being read</u> , I can return it to the library.

Participle II	Ved opened V₃ done	His studies completed , he can have some rest. The dissertation written , the student can defend it.
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SECTION III

List of Academic Vocabulary Used in Preparing Reports

- As the title implies the article describes
- The author concentrates on
- He (she) presents a general picture of
- The description of is based on
- The article seems to be of particular interest to an audience of (interested in chemistry, mathematics, physics ...) students.
- The asserted purpose of the present paper is to answer the question
- In the attempt to give an account of ... the author offers a survey of modern interpretation of the problem
- The paper acquaints the reader with the efforts of theorists (theoreticians) to define
- Though the paper is ... the general reader will find a wealth of information ... which makes the article attractive and useful
- The paper discusses the application of
- The reader will find the book (research article, volume) useful (helpful, interesting, attractive) of particular (special, great, interest) importance (significance, value).
- In the reviewed book (paper) the method (theory, discussion, treatment) of ... is presented.
- The purpose (aim, object) of the book (publication, paper, article, monthly, journal) under review (discussion, consideration) is to survey, explain, describe, provide, to examine, give...).
- The scope (object) of the journal is (aims at providing a broad view of the subject) ... a critical review of, to publish important and topical results or fundamental research in the field of
- Opposite views on ... open a range of hypotheses which can explain the phenomenon. ... is presented by 2 points of view that ... and the more prevalent view that
- No view is discredited, both are supported by
- The attempts are made
- However, preference is given to the belief that
- The paper does not give information on the applicability of the theory used
- The method proposed by ... is applicable to the actual analysis.
- The same concepts apply to all forms of

The author discusses (considers, determines, outlines, gives, proves, solves, extends, derives the theory (examples, method, the development).

The author thinks, supposes, estimates, claims, believes, assumes, argues, notices, announces, points out, shows, states, emphasizes, reports, asserts, concludes, declares, confirms (that)

The concept of ... is given by

Footnotes to a table (the title) are indicated by ... (symbols)

The apparatus (the table) is shown, given in Figure I (Table II).

As can be seen from this figure (table) that

The measurements shown in Figure II illustrate

Results reproduced (introduced) in Table II show

The problem is stated (is discussed, has been discussed by)

References to ... are numbered (are indicated by)

Bibliography is a list of references (books, writings).

The subject field of a periodical embraces (covers, provides, encourages, is designed (to), is intended, is developed (to), is concerned with, is published for, contains, includes, combines, explores, examines, concerns, records, summarizes, suggests).

The concluding remark emphasizes that

In the reviewed paper the author has succeeded in showing (providing, presenting ...) the

The method (procedure, approach, idea or result) seems to have practical interest (value) to

The method proves (permits, agrees with the measurement) ... is based on, is stated, is applied, is developed, is derived from, is outlined

However, the subject (applicability) is (seems) doubtful to

In spite of ... this method (the article) is (seems)

The author (editor, publisher, proofreader) is to blame for

The author failed to show (exhibit, provide, present, give an account of, direct our attention to ...).

The problem considered is the determination of

The (principal) results obtained (arrived at) confirm, show, lead to, coincide with

Linking Words and Phrases Used in Academic English

Personal opinion:	in my opinion/view, to my mind, to my way of thinking, I am convinced that, it strikes me that, it is my firm belief that, I am inclined to believe that, it seems to me that, as far as I am concerned, I think that
To list advantages and disadvantages:	one advantage of, another advantage of, one other advantage of, a further advantage of, the main advantage of, the greatest advantage of, the first advantage of one disadvantage of, another disadvantage of, one other disadvantage of, a further disadvantage of, the main disadvantage of, the greatest disadvantage of, the first disadvantage of

To list points:	firstly, first of all, in the first place, secondly, thirdly, finally, to start/begin with,
To list points in a specific sequence:	beginning: first, to start/begin with, first of all, continuing: secondly, after this/that, afterwards, then, next, concluding: finally, lastly, last but not least,
To add more points to the same topic:	what is more, furthermore, apart from this/that, in addition (to this), moreover, besides (this), ... not to mention the fact that not only ... , but ... also ... , ... both ... and
To refer to other sources:	with reference to, according to
To express cause:	... because, owing to the fact that, due to the fact that, on the grounds that, since, as ... , in view of, because of, owing to ... , ... ; for this reason ... , seeing that ... , ... now that
To express effect:	... thus, therefore, so, consequently, as a result, as a consequence,
To express purpose:	... , so that ... , ... , so as to/in order to ... , ... , in case ... , ... with the purpose/intention of
To emphasise a point:	indeed, naturally, clearly, obviously, of course, needless to say,
To express reality:	it is a fact that, in effect, in fact, as a matter of fact, the fact of the matter is (that), actually, in practice, indeed,
To express the difference between appearance and reality:	initially, at first,
To give examples:	for instance, for example, ... , ... such as, like ... , ... particularly, in particular, especially
To make general statements:	as a (general) rule, by and large, generally, in general, on the whole,
To make partially correct statements:	up to a point, to a certain extent/degree, to some extent/degree, in a sense, in a way, to a limited extent,
To express limit of knowledge:	to the best of my knowledge, as far as I know,
To state other people's opinion:	it is popularly believed that, people often claim that, it is often alleged that, some people argue that, many argue that, most people feel that, some people point out that ... , contrary to popular belief,

To make contrasting points:	... yet, however, nevertheless, but, even so, still, nonetheless, ... although, even though, regardless of the fact that, in spite of the fact that, despite the fact that, while ...
To express balance (the other side of the argument):	opponents of ... argue, claim, believe that ... while it is true to say that ... , in fact ... the fact that ... contradicts the belief/idea that ...
Negative addition:	neither ... nor ... , nor, neither ... , either.
To express exception:	... apart from, but, except (for) ...
To clarify/rephrase:	in other words, that is to say, to put it another way, ...
To express similarity:	similarly, likewise, in the same way, ...
To give an alternative:	... either ... or on the other hand, alternatively, ...
To express condition:	... on the condition that, provided (that), providing (that), only if, as long as ... in the event of ... , in the event that, if ... , ... in case ... , ... whether (or not) ... ? ... otherwise, or (else) ...
To express the consequence of a condition:	consequently, then, so, in which case, ... , if so, ... , if not, otherwise, ...
To express comparison:	... as ... as, more ... than, twice as ... as, less ... than ...
To conclude:	finally, lastly, all in all, taking everything into account/consideration, on the whole, all things considered, in conclusion, on balance, for the above mentioned reasons, therefore I feel that, to sum up, ...
Time:	... when, whenever, before, until, till, after ... , ... since ... , ... while ... , ... now that ...
Relatives:	... who/that ... , ... whose ... , ... where ... , ... who/whom/that ...
Reference:	... regarding, concerning with respect/regard/reference to, in regard/reference to ...
Summarising:	in short, briefly, to put it briefly, ...

Functional Phrase List Used for Conducting Discussions, Debates, Giving Presentations

1. Starting a discussion.

I see
Well
I say
First
First of all
To begin with
Look here
Talking (speaking) of, about
Let me see (think)
Just a minute (moment)
That reminds me
To come back to
May I have my say?
In fact
The fact is that
On the one hand ... on the other hand ...
And now for
As far as I know

2. Ending a discussion.

To tell the truth
To sum up
Summarizing
Summing it up
On the whole
All in all
In conclusion
Finally
In the long run
In short
To make (cut) a long story short
That's all (there is to it)
For all I know
There it is
And so
So much for that
Let's round off

3. Expressing one's point of view.

My own feeling is
I can quite (well easily) believe it (that)

It's my opinion that
In my opinion
I think (believe, suppose, maintain, feel, hope) that
To my mind
Personally, I
I dare say
To tell the truth
If you ask me
Do you mean to say ... ?
What do you mean (think) ... ?
I mean to say
What do you think of ... ?
What matters is
I want to press the point
In any case
More than that
I must admit
I'm afraid
I'm tempted to agree

4. Discussing a topic.

I should like to know
Could you possibly ... ?
Any questions?
Have you got any questions?
I have (got) some (several) questions
Just one question on this point (paper)
As to the question of Mr. N
I would like to ask you about (whether)
May I ask a question?
Will (would) you say a few words about ... ?
I wonder whether (if)
In reply to your question
I'd like to say that
I have (got) a few (several) comments about (on)
I should mention that
I should emphasize that
The problem (article, paper) under discussion
I'd like to add a few words to
I realize that
Do you follow me?
Do you take my point? I can't make up my mind where I stand on this. I am convinced that
That's the way I look at things.

5. Expressing agreement, approval.

I agree that
I (quite) agree with you
I think so too.
I suppose so
That's right
Quite right
You are right
That's my opinion too
I think you are right
A fine idea!
What a good idea!
Not a bad idea!
Good!
Wonderful!
Excellent!
Splendid!
Beyond all questions
Absolutely right (certain)
Exactly so
There's no doubt about it
That's fine
That's OK.

6. Expressing disagreement, doubt.

I cannot agree (that)
I don't agree that
I don't quite agree (with you)
I doubt (it)
I don't think you are right
I am afraid you are wrong (mistaken)
It's a pity but (that)
I am sorry but (that)
Nothing of the kind
I don't believe it possible
I don't believe that
That's wrong
That may be true, but
I am not sure
I see what you mean, but
Surely not
I find that hard to believe

7. Saying you do not know.

Sorry, I don't know
I am very sorry, I really don't know,
I am afraid, I don't know
I must confess, I don't know
I've no idea
I haven't a clue
I wish I knew.

8. Giving yourself time to think.

Oh... Well... . Just... Now ... You see ... You know
Just a moment (minute) ... Let me see
It's on the tip of my tongue ... How can (shall) I put this?

9. Adding more information.

I'd like to add ... To tell the truth ... In connection with
By the way ... To continue To add ... As regards
Concerning ... As far as ... So far as you

10. Verifying the information.

Do you mean to say that ... ?
Can you confirm the fact?
Is it true that ... ?
Am I right to understand that ... ?
Can you prove it?
Are you sure?
I don't quite get the idea, I think
I am sure you didn't mean that
I don't quite follow what you mean to say
Sorry ... ?
Pardon ... ?

SECTION IV

Countries. Capitals. Nationalities

Country		Capital	Nationality
<i>Europe</i>			
Albania	Албания	Tirana	Albanian
Andorra	Андорра	Andorra	Andorran
Austria	Австрия	Vienna	Austrian
Belgium	Бельгия	Brussels	Belgian

Country		Capital	Nationality
Bosnia and Herzegovina	Босния и Герцеговина	Sarajevo	
Bulgaria	Болгария	Sofia	Bulgarian
Croatia	Хорватия	Zagreb	
Cyprus	Кипр	Nicosia	Cypriot
Czech Republic	Чехия	Prague	Czech
Denmark	Дания	Copenhagen	Danish
Finland	Финляндия	Helsinki	Finnish
France	Франция	Paris	French
Georgia	Грузия	Tbilisi (executive) Kutaisi (legislative)	Georgian
Germany	Германия	Berlin	German
Greece	Греция	Athens	Greek
Hungary	Венгрия	Budapest	Hungarian
Iceland	Исландия	Reykjavik	Icelandic
Ireland	Ирландия	Dublin	Icelander
Italy	Италия	Rome	Italian
Kingdom of the Netherlands	Голландия	Amsterdam	Dutch
Kosovo	Косово	Pristina	
Liechtenstein	Лихтенштейн	Vaduz	
Luxemburg	Люксембург	Luxemburg	Luxembourger
Macedonia	Македония	Skopje	Macedonian
Malta	Мальта	Valetta	Maltese
Monaco	Монако	Monaco	Monegasque
Montenegro	Черногория	Podgorica	
Norway	Норвегия	Oslo	Norwegian
Poland	Польша	Warsaw	Polish
Portugal	Португалия	Lisbon	Portuguese
Republic of Armenia	Армения	Yerevan	Armenian
Republic of Azerbaijan	Азербайджан	Baku	Azerbaijani
Republic of Belarus	Беларусь	Minsk	Belarusian
Republic of Estonia	Эстония	Tallinn	Estonian
Republic of Kazakhstan	Казахстан	Astana	Kazakhstani
Republic of Latvia	Латвия	Riga	Latvian
Republic of Lithuania	Литва	Vilnius	Lithuanian
Republic of Moldova	Молдова	Chisinau	Moldavian

Country		Capital	Nationality
Romania	Румыния	Bucharest	Romanian
Russian Federation	Россия	Moscow	Russian
Serbia	Сербия	Belgrade	Serbian
Slovakia	Словакия	Bratislava	Slovakian
Slovenia	Словения	Ljubljana	Slovenian
Slovakia	Словакия	Bratislava	Slovak
Spain	Испания	Madrid	Spanish
Sweden	Швеция	Stockholm	Swedish
Switzerland	Швейцария	Bern	Swiss
Turkey	Турция	Ankara	Turkish
Ukraine	Украина	Kiev	Ukrainian
United Kingdom	Британия	London	British
Vatican City	Ватикан	Vatican City	
<i>Asia</i>			
Afghanistan	Афганистан	Kabul	Afghan
Bangladesh	Бангладеш	Dacca	Bangladeshi
Cambodia	Камбоджа	Pnom Penh	
China	Китай	Beijing	Chinese
India	Индия	Delhi	Indian
Indonesia	Индонезия	Jakarta	Indonesian
Japan	Япония	Tokyo	Japanese
Kampuchea	Кампучия	Phnom Penh	Kampuchean
Korea	Корея	Seoul	Korean
Korean People's Democratic Republic	Корейская народно-демократическая республика	Pyongyang	Korean
Kyrgyz Republic	Киргизия	Bishkek	Kyrgyz Ian
Laos	Лаос	Vientiane	Laotian
Malaysia	Малайзия	Kuala Lumpur	Malaysian
Mongolia	Монголия	Ulan Bator	Mongolian
Myanmar, (formerly Burma) Union of Myanmar	Мьянма (бывшая Бирма)	Yangon (formerly Rangoon)	
Nepal	Непал	Kathmandu	Nepalese
Pakistan	Пакистан	Islamabad	Pakistani
Republic of Tajikistan	Таджикистан	Dushanbe	Tajikistani an
Republic of Uzbekistan	Узбекистан	Tashkent	Uzbekistani an
Sri Lanka	Шри-Ланка	Colombo	Sri Lankan

Country		Capital	Nationality
Thailand	Таиланд	Bangkok	Thai
Turkmenistan	Туркменистан	Ashgabat	Turkmenistan an
Vietnam	Вьетнам	Hanoi	Vietnamese
<i>North America</i>			
Canada	Канада	Ottawa	Canadian
Mexico	Мексика	Mexico City	Mexican
The USA	США	Washington DC	American
<i>South America</i>			
Argentina	Аргентина	Buenos Aires	Argentinian
Bolivia	Боливия	Sucre (judicial), La Paz (administrative)	Bolivian
Brazil	Бразилия	Brasilia	Brazilian
Chile	Чили	Santiago	Chilean
Colombia	Колумбия	Bogota	Colombian
Ecuador	Эквадор	Quito	Ecuadorian
Paraguay	Парагвай	Asuncion	Paraguayan
Peru	Перу	Lima	Peruvian
Uruguay	Уругвай	Montevideo	Uruguayan
Venezuela	Венесуэла	Caracas	Venezuelan
<i>The Caribbean States</i>			
Costa Rica	Коста-Рика	San Jose	Costa Rican
Cuba	Куба	Havana	Cuban
El Salvador	Сальвадор	San Salvador	Salvadorian
Guatemala	Гватемала	Guatemala	Guatemalan
Honduras	Гондурас	Tegucigalpa	Honduran
Nicaragua	Никарагуа	Managua	Nicaraguan
Panama	Панама	Panama City	
<i>The Middle East</i>			
Bahrain	Бахрейн	Manama	Bahraini
Iran	Иран	Tehran	Iranian
Iraq	Ирак	Bagdad	Iraqi
Israel	Израиль	Tel Aviv	Israeli
Jordan	Иордания	Amman	Jordanian
Kuwait	Кувейт	Al Kuwait	Kuwaiti
Lebanon	Ливан	Beirut	Lebanese
Oman	Оман	Muscat	Omani

Country		Capital	Nationality
Qatar	Катар	Doha	Qatari
Saudi Arabia	Саудовская Аравия	Riyadh	Saudi
Syria	Сирия	Damascus	Syrian
The United Arab Emirates	ОАЭ	Abu Dhabi	Arab
Yemen (The People's Republic of Yemen)	Йемен	Sana	Yemeni
<i>Africa</i>			
Algeria	Алжир	Algiers	Algerian
Angola	Ангола	Luanda	Angolan
Benin	Бенин	Porto Novo	Beninese
Botswana	Ботсвана	Gaborone	Batswana
Burundi	Бурунди	Bujumbura	Burundian
Cameroon	Камерун	Yaoundé	Cameroonian
Chad	Чад	N'Djamena	Chadian
Egypt	Египет	Cairo	Egyptian
Ethiopia	Эфиопия	Addis Ababa	Ethiopian
Gabon	Габон	Libreville	Gabonese
Gambia	Гамбия	Banjul	Gambian
Ghana	Гана	Accra	Ghanaian
Guinea	Гвинея	Conakry	Guinean
Guinea Bissau	Гвинея-Бисау	Bissau	Guinea Bissauan
Kenya	Кения	Nairobi	Kenyan
Liberia	Либерия	Monrovia	Liberian
Libya	Ливия	Tripoli	Libyan
Madagascar	Мадагаскар	Antananarivo	Madagascan
Malawi	Малави	Lilongwe	Malawian
Mali	Мали	Bamako	Malian
Mauritania	Мавритания	Nouakchott	Mauritanian
Morocco	Марокко	Rabat	Moroccan
Mozambique	Мозамбик	Maputo	Mozambican
Namibia	Намибия	Windhoek	Namibian
Niger	Нигер	Niamey	Nigerien
Nigeria	Нигерия	Abuja	Nigerian
Republic of South Africa	Южно-африканская республика	Pretoria	S. African

Country		Capital	Nationality
Rwanda	Руанда	Kigali	Rwandan
Senegal	Сенегал	Dakar	Senegalese
Sierra Leone	Сьерра-Леоне	Freetown	Sierra Leonean
Somalia	Сомали	Mogadishu	Somali an
Sudan	Судан	Khartoum	Sudanese
Tanzania	Танзания	Dar es Salaam	Tanzanian
The Congo	Конго	Brazzaville	Congolese
Togo	Того	Lomé	Togolese
Tunisia	Тунис	Tunis	Tunisian
Uganda	Уганда	Kampala	Ugandan
Western Sahara	Западная Сахара	Dakhla	Western Saharan
Zaire	Заир	Kinshasa	Zairian
Zambia	Замбия	Lusaka	Zambian
Zimbabwe	Зимбабве	Harare	Zimbabwean
<i>Australia and Oceania</i>			
Australia	Австралия	Canberra	Australian
New Zealand	Новая Зеландия	Wellington	New Zealander
Papua New Guinea	Папуа – Новая Гвинея	Port Moresby	Papua New Guinea's people

Notes

Sometimes there is no English word for the name of the people or nationality, and then one must express the idea in this way: 3 girls from Hong Kong or the citizens of the Vatican.

The American States and Their Capitals

Name		Abbreviation	Capital
Alabama	Алабама	AL	Montgomery
Alaska	Аляска	AK	Juneau
Arizona	Аризона	AZ	Phoenix
Arkansas	Арканзас	AR	Little Rock
California	Калифорния	CA	Sacramento
Colorado	Колорадо	CO	Denver
Connecticut	Коннектикут	CT	Hartford

Name		Abbreviation	Capital
Delaware	Делавэр	DE	Dover
Florida	Флорида	FL	Tallahassee
Georgia	Джорджия	GA	Atlanta
Hawaii	Гавайи	HI	Honolulu
Idaho	Айдахо	ID	Boise
Illinois	Иллинойс	IL	Springfield
Indiana	Индиана	IN	Indianapolis
Iowa	Айова	IA	Des Moines
Kansas	Канзас	KS	Topeka
Kentucky	Кентукки	KY	Frankfort
Louisiana	Луизиана	LA	Baton Rouge
Maine	Мэн	ME	Augusta
Maryland	Мэриленд	MD	Annapolis
Massachusetts	Массачусетс	MA	Boston
Michigan	Мичиган	MI	Lansing
Minnesota	Миннесота	MN	St. Paul
Mississippi	Миссисипи	MS	Jackson
Missouri	Миссури	MO	Jefferson City
Montana	Монтана	MT	Helena
Nebraska	Небраска	NE	Lincoln
Nevada	Невада	NV	Carson City
New Hampshire	Нью-Гемпшир	NH	Concord
New Jersey	Нью-Джерси	NJ	Trenton
New Mexico	Нью-Мексико	NM	Santa Fe
New York	Нью-Йорк	NY	Albany
North Carolina	Северная Каролина	NC	Raleigh
North Dakota	Северная Дакота	ND	Bismarck
Ohio	Огайо	OH	Columbus
Oklahoma	Оклахома	OK	Oklahoma City
Oregon	Орегон	OR	Salem
Pennsylvania	Пенсильвания	PA	Harrisburg
Rhode Island	Род-Айленд	RI	Providence

Name		Abbreviation	Capital
South Carolina	Южная Каролина	SC	Columbia
South Dakota	Южная Дакота	SD	Pierre
Tennessee	Теннесси	TN	Nashville
Texas	Техас	TX	Austin
Utah	Юта	UT	Salt Lake City
Vermont	Вермонт	VT	Montpelier
Virginia	Виргиния	VA	Richmond
Washington	Вашингтон	WA	Olympia
West Virginia	Западная Виргиния	WV	Charleston
Wisconsin	Висконсин	WI	Madison
Wyoming	Вайоминг	WY	Cheyenne

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CONTENTS

ПРЕДИСЛОВИЕ	3
SECTION I. ACADEMIC VOCABULARY IN USE	6
Post-graduate Education. Academic and Research Degrees	6
Why Undertake Post-graduate Study?	23
Research Supervision	31
Attending a Conference	39
International Cooperation. Exchange Programmes. Study and Research Visits	53
Research Paper	70
SECTION II. GRAMMAR IN THE ACADEMIC CONTEXT	79
Tenses in the Active Voice	79
Types of Questions	81
Tenses in the Passive Voice	83
Sequence of Tenses. Reported Speech	86
Modal Verbs and Their Equivalents	88
Emphatic Means	91
Types of Clauses	94
Connectives	98
Infinitive and Infinitive Constructions	100
Gerund and Gerundial Constructions	103
Participle I and Participle Constructions	105
Participle II and Participle Constructions	108
Revision Translation	110
Conditionals. Subjunctive Mood	111
Constructions with Wish	114
SECTION III. REPORTING AND PRESENTATIONS	117
SECTION IV. TOP SOCIAL AND POLITICAL ISSUES	132
Visits	132
Cooperation	135
Election	138
Refugees	141
Terrorism	143

Disarmament	145
Environmental Protection	147
SUPPLEMENT	150
Section I	150
List of Abbreviations Most Frequently Used in Scientific Literature	150
List of Basic Affixes Used for Word Formation	154
List of Compound Adverbs – Archaic Words	157
List of Pseudo-International Words	158
Academic Language Translation Tips	160
Section II. Grammar Tables	162
English Tenses in Active Voice	162
Passive Voice	163
Reported Speech. Sequence of Tenses	163
Modal Verbs	166
If-clauses	167
Verbals/non-final forms	168
Section III	169
List of Academic Vocabulary Used for Making Presentations and Preparing Reports	169
Linking Words and Phrases Used in Academic English	170
Functional Phrase List Used for Conducting Discussions Debates, Giving Presentations	173
Section IV	176
Countries. Capitals. Nationalities	176
The American States and Their Capitals	181
REFERENCES	184

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для магистрантов,
аспирантов, соискателей**

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