ГУБИНА Г.Г.

АНГЛИЙСКИЙ ЯЗЫК В МАГИСТРАТУРЕ И АСПИРАНТУРЕ
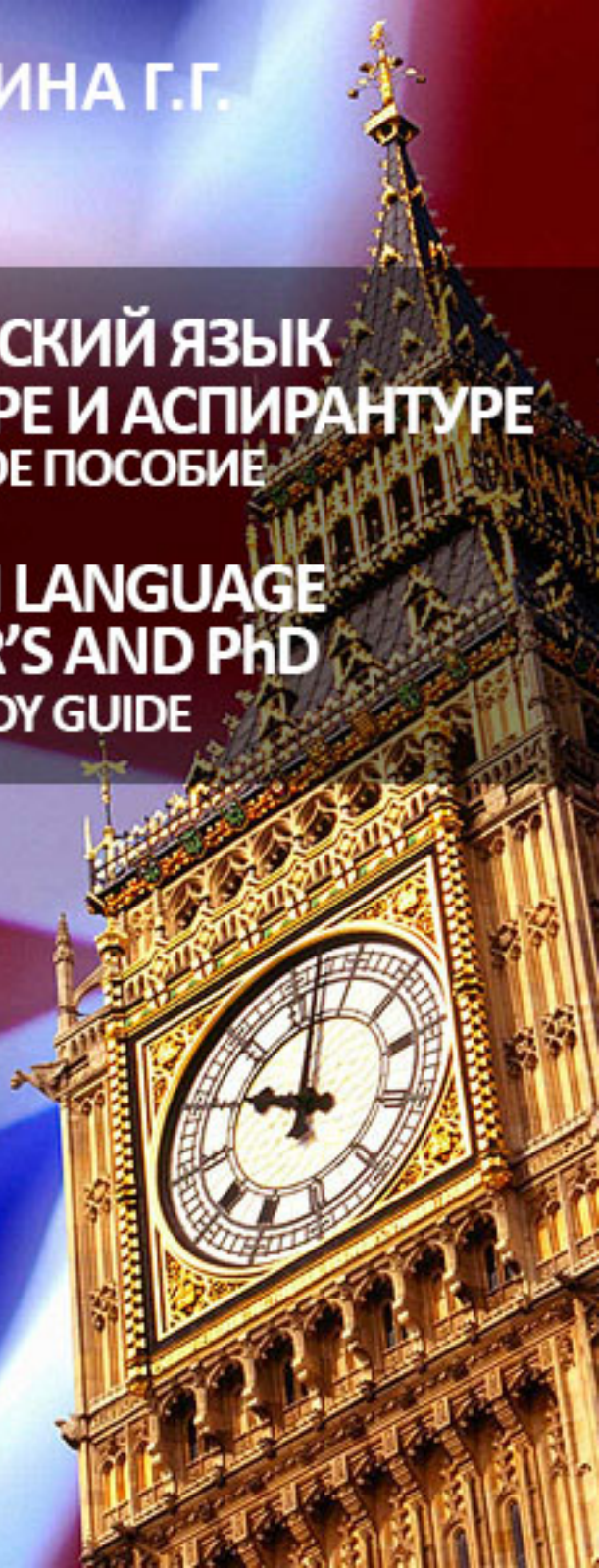## УЧЕБНОЕ ПОСОБИЕ

ENGLISH LANGUAGE MASTER'S AND PhD
STUDY GUIDE

Г.Г. Губина

АНГЛИЙСКИЙ ЯЗЫК В МАГИСТРАТУРЕ И АСПИРАНТУРЕ

Учебное пособие

ENGLISH LANGUAGE MASTER'S AND PhD

Study Guide

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Учебное пособие представляет собой ***практический курс английского языка для магистров и аспирантов вузов всех специальностей.*** Уровень овладения английским языком – высокий *(Advanced)*. Методическая значимость и новизна пособия заключается в представлении ***стратегий послевузовского изучения иностранного языка в магистратуре и аспирантуре*** на основе современных стандартов компетентностного подхода в процессе формирования специалистов, на высоком уровне владеющих иностранным языком. В пособии представлено большое количество текстов и упражнений, содержащих стратегии обучения иностранному языку, позволяющих магистрам и аспирантам овладеть методикой самостоятельной работы послевузовского изучения иностранного языка. Справочные материалы обеспечены глоссарием, содержащим методические и общие термины, и ключами к курсу обучения.

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PREFACE ПРЕДИСЛОВИЕ

Учебное пособие «Английский язык в магистратуре и аспирантуре» написано с целью овладения стратегиями самостоятельного изучения иностранного языка в процессе послевузовского обучения, использования его в дальнейшей работе в соответствии с направлением выбранной специализации и в бытовых целях. Пособие также имеет целью обеспечение повышения уровня овладения английским языком. Оно написано на основе методических стандартов и оценки овладения иностранным языком международной организации **CEFR – The Common European Framework of Reference for Languages: Learning, Teaching, Assessment**, одобренных Советом Европы, и общеевропейских компетенций овладения иностранным языком, включающих компоненты общей и коммуникативной компетенции.

Компетенции – сумма знаний, умений, качеств личности и индивидуальности человека. Они позволяют обеспечить реализацию целей и решение задач, поставленных в процессе обучения. В процессе изучения иностранного языка учащийся овладевает общими компетенциями, обеспечивающими умение учиться, и коммуникативной языковой компетенцией.

Коммуникативная компетенция – communicative competence – лингвистический термин, который относится к грамматическому знанию синтаксиса, морфологии, фонологии, а также социальных факторов, определяющих, как и когда правильно использовать коммуникативные высказывания.

Понятие *коммуникативная компетенция* относится к одной из теорий обучения иностранному языку на основе коммуникативного и когнитивного подходов к обучению. В процессе применения *когнитивного подхода к обучению иностранному языку – cognitive approach to foreign language teaching* – впервые были определены четыре основных вида речевой деятельности: аудирование, чтение, устная и письменная речь, а устная коммуникативная компетенция стала приоритетной, получив дальнейшее развитие в *коммуникативном подходе. Коммуникативный подход – communicative language teaching (CLT)* к обучению иностранному языку как *второму – second language и иностранному языку − L2 – foreign language*, выделяет *интерактивность* как средство и конечную цель обучения языку. Коммуникативная компетенция включает в себя следующие компоненты: грамматическую компетенцию − *grammatical competence*, знание фонетики и лексики иностранного языка − *pronunciation and vocabulary*; социолингвистическую компетенцию – *sociolinguistic competence:* лингвострановедческую, страноведческую,

социокультурную компетенцию; дискурсивную компетенцию – *discourse competence*, определяющую умение оценить уровень иностранного языка и знание того, как его применить; структурирование языковых и текстовых компонентов – *structuring discourse*: умение, подразумевающее правильное расположение частей целого в соответствующем порядке (структурирование абзаца или текста в соответствии с его видом); овладение языком – *language acquisition,* обусловленное местом действия, участниками общения, способом и темой общения; стратегическую компетенцию – *strategic competence* – знание, как оценивать то, что мы услышали, и как спланировать и осуществить ответную речевую деятельность, применить языковую компетенцию. Это динамический процессуальный механизм практического использования знаний, накопленных студентами, магистрами и аспирантами.

Процесс изучения иностранного языка в магистратуре и аспирантуре подразумевает активное овладение иностранным языком как средством обеспечения реализации общих и профессиональных компетенций, а также формирования сфер индивидуальности и качеств личности в области профессиональной деятельности магистров и аспирантов. Изучение иностранного языка в процессе послевузовского обучения способствует самостоятельному осуществлению научно-исследовательской деятельности, сбору и обработке материала для конференций, написания и презентации дипломных и диссертационных работ на глобальном уровне.

Методический материал, представленный в пособии, содержащий **стратегии обучения иностранному языку**

− обеспечивает самостоятельное овладение английским языком;
− нацеливает на активное овладение иностранным языком как средством формирования и формулирования мысли в профессиональной сфере;
− формирует умения самостоятельного осуществления научно-исследовательской деятельности, сбор и обработку материала для конференций, написания и презентации дипломных и диссертационных работ на русском и на английском языках.

Овладению методическим материалом в полной мере способствует имеющийся в пособии глоссарий. Он содержит не только общие термины, но, что очень важно, *методические термины на английском языке*.

Контроль учебной деятельности обеспечен упражнениями пособия, а также итоговыми тестами к изучаемому материалу: единичный или множественный

вариант выбора правильного ответа – тесты **Multiple Choice** и **Multiple Response**. С целью самоконтроля можно использовать ключи к содержащимся в учебном пособии упражнениям.

Рекомендации для преподавателей к работе над учебником

Осуществляйте процесс обучения (деятельность преподавателя) и учения (деятельность магистра и аспиранта) на основе компетентностного, личностно-ориентированного, когнитивного подходов к обучению иностранному языку.

1. Поощряйте магистров и аспирантов к самостоятельной работе над учебно-методическим пособием.
2. Учите их пользоваться всеми видами справочных материалов.
3. Установите обратную связь *преподаватель ↔ магистр/аспирант* на основе компьютерных технологий.

Рекомендации для магистров и аспирантов к самостоятельной работе в процессе послевузовского изучения английского языка

1. Систематически работайте над учебником в классе и дома.
2. Тщательно работайте с методическими текстовыми материалами, содержащими стратегии послевузовского изучения иностранного языка.
3. Пользуйтесь справочными материалами: англо-русским глоссарием и ключами к заданиям.
4. Осуществляйте самооценку, самоанализ на основе самопроверки в процессе выполнения заданий.
5. Применяйте в работе электронные технологии.

Рекомендации для магистров и аспирантов с целью совершенствования умений аудирования, чтения, устной и письменной речи, грамматического и лексического аспектов в процессе работы над учебным пособием

Аудирование

- В процессе первичного прослушивания текста старайтесь понять его основное содержание и наибольшую часть деталей, а остальные детали текста – при повторном прослушивании.
- Применяйте языковую догадку в процессе прослушивания: старайтесь догадаться о том, что диктор говорит или скажет дальше. Мысленно задайте вопросы к тексту.
- Используйте разные варианты аудирования с учётом вашего уровня подготовки и индивидуальных особенностей: понимание максимального

объёма текстового материала в процессе первичного/вторичного или многократного прослушивания текста.

- Соотносите графический и звуковой вариант текста.

Чтение

Осуществляйте понимание языкового материала, переработку информации на языковом уровне, точность понимания текста, его декодирование на материале слов и предложений, частично абзацев:

- используйте разные виды чтения и типы текстов;
- научитесь понимать слова в контексте предложения, соотносить значение слова с контекстом предложения, различать лексико-семантические варианты;
- устанавливайте смысловые связи на уровне слов, предложений, абзацев;
- воспринимайте предложение/абзац как единое целое;
- определяйте главное и второстепенное в предложении/абзаце;
- осуществляйте прогнозирование на языковом уровне, определяйте значение слов на основе языковой догадки;
- используйте разные виды справочных материалов.

С целью полноты понимания и извлечения содержательной информации на уровне значения на основе работы с одним или несколькими абзацами:

- ознакомьтесь с основными структурно-композиционными типами абзацев;
- научитесь выделять в тексте его основные элементы;
- синтезируйте, обобщайте отдельные факты;
- устанавливайте иерархию фактов, приведённых в тексте, объединяйте части текста по смыслу;
- соотносите части текста друг с другом, выстраивайте факты и события, приведённые в тексте, в определённой последовательности;
- группируйте факты и события по определённому признаку.

Осуществляйте переработку извлечённой информации, понимание на уровне смысла текста:

- научитесь делать выводы, выносить суждения на основе фактов текста;
- устанавливайте имплицитно выраженную идею, замысел текста;
- оценивайте изложенные факты и содержание текста в целом;
- определяйте характер реализации авторского замысла и интерпретируйте текст.

Устная речь

- Используйте каждую возможность практики в иноязычной устной речи с коллегами по учёбе или носителями языка.

- На этапе речевой практики осуществляйте языковые умения, тренируйте память, совершенствуйте умения синтеза материала, выполняйте упражнения от абзаца к тексту.

- Осуществляйте практику устной речи в соответствии с темами и ситуациями.

- На этапе воспроизведения материала работайте в парах или группах.

Письменная речь

- Используйте новые слова (2-3 слова) и новые грамматические структуры в своих письменных работах.

- Если вы в чём-либо не уверены, напишите заметки на полях для своего преподавателя: "Is this right?" "Could I also say … here?"

- В процессе чтения книг, журналов, газет, писем записывайте новые слова и выражения с целью дальнейшего их использования в вашей письменной работе.

- Тщательно обдумывайте тему вашей письменной работы.

- Запишите все мысли к теме письменной работы и осуществите их структурирование.

- Осуществите планирование письменной работы с тем, чтобы каждый абзац содержал одну из определяемых вами мыслей.

- Используйте вводные слова и слова-коннекторы.

- Осуществляйте проверку и редактирование письменной работы.

Лексический и грамматический аспекты

- Чем больше вы читаете, слушаете и говорите на иностранном языке, тем лучше будете знать лексику и грамматику.

- Производите отбор слов и выражений специализированного методического и общего английского языка.

- Проверяйте знание новых слов по словарю.

- Выписывайте для себя новые отдельные слова и словосочетания, а также их варианты в примерах в соответствии с темами.

Успеха в вашей учебной деятельности!

Автор

UNIT 1
WHY DO WE CHOOSE POSTGRADUATE STUDIES?

Task 1 *Learn the words. Read the examples. Think of your own examples with these words.*

abstract of thesis (article) автореферат диссертации (статьи)

Every postgraduate has to write abstract of thesis before the thesis. The abstract of thesis is published or presented online.

adviser, *n* 1 куратор 2 научный руководитель

The adviser has to manage the process of the research and defense. Highly-qualified adviser is very important for each postgraduate student and candidate for Master's degree.

adviser-consultant, *n* 1 эксперт 2 советник-консультант

Each adviser is at the same time adviser-consultant. Mr. Smith is my adviser-consultant. In my opinion, he is the best consultant in University.

assistant professor, *n* доцент (учёное звание ниже, чем *associate professor)*

The assistant professor position means the scientific work activity and prosecution of research. Assistant professors carry out the scientific work of their own.

associate professor, *n* 1 доцент университета 2 адъюнкт-профессор

The associate professor position is higher than that of the assistant professor. Associate professors carry out the scientific work of their own and guide postgraduate studies and their scientific research.

candidate for Master's degree кандидат на соискание учёной степени магистра

Candidates for Master's degree take the course of studies after four years of university studies and graduation. In two years they will get the Master's degree.

complete, *v* завершать

completion, *n* завершение

My friend has completed the studies for master's degree and would like to take postgraduate course. He would like to become the postgraduate in Applied Mathematics.

continuing professional development – CPD продолжение профессионального образования

After graduation one of the ways of the career's promotion is to take the CPD course. Continuing professional development courses gives new job competences.

Doctor of Science = ScD = DSc доктор технических наук

To become Doctor of Science one has to take the course of doctorate. After defense of doctorate thesis my brother will become the Doctor of Science.

Task 2 *Read about the reasons for choosing the postgraduate course. What are your personal reasons? Motivate your choice. Discuss the problem in pairs and in groups.*

Why Do We Choose Postgraduate Studies?

What does choosing the postgraduate course mean for a person? It is going up the level higher than the first degree. What are the reasons for taking postgraduate studies? The first one is the stimulus of the *intellectual challenge*: working with concepts, approaches, methods and ideas, developing skills of analysis and research among the researchers and academics.

The second reason is the *personal challenge*. What is the difference between the *undergraduate* and the *postgraduate level*? Undergraduate level *develops* study skills and the ability of independent studies, and the postgraduate course specifies skills perfection, responsibility, independence in one's own learning, ability to work with complex ideas and concepts and developing them.

Next, there is the serious problem of career prospects, more interesting and highly paid jobs. PhD degree or degree of Doctor of Science can be an obligatory requirement for

entering the career, the researcher career or securing promotion to higher levels. In some professional fields the joint programs of universities and employers are undertaken both at undergraduate and postgraduate level and these programs are defined as the first stage of learning for the trainees.

For a number of postgraduates entering academic career as the university teacher and researcher is important. Besides, with rapid extension of higher education in some countries high-status academic position is available only with the Doctorate. It means the increase of the demand for people educated to Doctorate level.

Task 3 *Read the dialogue and discuss in groups your motivation to enter the postgraduate studies. Make it a dialogue or a polylogue (two graduates).*

Motivation to Enter the Postgraduate Studies

- Jane, I have not recently seen much of you.
- In fact, I was very busy with entrance exams for postgraduate studies.
- How clever of you!
- You see, mostly it's my choice of intellectual challenge: working with concepts, approaches, methods and ideas, developing skills of analysis and research among the researchers and academics. Besides, it's the personal challenge as well. I would like to master my personal skills. They improve the development of my future career.
- I myself would also like to take undergraduate course in Computer Science to be able to carry out research projects at the high-tech level.
- Good luck.

UNIT 2
POSTGRADUATE PROGRAMS AND DEGREES

Task 1 *Learn the words. Analyze the examples. Think of the examples of your own.*

entrance examinations вступительные экзамены

Have you passed your entrance examinations already? Yes, I have done it successfully.

experimentation, *n* экспериментирование

Experimentation is an inseparable part of the scientific research. Before the thesis one has to work much with experimentation.

GCE – general certificate of education – свидетельство об общем образовании

After getting general certificate of education at a high level one can enter university. That is why general certificate of education is very important for everybody.

master, *n* магистр – учёная степень

magister, *n* учёное звание магистра

degree of master степень магистра

In magistracy postgraduate students get the degree of master and then take postgraduate studies.

magistracy, *n* магистратура

Next year I am going to enter magistracy and become the candidate for degree of master. Studies at magistracy are the stage before taking postgraduate course.

Master's degree, *n* магистр

To become a master the graduate enters magistracy. After studies at magistracy the candidate can get the Master's degree and then the magister.

MSc − Master's degree in taught programs (in science)

There is a great variety of Master's degrees in science. Among them are the master's degrees in Biological Chemistry, Biological Science, and Physics. I would like to get the degree of master in Biological Physics.

paper, *n* 1 научный доклад 2 статья 3 письменная работа

All the students, candidates for master's degree, postgraduates, and teachers write research papers. Research papers define the rate of scientists.

part time program краткий курс; *antonym*: **full time program** полный курс

Sometimes it is enough for people to take part time programs for studies, but when the person has resources, it is preferable to take full time programs. The magistracy offers a wide range both of part time and full time programs.

PhD кандидат наук

PhD degree is given after postgraduate studies and defense of thesis.

PhD exams экзамены на учёную степень кандидата наук

The person has to pass PhD exams in the process of postgraduate studies. Without these exams postgraduates are not allowed to defense thesis.

pilot study экспериментальное исследование

Pilot study is an inseparable part of writing dissertation and it is a very important one as well.

postgraduate, *n* аспирант

Being postgraduate means carrying out a lot of scientific research. Postgraduates spend much time with studies.

postgraduate courses 1 аспирантура 2 курсы усовершенствования

Both masters and specialists can take postgraduate courses. Getting postgraduate courses certificates is an obligation necessity for continuing one's operational procedures.

Task 2 *Listen to the text and answer the questions of Paragraph 1. Then read the other two paragraphs and speak about your supervisor and assistant-consultant. Present your own ideas of the scientific work. Discuss them with other students in the group.*

I Am the Magistrate /Postgraduate

I have chosen the magistracy/postgraduate course. What does it mean? It's my choice. Why have I done it? The main thing is I would like to become a professional in the sphere of computer science. As a matter of fact, I follow the concept of the extended studies. First of all, I would like to become a programmer and then the computer analyst. I have to learn all the newly advanced technologies both in Russian and in English, to read the electronic and published materials, and also to be capable of carrying out the creative project work.

My research supervisor is the Doctor of Engineering, Professor. I admire him as the scientist. He is the Head of Department of Information and Computing Systems. He is the scientific research organizer. The teachers conduct scientific researches personally and in groups in accordance with the plan of the department. There are lectures and seminars. My supervisor is known both in Russia and in the world. He is often the participant of regional or international home and foreign conferences. He is in contact with the other world scientists.

As for me, I have chosen my subject already. Writing dissertation abstract with research actuality, purposes and tasks, theoretical and practical meaning, innovations is very substantial. After that I have to choose the material and make some notes, write draft, structure of my paper, edit and publish it.

Task 3 *Read the text about postgraduate programs of research and further studies. Write the persuading essay expressing the opinion of your own (See Unit 17 for strategies of writing). What kinds of programs do you prefer and why? Give reasons, motivate your choice.*

Postgraduate Programs and Degrees

Postgraduate programs widen one's skill base, and the knowledge in the chosen field. They also improve the career prospects. The list comprises masters or PhD degrees, and doctorate courses:

Litterarum Doctor – **Doctor of Literature/Letters** – **DLitt** доктор филологических наук

Doctor of Physical Sciences – **DPhySc** доктор физических наук

Doctor of Engineering – **EdD** доктор технических наук

Doctor of Natural доктор естествознания

Master of Laws – **LLM** магистр права

Master of Arts − **MA** магистр: специалист по коммерческой терминологии, политических, экономических, гуманитарных наук

Master of Business – **MBA** магистр бизнеса

Master of Jurisprudence – **MJur** магистр юриспруденции

Master of Philosophy – **MPhil** магистр философии

Master of Science – **MSc** магистр наук

PhD – кандидат наук

Doctor of Social Science/Sciences – **SocScD** доктор социальных наук/РАН

Here are the examples of degrees, combined research and taught programs, continuing professional development programs, taught programs, distant learning programs, MBA:

- **degrees:** Applied Mathematics (PhD/MPhil), Business (research degrees), Cardiovascular Medicine (PhD/MPhil), Computer Science (PhD/MPhil), English Language and Applied Linguistics (PhD/MLitt/MPhil), Health Services Management (PhD/MPhil);
- **combined research and taught programs:** Learning and Learning Contexts (doctorate), Modern European History Mphil(B), Philosophy Mphil(B), Science and Engineering of Materials (MRES);

- **taught programs**: Aid Management MSc/Graduate Diploma; Biosciences, short courses; Communications Networks with Industrial Studies MSc, Criminal Law, LLM;
- **continuing professional development programs**: Geotechnical Engineering MSc/Diploma/Certificate, Interactive Digital Media MSc, MBA, Global, Satellite and Mobile Communications with Industrial Studies MSC, Teaching English as a Foreign Language (TEFL)/MA/Diploma/Certificate;
- **distance Learning Programs**: Bilingualism in Education Med/Diploma/Postgraduate Certificate, Landscape Archaeology, GIA and Virtual Environments MA/Diploma, Public Administration and Development, MSc, Translation Studies, MA;
- **MBA**: European MBA, Global MBA, Global Banking and Finance MBA, Strategy and Procurement MBA.

Task 4 *Read the dialogue and act it out (two graduates of bachelors' course). Think of your own dialogue.*

Postgraduate Course Mastering

- Hello, Sam, how are you?
- I am quite well, thank you.
- I have heard you have entered the Masters after having got the bachelor's degree.
- Yes, I have entered the Masters in Computer Science.
- What kind of program have you chosen?
- It's the combined taught and research program, because next I am going to attend graduate school and become PhD.
- What will it give to you?
- In my opinion, the programs for research and further studies widen one's basic skills, the knowledge in the chosen field and improve the career prospects as well. And what's your choice?
- I think over taking the course of postgraduate studies in Applied Mathematics next year too.
- It's a very good idea.

TYPES OF POSTGRADUATE PROGRAMS

Task 1 *Learn the words and study the examples. Write your own examples with new words. Write two paragraphs, using new words: the first one is about postgraduate training, the next one is about the science you study and the scientists you know or admire.*

postgraduate certificate – PGCert – свидетельство об окончании аспирантуры

After passing candidate exams, postgraduates get postgraduate certificates or postgraduate diplomas. Postgraduate certificate allows thesis.

postgraduate diploma – PGDip – диплом об окончании аспирантуры

Getting postgraduate diploma is a new stage towards the thesis. Postgraduate diploma comprises the name of postgraduate course, the place of studies and the final results of studies during postgraduate training.

postgraduate level – уровень аспирантуры

Postgraduate level is higher than the one of the magistracy. Postgraduate level ensures the career promotion.

postgraduate studies, postgraduate course, postgraduate training аспирантура

I will take a course of postgraduate studies after magistracy. I am going to take my postgraduate training in Engineering.

professor, *n* профессор

The professors are an inseparable part of the university's staff. The professors are the supervisors of the scientific projects.

program coordinator координатор (методист) программы

The program coordinator sees to planning, implementation and executing the program. The program coordinator's activity helps postgraduates to master the program.

research, *n* 1 научное исследование 2 исследовательская работа

I have been conducting the research for two years under the adviser's supervision. The results of my research are both published and presented in the electronic form.

research degree учёная степень

Getting the research degree is the final and main purpose of postgraduate studies. Research degree opens the way to research broadening and achieving better results in science.

research prosecution проведение исследовательской работы

Research prosecution is very important both in theoretical and practical research. Research prosecution is an integral part of the methodological base of studies.

science, *n* наука

My advisor devoted all his life to science. Science is the main thing for the scientist.

scientist, *n* учёный

He is a distinguished scientist in computer science field. I admire his activity.

scientific, *adj* научный

The results of the scientific work are published in scientific journals or in abstracts of thesis, in books, articles and reports. There is the catalogue of scientific publications in traditional and electronic libraries.

Task 2 *Read about the types of postgraduate programs. Which types of programs are the most effective ones? Express your point of view and try to prove it with facts.*

Types of Postgraduate Programs

Actually, there are two main types of postgraduate programs: *taught and research*. What is the difference? How can one define the program type? In *taught programs* training is mainly carried out through classroom lectures and practice, seminars, computing and laboratory, coursework and exams. The work in a *research program* is the knowledge development. It is usually part of the educational institution research. The entry criteria and the description are of a great help.

All *master's programs* contain the *research elements*, and there are some *combined programs with taught and research elements*, for example, the Doctor of Engineering (DEng).

Funded integrated programs are of special interest. The designation '3+1' means an academic year in the master's studies and three-year PhD.

The *conversion courses* are intended to change the students' research direction according to the new career. That is why these courses are intense and deep in the new research subject.

Program coordinators help everybody to choose the program.

Task 3 *Read the text, identify the types of programs and their learning goals.*

Taught Programs

In fact, stand-alone taught postgraduate programs are the first stage in postgraduate education before obtaining a research degree. In the United Kingdom of Great Britain and Northern Ireland (the UK) there are three levels in taught program: *postgraduate certificate (PGCert), postgraduate diploma (PGDip) or masters (in science − MSc).* They are less than a year and can be either a part of continuing professional development (CPD) or preparation for the full time taught program.

Sometimes diplomas (MScDiplomas) are awarded to students following the masters (full time program during a year, part time program for two years) without completing the dissertation (20, 000 words). Engineering programs can be achieved both as an extended period of undergraduate study during a year – M (Eng) or stand-alone one-year programs for thorough learning the specific area of the discipline − MSc.

Task 4 *Read the text and speak about what PhD is. Are you going to become PhD yourself?*

Research Programs

In research programs the master's level for two years is called Master of Research (MRes) or Master of Philosophy (MPhil). All these programs teach mainly the research skills. PhD is the highest research degree, three years or more. It is much longer, from 7, 000 to 10, 000 words. With PhD one becomes a leading expert in a certain specialization.

Task 5 *Complete the dialogue with the words and phrases:* **combined programs with taught and research elements, conversion courses, funded integrated programs, research elements, taught and research** *(two acquaintances). Reproduce the dialogue.*

Postgraduate Programs

- Katie, can you tell me about the types of postgraduate programs and give an advice?
- Sure. There are two main types of postgraduate programs: (1).
- What is the difference between them?
- In taught programs training is mainly carried out through classroom lectures and practice, seminars, computing and laboratory, coursework and exams. The work in a research program is the knowledge development. It is usually a part of the educational institution research. What do the masters' programs include?
- They include the (2). Besides, there are some (3).
- Are there any other types of postgraduate programs?
- (4) are of special interest. (5) are closely connected with one's career.
- Thank you for informative advice.

UNIT 4
REFERENCE SKILLS: THE CARD CATALOGUE

Task 1 *Learn the group of words referring to postgraduate studies. Try to use it in your own examples.*

pursuance of the research проведение исследований
The pursuance of the research is performed gradually. It can be conducted by the scientists both individually and in research teams.

scientific report научный доклад
He has sent the scientific report to the conference by e-mail. The scientific report is one of the ways of presenting scientific ideas.

scientific article научная статья
Before the thesis one has to write a number of scientific articles. He has written the scientific article for the Journal "Applied Mathematics". The scientific article was a success.

scientific journal научный журнал
One of the scientific journals in computer science is called *Journal of Computer Science and Technology*. The scientific journal presents theoretical and applied materials in the field of computer science.

short course краткий курс
A short course is one of the ways of one's educational and professional improvement. It gives a certain amount of competences to its students.

thesis (thesis, theses), *n* 1 тезис 2 тема 3 диссертация 4 защита диссертации
Writing thesis contemplates different kinds of professional skills at a high level. Thesis comprises both the process and the results of postgraduate studies. The thesis is conducted after the entrance exams for postgraduate studies, PhD exams, publication and online presentation of papers, abstract of thesis, and the thesis itself. The thesis is a very difficult kind of activity. It requires a lot of work.

thesis (thesis, theses) work дипломная работа
Diploma course is accompanied with presentation of the results achieved in the process of writing thesis work. The Academic Council has the right to appreciate the thesis work.

tutor, *n* 1 руководитель группы студентов в английских университетах 2 младший преподаватель высшего учебного заведения
The first research work is done under the tutor's supervision. The tutor is responsible for organizing and controlling the process of students' studies.

undergraduate level уровень студента: обучение студентов в университете со времени поступления до получения диплома бакалавра или специалиста
During undergraduate education the main competences are formed and realized. Undergraduate level is over in four or five years of university studies.

under a year меньше года
Some short courses are under a year. My friend is under a year in magistracy.

Task 2 *Read about different kinds of card catalogues, analyze and compare their constituents. Which kinds of card catalogues are preferable for you? Which of them do you use most often?*

The Card Catalogue Constituents

The *card catalogue* contains cards for every book in the library. Most books have three cards in the card catalogue: *the author card, the title card, and the subject card*. These cards are arranged either alphabetically or in file cabinets. Most card catalogues are alphabetized word by word. The entry *car safety* would come before the entry *Caracas*.

Author Card

The *author card* is sometimes called the *main entry* because it contains the most information. When you need a particular book, look under the author's name in the catalogue.

Author Card
001.6453 (2) Willow, George (1) WIL The computer application (3) handbook/George Willow.-- New York: Arco Publishing, (4) 2002, (5) xii, 162 p., (6) illus. (7) ISBN 0-642-03528-6 (8) ⌈Electronic data processing⌉ ⌊vocational guidance⌋ (9)

1 author 2 call number 3 title 4 publisher 5 copyright date 6 number of pages 7 illustrations 8 international book number 9 subject heading

Title Card

Title cards list the title of the book at the top of each card. Title cards are alphabetized by the first word in the title except for the articles *a, an, the*.

Title Card
The computer application (1) handbook 001.6453 (2)   Willow, George (3) WIL The computer application handbook/George Willow.-- New York: Arco Publishing, (4) 2002, (5) xii, 162 p., (6) illus. (7) ISBN 0-642-03528-6 (8)

1 title 2 call number 3 author 4 publisher 5 copyright date 6 number of pages 7 illustrations 8 international book number

Subject Card

Subject cards are especially useful if you do not know the title or author of a specific book or if you do not have a specific book in mind. These cards are arranged alphabetically according to the first main word in the subject heading. Subject headings under history are filled in the chronological order.

Subject Card
INDUSTRIAL COMPUTER APPLICATION-- VOCATIONAL GUIDANCE (1) 001.6453 (2)   Willow, George (3) WIL The computer application (4) handbook/George Willow.-- New York: Arco Publishing, (5) 2002, (6) xii, 162 p., (7) illus. (8) ISBN 0-642-03528-6 (9)

1 subject 2 call number 3 author 4 title 5 publisher 6 copyright date 7 number of pages 8 illustrations 9 international book number

Analytic Card

If you are searching for a work that is part of a collection, an *analytic card* will help you find it. These cards are alphabetized according to the specific work you are seeking. They also list all the other pieces contained within the collection.

Analytic Card	
Mysteries of Hercules Poirot (1)	
714.2	Green, Mark (2)
G	
612co (3)	

Mark Green collected passages of
Agatha Christie's novels
with the detective Hercules Poirot (4)
as the main character
Viking, 2004, 300 p.

Contents: Evil Under the Sun, (5)
Death on the Nile

1 title of individual work 2 author 3 call number 4 title of collection 5 contents of collection

Task 3 *Discuss the advantages of card catalogue types and their constituents. How would you continue the dialogue (experienced and inexperienced postgraduates)? Use the beginning.*

Advantages of Card Dialogue Types

− George, I am a postgraduate student now and have to work much with the card catalogues. I will try to do my best to use them. Can you advise anything to me as an experienced specialist?
− Most books have three cards in the card catalogue: the author card, the title card, and the subject card. These cards are arranged either alphabetically or in file cabinets. Most card catalogues are alphabetized word by word. The author card is …

Test 1
Multiple Choice
Match the Russian words and their English variants. Which English variant is right? Choose the right one.

1

автореферат (диссертации, статьи)
- abstract
- abstract of thesis
- précis
- completion

2

куратор, научный руководитель
- adviser-consultant
- Doctor of Science
- adviser
- master

3

доцент университета
- assistant professor
- candidate for Master's degree
- undergraduate
- associate professor

Test 2
Multiple Choice
Are the replies true or false? Use the dialogue context "Motivation to Enter the Postgraduate Studies".
- Jane, I have not recently seen much of you.
- I was very busy with entrance exams for magistracy.
- I was very busy with entrance exams for postgraduate studies.
- You see, mostly it's the problem of my career prospects.
- You see, mostly it's my choice of intellectual challenge.
- Besides, it's the personal challenge as well.
- I myself would also like to take undergraduate course in Physics.
- I myself would also like to take undergraduate course in Computer Science.

Choose the right variant.
1 True 2 False 3 True 4 False 5 True 6 True 7 False 8 True
1 True 2 False 3 False 4 False 5 True 6 True 7 False 8 True

Test 3
Multiple Response
Choose all the right variants, answering the question: What are the reasons for taking postgraduate studies? Use the text "Why Do We Choose Postgraduate Studies?" as the guard point.
1. The first one is the stimulus of the intellectual challenge: working with concepts, approaches, methods and ideas, developing skills of analysis and research among the researchers and academics.
2. The second reason is the personal challenge. What is the difference between the undergraduate and the postgraduate level? The undergraduate level develops study

skills and the ability of independent studies, and the postgraduate course specifies skills' perfection, responsibility, independence in one's own learning, ability to work with complex ideas and concepts and developing them.

3 It is only the question of money matters.

4 Next, there is the serious problem of career prospects, more interesting and highly paid jobs. PhD or Doctoral degree can be an obligatory requirement for entering the career, the researcher career or securing promotion to higher levels. In some professional fields the joint programs of universities and employers are undertaken both at undergraduate and postgraduate level and these programs are defined as the first stage of learning for the trainees.

5 For a number of postgraduates entering academic career as the university teacher and researcher is important.

6 The main reason is the problem of getting the job abroad.

7 With rapid extension of higher education in some countries high-status academic position is available only with the Doctorate. It means the increase of the demand for people educated to Doctorate level.

Unit 2

Test 1
Multiple Choice
Choose the only right variant.

1

магистр – учёная степень
- magister
- master
- magistracy
- Master's degree

2

аспирант
- PhD
- MSc
- MA
- postgraduate

3

доктор технических наук
- Doctor of Literature/Letters
- Doctor of Physical Sciences
- Doctor of Engineering
- Doctor of Social Sciences

Test 2
Multiple Choice
Are the replies true or false? Use the dialogue context "Postgraduate Course Mastering".
- I am quite well, thank you.
- I am not so well, I am afraid.
- Yes, I have entered the Masters in Computer Science.
- It's the combined taught and research program, because next I am going to attend graduate school and become PhD.
- In my opinion, the programs for research and further studies widen one's skill base, further the knowledge in the chosen field and improve the career prospects.

Answer variants

1 True 2 False 3 True 4 True 5 True 6 False

1 True 2 False 3 True 4 False 5 True 6 True

Test 3

Multiple Response

Choose all the possible right variants in accordance with the text context.

about myself and my research

1 I have chosen my research issue already.
2 Writing dissertation abstract with research actuality, purposes and tasks, theoretical
   and practical meaning, innovations is very substantial.
3 I am going to become postgraduate in a year.
4 Next summer I will pass my entrance postgraduate examinations.
5 After that I have to choose the material and make some notes, write draft, structure
   of my paper, accomplish editing and publishing.

I Am the Magistrate /Postgraduate

Paragraph 3

As for me, I have chosen my subject already. Writing dissertation abstract with
research actuality, purposes and tasks, theoretical and practical meaning, innovations is
very substantial. After that I have to choose the material and make some notes, write draft,
structure of my paper, edit and publish it.

Unit 3

Test 1

Multiple Choice

Are the replies true or false? Use the dialogue context "Postgraduate Programs".

− There are two main types of postgraduate programs.
− In taught programs learning is mostly facilitated through classroom lectures and
  practice, seminars, computer and laboratory work, tutorials, coursework and exams.
− Learning on a research program is the development of one's skills only.
− Learning on a research program is the development of the human knowledge.
− Master's programs contain the research elements.
− Funded integrated programs present no interest.
− Conversion courses are always connected with one's career.

Answer variants

1 True 2 True 3 False 4 True 5 True 6 False 7 True

1 True 2 True 3 True 4 False 5 False 6 False 7 True

Test 2

Multiple Response

Choose all the possible right variants according to the text context "Taught Programs".

taught programs

1 In fact, stand-alone taught postgraduate programs are the first stage in postgraduate
   education before the research degree.
2 In the United Kingdom of Great Britain and Northern Island (the UK) there are
   three levels of taught program: postgraduate certificate (PGCert), postgraduate
   diploma (PGDip) or master's (in science − MSc).
3 These programs are more than a year and are the full time programs.
4 They are under a year and can be either a part of continuing professional
   development (CPD) or preparation for the full time taught program.

5. Sometimes diplomas (MScDiplomas) are awarded to students following the masters' program (full time program during a year, part time program for two years) without completing the final dissertation of 20, 000 words.
6. Engineering programs are carried out as all the other types of taught programs.
7. Engineering programs can be achieved both as an extended period of undergraduate study during a year – M (Eng) or stand-alone one-year programs for thorough learning the specific area of the discipline − MSc.

Test 3
Multiple Response
Find all the right variants as the answer in accordance with the text "Research Programs".
research programs
1. In research programs the master's level for two years is called a Master of Research (MRes) or Master of Philosophy (MPhil).
2. The highest research degree, three years or more, is the Doctor of Philosophy (PhD).
3. Research programs teach thinking mostly.
4. These programs teach mainly the research skills.
5. PhD dissertation is from 3, 000 to 5, 000 words.
6. PhD dissertation is much longer, from 7, 000 to 10, 000 words.
7. With PhD one becomes a leading expert in a certain specialization.

Unit 4

Test 1
Multiple Choice
Find the only right variant.

1

защита диссертации
- short course
- course work
- thesis
- thesis work

2

руководитель группы студентов, младший преподаватель
- teacher
- leader
- supervisor
- tutor

Test 2
Multiple Choice
Match the Russian word combination and the English variants. Choose the right one.
уровень студента
- undergraduate level
- under a year level
- magistracy level
- postgraduate level

Test 3
Multiple Response
Find the entire subject card constituents.
1 subject 2 e-mail number 3 call number 4 author 5 reviewer 6 title 7 publisher 8 copyright date 9 number of pages 10 illustrations, international book number
Test 4

Multiple Response

Find all the analytic card constituents.

1 title of individual work 2 author 3 call number 4 illustrations 5 title of collection
6 contents of collection 7 international book number

UNIT 5
LISTENING SKILLS

Task 1 *Read the text and speak about listening to directions. Define the strategies of listening.*

Listening to Directions

Successful *listening* involves more than merely hearing the words that someone speaks. It often means understanding, evaluating, organizing, remembering, and applying the information.

Listening to directions is very important for the master or postgraduate. Whatever kinds of directions you hear, always listen to them carefully – from beginning to end. There are the following *strategies of listening to directions*:

1 Write down the directions as the speaker gives them.
2 If any part of the directions is unclear, ask specific questions to help you to understand them.
3 When you finish an assignment, review the directions to make sure you have followed them correctly.

Task 2 *Read the text and answer the question:* **Why is listening to extract information so important?** *Numerate the strategies of listening to extract information in the order of importance.*

Listening to Extract Information

What is the difference between hearing and listening? Hearing becomes listening only when you are able to understand the information you have heard well enough to evaluate and apply it. Here are *listening strategies to extract information*:

1 Use computer technologies in listening: software, multimedia.
2 Try to focus on what the speaker is saying.
3 Determine whether the speaker's purpose is to inform, persuade or express thoughts and feelings.
4 To identify the speaker's main ideas, listen for verbal clues, such as the points introduced by *most important, remember that, first, finally*.
5 Watch for nonverbal clues such as gestures, pauses, or changes in the place of speaking. Clues like these can signal important points.
6 Determine the speaker's point of view about the subject. For example, what is the speaker's position? Is the speaker arguing for or against an issue?
7 Take notes to organizing your thoughts and helping you remember details.

Task 3 *Read the text and answer the question:* **How can you distinguish between fact and opinion?** *Give your own examples of facts or opinions.*

Confusing Fact and Opinion

A *fact* is a statement that can be proven. The *opinion* is a personal feeling or judgment about a subject. It's important for a listener to distinguish between them.
Define the statements as facts or opinions.

1 Males are smarter than females in math and science, but females are smarter than males in English.
2 Every postgraduate must write a research paper.
3 I think the last year postgraduate training is the most favourable for writing and thesis.
4 I suppose his thesis next year will be a successful one.
5 Last summer 80 % of postgraduates learning English were female.
6 I believe students who are not going to magistracy or postgraduate studies should not have to write the research paper.
7 Postgraduate studies are one of the ways of career promotion and it can also be a necessary condition for getting a prestigious job.

Task 4 *Read about different types of distinguishing between fact and opinion. Give definitions, illustrate them with the examples.*

Distinguishing between Fact and Opinion

Bandwagon appeal can be used as mention of the name of a famous or well-known company or scientist with honoured title, for example: A development tool start-up, staffed by the founders of one-time tools of Powersoft, will introduce a toolset Tuesday for building entirely Java business applications. The company SilverStream is headed by Dave Litwack. He is the former president and founder of Sybase subsidiary Powersoft.

Testimonials are written for any subject by any person, for example, the university testimonial. *Examples:*

1   I want to thank you heartily for the wonderful program you have taught me. The university education is invaluable. Though I was concerned about the amount of work and time commitment, the program flexibility structure has allowed choosing and realizing it. I have already implemented the results of my course work into practice and got excellent results. – K. M., MA.

2   I have completed my Computer Science PhD and it is the greatest asset to me. Due to it I got academic position in University and attribute this change in my personal life to postgraduate studies in your University. There can not be thanks enough to express my gratitude to your fine educational institution. – J.L.N., NJ

3   I consulted by E-mail Dr. John Smith about CS programs. He recommended yours. R.P.W. − NC

A **generalization** is a conclusion that is based on many facts and examples. Many topic sentences are generalizations that are supported by ideas, facts, examples and details.

Example: The network offers an infinite array of texts, files, bulletins, reference sources, statistics, electronic journals, research reports, government information.

Task 5 *Read the dialogue and act it out (the tutor and the postgraduate). Think of the dialogue of your own.*

Fact and Opinion: What is the Difference?

−   While listening to extract information you have to distinguish between fact and opinion. A fact is a statement that can be proven. The opinion is a personal feeling or judgment about a subject.
−   Mr. White, what are the types of distinguishing?
−   First of all, there is bandwagon appeal. This is the mention of the name of a famous or well-known company or scientist with honoured title.
−   As Rutherford, for example?
−   It's a fine name. Besides, there are testimonials written for any subject by any person.
−   Can they be university testimonials?
−   University testimonials are widespread. There is also generalization, based on many facts and examples.
−   Thanks very much. You have been very helpful.

UNIT 6
MAKING A SPEECH

Task 1 *Read the text and comment upon the problem:* ***How do you understand what the speech is?***

What is Speech?

Speech is an inseparable part of civilization. The main thing is the word preserves contact. The purpose of effective speaking is to communicate your thoughts and ideas to your audience in such a way that the audience will be inspired, persuaded, entertained, or better informed about an interesting subject. Stage-by-stage approach is applicable to speaking almost in the same way as to writing, but instead of editing and publishing of your written work, you will practice your speech and then deliver it orally to an audience.

Task 2 *Read the text and compare your own strategies of considering audience and purpose before speech making and the strategies defined in the text. What are the similarities and differences?*

Knowing Your Audience and Purpose

Having audience clearly in mind as you prepare your speech will help you to deliver a speech that addresses the interests and concerns of your audience. *The strategies for considering audience and purpose* are:

1　If possible, find out the interests of your audience. Decide how these interests are similar to or different from yours.
2　Try to determine what your audience will already know about the subject you plan to talk about. Consider what your audience might expect to hear.
3　Decide whether your purpose is to inform your audience, to persuade them, or to entertain them by expressing your thoughts and feelings or by telling a story.

Task 3 *Give your commentary upon the topic of choosing and limiting the subject of speech. Say if you follow these strategies and to what extent.*

Choosing and Limiting a Subject

After you have chosen an interesting subject for your speech, it will be necessary to limit the subject so that you can cover it effectively in a given amount of time. Follow the strategies below. There are the following *strategies for choosing and limiting the subject*:

1　Choose a subject that interests you and is likely to interest your audience.
2　Choose a subject that you know well or can research thoroughly.
3　Limit the subject by choosing one aspect of a broader topic.

Task 4 *While reading the text, find the stages of gathering and organizing information. Present them with your own words.*

Gathering and Organizing Information

To gather information for an informative speech, begin with your own experience by brainstorming a list of everything you already know about the subject. Then consult several other good resources of information both electronic and published: reference materials, books, periodicals. You might also interview people who are knowledgeable about the subject. Be sure to make notes through your research. Use *the strategies for organizing your speech*:

1　Arrange your materials by topics and subtopics in the order you plan to present your information. Make a detailed outline of your speech and then draft an introduction and a conclusion.
2　To capture the interest of your audience, begin your speech with an anecdote, an unusual fact, a question, an interesting quotation, or some other attention-getting device. Include a thesis statement that makes clear the main idea and the purpose of your speech.

3   Arrange the supporting points or details in a logical order for the body of your speech. Revise your outline as needed to improve the logical flow of ideas. Think of the transitions you will use to connect your ideas.

4   Write a conclusion for your speech that summarizes your main idea and signals to the audience that you have finished.

5   Use computer technologies in listening: software, multimedia while preparing and delivering your speech.

Task 5 *Give the list of practicing and revising text-based speech.*

Speech Practicing and Revising

Practicing guarantees improvement. *Strategies for speech practicing and revising* include the following actions:

1   Practice the materials of computer technologies' applications.

2   Time your speech. Add or cut information if it is necessary.

3   Think over non-verbal speech characteristics.

4   Practice looking at imaginary audience while you say your speech.

5   Practice over a period of several days. Your confidence will grow each time you practice your speech, and as your confidence grows, your nervousness will decrease.

6   Make revisions in your speech as you practice. You can do it by experimenting with word choice and by adding or deleting information to clarify your main points.

Task 6 *Strategies of speech delivering are very important. Are you already in the know of them?*

Delivering Your Speech

For *speech delivering* the following *strategies* can be used:

1   Have already all necessary materials, including the computer, the screen, and the projection camera.

2   Stand with your weight evenly divided between both feet. Avoid swaying back and forth.

3   Look directly at the people in your audience, not over their heads. Try to make eye contact.

4   Speak slowly, clearly, and loudly enough to be heard.

5   Be aware of using correct grammar and well-formed sentences.

6   Use non-verbal forms of communication: gestures, facial expressions to help you emphasize your main points.

Task 7 *Fill the blanks with the words and expressions (father and son):* **deliver the speech, emphasize your main ideas, make eye contact, non-verbal gestures, persuade the audience in your point of view, and practice your speech**. *Reproduce the dialogue.*

Before Speech Delivering

−   Dad, I have to (1) at the scientific conference and I am very anxious about it.

−   Sonny, delivering speech in public is a very important skill. By means of it you can present your ideas, experimental work, and conclusions, illustrate them with facts and examples, express your opinion, and (2).

−   Shall I use the computer?

−   All the international conferences are conducted on the base of computer technologies. You ought to make the best of it. (3) beforehand. Look directly at the people in your audience, not over their heads. Try to (4). Speak slowly, clearly, and loudly enough to be heard.

−   Are (5) important?

−   Very important. By means of gestures and facial expressions you can (6).

−   I will surely follow your advice.

UNIT 7
STRATEGIES TO TESTING: TAKING STANDARDIZED TESTS

Task 1 *Read the text and name the definition of standardized test. Define the kinds of standardized tests. Specify the strategies of succeeding at these kinds of tests.*

Standardized Tests

A standardized test measures your abilities, skills, progress, and success by asking different kinds of questions. One kind of standardized test measures your understanding of the meaning of the words and the way they are used in sentences. Tests within this category often contain one or more of the following kinds of questions: synonym questions, antonym questions, analogies and sentence-completion questions.

Standardized tests also include reading comprehension tests and tests of writing ability. Your ability to write clearly and objectively is often checked with objective questions about usage and mechanics, as well as with a sample of a spontaneously written essay within a limited time period.

The best way to prepare for taking a standardized test is to work conscientiously, to read widely and to become familiar with standard testing formats. The following *strategies* can help you succeed at *taking standardized tests*:

1 Read the test directions carefully. Answer sample questions to be sure you understand what the test requires.
2 Relax. Concentrate on doing the best you can.
3 Preview the whole test by quickly skimming. This will give you an overview of the kinds of questions on the test.
4 Plan your time carefully, allotting a certain amount of time to each part of the test.
5 Answer first the questions you find easiest. Skip those you find too hard, coming back to them later if you have enough time.
6 Read all the choices before you choose an answer. If you are not sure of the answer, eliminate any choices that are obviously wrong. Making an educated guess is usually wise in such a case.
7 If you have time, check your answers. Look for omissions and careless errors on your answer sheet.

Task 2 *Learn abbreviations for standardized tests.*

Test Abbreviations:

ALTE – Association of Language Testers in Europe – ассоциация языковых тестеров Европы

CAE – The Certificate in Advanced English – Кембриджский сертификат продвинутого уровня

CEFP – Calgary Educational Partnership Foundation – партнёрская организация в области образования в Калгари

CEFR – Common European Framework of Reference for Languages – общеевропейские языковые компетенции

CIEP − международный центр исследований в области образования, Франция

CPE – The Certificate for Proficiency in English – сертификат, подтверждающий высокий уровень квалификации в области английского языка

EFL – English as a Foreign Language – английский как иностранный язык

FCE – The First Certificate in English – начальный сертификат в области английского языка

IELTS – International English Language Testing System – международная система тестирования английского языка

KET – Key English Test – тест английского языка элементарного уровня

NQF − National Qualifications Framework – национальная квалификационная структура

PET – Preliminary English Test – вступительный/предварительный тест английского языка

PTE − computer-based international academic English test – компьютерный международный академический тест английского языка

taso – тест продвинутого уровня для взрослых

TOEFL − Test of English as a Foreign Language – тест английского языка как иностранного

TOEIC – Test of English for International Communication – тест английского языка как международного коммуникативного

YKI − The Finnish National Foreign Language Certificate – финский национальный сертификат в области иностранного языка

Task 3 *Study the Common European Framework division of foreign languages learners within the standardized frames. Have you taken any of these tests? Are you going to do it in future?*

The Common European Framework divides learners of foreign language within the standardized frames into three groups and six levels.

A Basic Speaker

Levels: A1 – Breakthrough, A2 – Waystage

Tests:

A1, Entry 1, IELTS, Elementary, 1.taso

A2, Entry 2, CEFP 1, KET, IELTS 3.0, Basic, 2.taso

B Independent Speaker

Levels: B1 – Threshold, B2 – Vantage

Tests:

B1, Entry 3, CEFP 2, PET, IELTS 3.5-4.5, UNIcert, Certification I, 3.taso

B2, Level 3, FCE, IELTS 5.0-6.0, UNIcert II, Certification II, 4.taso

C Proficient Speaker

Levels: C1 – Effective Operational Proficiency, C2 – Mastery

Tests:

C1, Level 4, CAE, IELTS 6.5-7.0, UNIcert III, Certification III, 5.taso

C2, Level 5, CPE, IELTS 7.5-9.0, Superior, UNIcert IV, Certification IV, 6.taso

The ALTE was founded by the University of Cambridge in conjunction with the University of Salamanca. ALTE level comprises: CERF level, NQF (only UK), PTE General (former LTE), PTE Academic, CIEP, Cambridge exam, IELTS, INIcert (different languages), TOEIC, TOEFL, YKI

Task 4 *Read the dialogue and define the standardized test and its level within the standardized frames (the consultant and the postgraduate student).*

Standardized Tests Taking

− Mrs. Brown, standardized tests are a part of our studies and it is a very important one. What is their purpose from the point of view of teaching methods?

− Any standardized test measures your abilities, skills, progress, and success by asking different kinds of questions. One kind of standardized test measures your understanding of the meaning of the words and the way they are used in the sentences. Standardized tests also include reading comprehension tests and tests of writing ability.

− What shall I do to make it in the best way?

− The best way to prepare you for passing a standardized test is to work conscientiously, to read widely and to become familiar with standard testing

formats. And there are some strategies which can help you succeed at passing standardized tests.

− What are they?
− Preview the whole test by quickly skimming. Plan your time carefully. Answer first the questions you find easiest. Read all the choices before you choose an answer. If you are not sure of the answer, eliminate any choices that are obviously wrong. Making an educated guess is usually wise in such a case. If you have time, check your answers.
− Thanks very much. I will take CEFR test, the A1 level first, Basic Speaker and then make the promotion up to the C2 level.
− It's a good choice.

UNIT 8
VOCABULARY TESTS: SYNONYMS AND ANTONYMS, PREFIXES, SUFFIXES, BASE WORDS, WORD ROOTS, CLIPPED WORDS (SHORTENING), BLENDED WORDS, WORDS FROM SOUNDS, BORROWED WORDS

Task 1 *Read the information about synonyms and antonyms before taking vocabulary standardized tests.*

Synonyms and Antonyms

Strategies

Synonyms are words that have nearly the same meaning. For example, for the word *communicate,* are some synonyms: *explain, reveal, relate, speak.* Synonyms add to variety of writing. They can help to avoid the same word over and over again. We can look up synonyms in the thesaurus in the textbook or in the computer.

One can use synonyms to make writing more exact. Each synonym has its own shade of meaning. Look at the way each sentence below is changed when a synonym is used for the word *communicate*.

I **communicated** my reasons. = I **explained** my reasons.

I **communicated** who I was. = I **revealed** who I was.

I **communicated** my adventure. = I **repeated** my adventure.

I **communicated** the truth. = I **spoke** the truth.

Antonyms are words that have opposite meaning, e. g.: *wet − dry*. Many words do not have opposites.

Task 2 *Choose the synonym and antonym for each word. Write the sentences with the words, synonyms and antonyms (3 sentences for each case).*

Words: swiftly, radiance, swelled, afraid, clasped

Synonyms: brightness, fearful, held, increased, quickly, seriously

Antonyms: decreased, dullness, fearless, jokingly, released, slowly

Task 3 *Study the strategies of the work with prefixes, word roots, base words, suffixes.*

Prefixes, Suffixes, Base Words, Word Roots

Strategies

The study of vocabulary connection includes *base words or word roots and prefixes, suffixes* added to them, e. g.: *researcher*. The base word is *search*, *re-* (with the meaning *again*) is a prefix; *-er* (with the meaning *one who does)* is a suffix. The new meaning of a word is *one who searches again*.

A *prefix* is a word part added to the beginning of a word. A *suffix* is a word part added to the end of a word. Prefixes and suffixes can be added to *base words* and to *word roots*. A *base word* can stand by itself as a complete word. A *word root* cannot stand by itself. A word root is always combined with at least one other word part. For example:

1

Prefix	Base Word	Suffix	New Word
un-	fair	-ness	unfairness
re-	place	-ment	replacement

2

Word Root	Meaning	Example
-jec-, -ject-	to throw	interjection
-spec-, -spect-	to look, see	respect
-trac-, -tract-	to pull, draw	tractor

Task 4 *Divide each word into parts. Think of the meaning of each word part and then of the whole word.*

1 detract 2 inject 3 inspection 4 extract

Task 5 *Find the meaning of these roots in a dictionary. Then add prefixes or suffixes to create two words for each root.*

1 -rupt- 2 -dict- 3 -duc-, -duct- 4 -port-

Task 6 *Extract information about blending and shortening while reading the text. Give the examples.*

Clipped Words (Shortening) and Blended Words

Strategies

Some words are made up of prefixes, suffixes, base words or word roots. Many words have been created by **shortening** the other words.

Here are the examples of such the words: *plane-airplane, stereo-stereophonic, math-mathematics, bus-omnibus, photo-photograph, phone-telephone, van-caravan, deli-delicatessen, and ad-advertisement.*

Blending is similar to compounding, but it combines only parts of words to make a new word: *brunch (breakfast + lunch), heliport (helicopter + airport), sprawl (spread + crawl), smog (smoke + fog), splotch (spot + blotch) and twirl (twist + whirl).*

Task 7 *Write the original word from which each clipped word below is made. Use glossary.*

1 exam 2 fan 3 lab 4 flue 5 gym 6 tux 7 ref 8 memo

Task 8 *Write the two words from which each blended word is made. Use glossary.*

1 telecast 2 motel 3 clash 4 Skylab 5 smog 6 flare

Task 9 *Read the text and analyze the patterns of the words formed from the sounds.*

Words from the Sounds

Strategies

New words enter a language from a variety of sources. Two sources are the sounds that people hear around them and the names of people or places. The first type is echoic words.

Echoic words echo or imitate sounds from nature. Rain falling on the roof goes *pitter-patter*. Wind makes a *whooshing* sound. Thunder *booms, bangs* and *blasts*. Sitting by a fire you might not notice the *clattering* outside, especially if wood were *crackling* and the flames *hissing*. Every language has echoic words.

Task 10 *Write a sound word from the list of words for each description below.*

List of words: squish, murmur, croak, slurp, chirp, honk

1   the sound made by a car horn
2   the sound made by a sparrow
3   the sound made by someone eating soup
4   the sound made by someone stepping on a tomato
5   the sound made by someone speaking in a low voice
6   the sound made by a frog

Borrowed Words

Strategies

Task 11 *Name the examples of borrowed words and the languages they come from. Try to give not less than 10 examples.*

Many words in the English language **have been borrowed** from other languages. Here are some of them: *hurricane (Spanish), torrent (French), tulip (Latin), curry (Indian), ketchup (Chinese), kimono (Japanese), novel (Italian), penguin (Welsh), chipmunk (Native American), tundra (Russian), coach (French), yogurt (Turkish), ukulele (Hawaiian), myth (Latin), sofa (Arabic), vanilla (Spanish).*

Tasks 12 *For each of these words write the meaning and the language from which the word is borrowed. Use the dictionary.*

1 lariat 2 vicinity 3 agile 4 buckaroo

Task 13 *Complete the dialogue. Use the following words and phrases:* ***base word, blended words, blending, clipped words, vocabulary tests, word root*** *(two candidates for Master's degree). Reproduce the dialogue.*

Forms of Word Derivation

− Ann, vocabulary tests are a part of our studies. We have tests with synonyms, antonyms, prefixes, suffixes, roots, base words, clipped and blended words, words from sounds, borrowed words.
− Certainly, there is a great variety of (1).
− I do not see much of the difference between base words and word roots. It seems all the same to me.
− As a matter of fact, these terms differ. The main difference is a (2) can stand by itself as a complete word, and a word root cannot. A (3) is always combined with at least one other word part: prefix or suffix.
− And how do clipped and blended words differ?
− (4) are created by shortening the other words, for example: plane-airplane, math-mathematics, bus-omnibus, photo-photograph, phone-telephone, and ad-advertisement.
− And what about (5)?
− (6) is similar to compounding, but it combines only parts of words to make a new word: brunch (breakfast + lunch), heliport (helicopter + airport), and smog (smoke + fog).
− Ann, you have been very informative. Thank you.

Test 1
Multiple Choice
Find the right variant as the answer, using the text context "Listening to Directions".
- Successful listening involves more than merely hearing the words that someone speaks.
- Listening is just simple hearing the words that someone speaks.
- It often means understanding, evaluating, organizing, remembering, and applying the information.
- Listening to directions is very important for the master or postgraduate.
- It's more important to listen to the words in the beginning than in the end.
- Whatever kinds of directions you hear, always listen to them carefully – from beginning to end.
- While listening write down the directions as the speaker gives them.
- It's enough to listen to the directions orally without writing them down.
- If any part of the directions is unclear, ask specific questions to help you to understand them.
- When you finish an assignment, review the directions to make sure you have followed them correctly.

Choose the correct answer.
1 True 2 False 3 False 4 True 5 True 6 True 7 False 8 False 9 True 10 True
1 True 2 False 3 True 4 True 5 False 6 True 7 True 8 False 9 True 10 True

Test 2
Multiple Choice
Choose the only right variant as the answer according to the text context "Listening for Information".
- Hearing means the same as listening.
- Hearing becomes listening only when you are able to understand the information you have heard well enough to evaluate and apply it.
- Use computer technologies in listening: software, multimedia.
- Focus on the details.
- Try to focus on what the speaker is saying.
- Determine whether the speaker's purpose is to inform, persuade or express thoughts and feelings.
- To identify the speaker's main ideas, listen for verbal clues, such as the points introduced by *most important, remember that, first, finally.*
- Only verbal means of communication are important.
- Watch for nonverbal clues such as gestures, pauses, or changes in the place of speaking. Clues like these can signal important points.
- Determine the speaker's point of view about the subject. For example, what is the speaker's position? Is the speaker arguing for or against an issue?
- Take notes to organizing your thoughts and helping you remember details.

Which variant is right?
1 False 2 True 3 True 4 True 5 True 6 False 7 True 8 True 9 True
10 True 11 False
1 False 2 True 3 True 4 False 5 True 6 True 7 True 8 False 9 True 10 True 11 True

Test 3
Multiple Response
Find all the right statements, corresponding to the dialogue "Fact and Opinion: What is the Difference?" in Unit 5.
1 While listening to information you have to distinguish between fact and opinion.
2 Bandwagon appeal is one of the types of distinguishing between fact and opinion.
3 Testimonials are written only for the universities.

Unit 6

Test 1
Multiple Response
Read the text "What is Speech?" and choose all the right variants.
1 Speech is an inseparable part of civilization.
2 The main thing is the word preserves contact.
3 The purpose of speech is to make an impression upon someone.
4 The purpose of effective speaking is to communicate your thoughts and ideas to your audience in such a way that the audience will be inspired, persuaded, entertained, or better informed about an interesting subject.
5 Stage-by-stage approach is not applicable to speaking. It can be used only in writing.
6 Stage-by-stage approach is applicable to speaking almost in the same way as to writing, but instead of editing and publishing your written work, you will practice your speech and then deliver it orally to an audience.

Test 2
Multiple Response
Use all the possible variants as the answer in accordance with the text "Practicing and Revising Your Speech".
1 Practicing does not always guarantee improvement.
2 Practice the materials of computer technologies' applications.
3 Time your speech. Add or cut information if necessary.
4 Take into consideration only verbal speech characteristics.
5 Think over non-verbal speech characteristics.
6 Have a practice just before the speech delivering.
7 Practice over a period of several days.
8 Make revisions in your speech as you practice.
9 You can do it by experimenting with word choice and by adding or deleting information to clarify your main points.

Test 3
Multiple Response
Find all the possible variants of speech delivering strategies, using the text "Delivering Your Speech".
1 Have already all necessary materials, including the computer, the screen, and the projection camera.
2 Look directly at the people in your audience, not over their heads. Try to make eye contact.
3 Speak quickly and briefly.
4 Speak slowly, clearly, and loudly enough to be heard.
5 Don't pay much attention to sentence structuring. The main thing is speech fluency.
6 Be aware of using correct grammar and well-formed sentences.
7 Use non-verbal forms of communication: gestures, facial expressions to help you emphasize your main points.

Unit 7

Test 1
Multiple Choice

1

Find the right English variant, corresponding to the Russian term.
сертификат, подтверждающий высокий уровень квалификации в области английского языка

- CIEP
- CPE
- EFL
- FCE

2

международная система тестирования английского языка

- IELTS
- KET
- PRT
- NQF

3

вступительный/предварительный тест английского языка

- PTE
- taso
- TOEFL
- PET

Test 2
Multiple Response

Label all the right variants of the statements according to the text context "Standardized Tests".

1 A standardized test measures your abilities, skills, progress, and success by asking different kinds of questions.
2 One kind of standardized test measures your understanding of the meaning of words and the way they are used in sentences.
3 Tests within this category often contain one or more of the following kinds of questions: synonym questions, antonym questions, analogies and sentence-completion questions.
4 Writing is not included as a part of standardized tests.
5 Standardized tests also include reading comprehension tests and tests of writing ability.
6 Your ability to write clearly and objectively is often checked with objective questions about usage and mechanics, as well as with a sample of a spontaneously written essay within a limited time period.
7 The best way to prepare for taking a standardized test is to open the test protocol with the answers.
8 The best way to prepare for taking a standardized test is to work conscientiously, to read widely and to become familiar with standard testing formats.

Test 3
Multiple Response

Find all the right strategies of standardized tests taking.

1 Read the test directions carefully. Answer sample questions to be sure you understand what the test requires.

2 Relax. Concentrate on doing the best you can.

3 Preview the whole test by detailed reading.

4 Plan your time carefully, allotting a certain amount of time to each part of the test.

5 Answer first the questions you find easiest. Skip those you find too hard, coming back to them later if you have enough time.

6 Read the first choices before choosing the answer.

7 Read all the choices before you choose an answer. If you are not sure of the answer, eliminate any choices that are obviously wrong. Making an educated guess is usually wise in such a case.

8 If you have time, check your answers. Look for omissions and careless errors on your answer sheet.

Unit 8

Test 1

Multiple Response

Find the sentences, corresponding to the text context "Synonyms and Antonyms".

1 Synonyms are words that have nearly the same meaning.

2 Synonyms add to variety of writing.

3 One can look up synonyms only in the published form in the dictionary of synonyms.

4 We can look up synonyms in the thesaurus in the textbook or in the computer.

5 One can use synonyms to make writing more exact.

6 Each synonym has its own shade of meaning.

7 Antonyms are like synonyms.

8 Antonyms are words that have opposite meaning. Many words do not have opposites.

Test 2

Multiple Response

Define all the right answers according to the text "Prefixes, Suffixes, Base Words, Word Roots".

1 The study of vocabulary connection includes base words or word roots and prefixes, suffixes added to them.

2 A prefix is a word part added to the beginning of a word.

3 A suffix is a word part added to the end of a word.

4 Prefixes and suffixes can be added specially to base words.

5 A base word can stand by itself as a complete word.

6 A word root can stand by itself as well.

7 A word root is always combined with at least one other word part.

Test 3

Multiple Response

Which sentences are true? Use the text "Clipped Words (Shortening) and Blended Words".

1 Many words have been created by shortening the other words.

2 Blending is similar to compounding, but it combines only parts of words to make a new word.

3 Two sources of entering the words from other languages are the sounds that people hear around them and the names of people or places.

4 Echoic words echo or imitate sounds from nature.

5 Echoic words are the same in all the languages.

6 Many words in the English language have been borrowed from other languages. They are borrowed words.

UNIT 9
VOCABULARY TESTS: HOMOPHONES, HOMOGRAPHS, ANALOGIES, COMPLETION SENTENCE TESTS

Task 1 *Learn the definition and study the examples of homophones. Give your own examples.*

Homophones

Strategies

Homophones are words that sound alike but have different meanings. Homophones can be confusing, because they have different spellings.

Homophones and Their Meanings

pare	to remove the outer surface with a knife
pear	a fruit with a rounded base and a tapered top
stationery	paper for writing
stationary	not moving
cymbal	a musical instrument
symbol	a sign
canvas	a coarse cloth made from cotton, hemp, or flax
canvass	to take a poll or a survey
currant	a small, seedless raisin
current	recent or the fast part of a stream

Task 2 *Write each sentence, using the correct word form from the pair in parentheses.*

1 Who is the new (principal, principle) in your school?
2 I will (meat, meet) you in the library.
3 One (peace, piece) of paper will be enough.
4 Mr. Anderson conducts the school (coral, choral) group.
5 The (fair, fare) for the bus is fifty cents.
6 Begin every sentence with a (capital, Capitol) letter.
7 I eat bran (serial, cereal) for breakfast each morning.
8 Store the turnips and potatoes in the (seller, cellar).

Task 3 *Study the strategies of the work with the homographs.*

Homographs

Strategies

Homographs are words that are spelled alike but have different meanings. Homographs have separate entries in the dictionary because they come from different word roots or languages. Some homographs are also pronounced differently.

Homographs and Their Meanings

count	to list in a numerical order
count	a nobleman
yard	a measure of three feet
yard	a piece of ground
bow	a fancy knot
bow	to bend
band	a group of musicians
band	a thin strip for binding
bore	to make weary
bore	to make a hole

Task 4 *Each word is the homograph. Read the sentences and insert the proper variants of the words into the sentences, using different meanings and context clues. Translate the sentences.*

Homographs

1 bass 2 desert 3 pound 4 present 5 produce 6 match

Sentences

1   My mother caught a bass in the river. Miguel plays the bass drum in the orchestra.
2   The young soldier would never desert his company. The camel moved slowly across the desert.
3   I thawed a pound of dough to make bread. The carpenter had to pound many nails.
4   I was not present at yesterday's meeting. Alice gave me a lovely birthday present.
5   How many crops did that farmer produce this year? I bought fresh produce at the vegetable stand.
6   The colour of your shirt and sweater match perfectly. Do you have a match to light the camp-fire?

Task 5 *Read about the definition of verbal analogies and their common kinds. Give your own example for each kind of verbal analogy.*

Analogies

Strategies

A *verbal analogy* shows how two pairs of words are related. It can be written out as a sentence or in a special form using colons. Example:

Alder is to oak as swan to sparrow.

Alder : oak :: swan : sparrow

Common Kinds of Verbal Analogies

Kind of Analogy	Example
Word/Synonym The words in each pair have the same meaning.	hide : conceal :: close : shut
Word/Antonym The words in each pair have opposite meanings.	near : far :: rude : polite
Part/Whole Each pair names a part of something and the whole thing.	page : book :: tree : forest
Object/Characteristic Each pair names a thing and one of its characteristics.	whale : large :: guppy : small
Object/Classification Each pair names an object and the category it belongs to.	junk : boat :: willow : tree
Object/Function Each pair names an object and its function.	pencil : write :: knife : cut

Task 6 *Choose a word in the list to complete each verbal analogy.*

List of words: eat, gentle, glad, insect, salad, smooth.

Verbal analogies for completion:

1   trout : fish :: ant : …
2   just : fair :: happy : …
3   broom : sweep :: fork : …
4   potatoes : stew :: lettuce : …
5   sleepy : alert :: fierce : …
6   wool : scratchy :: satin : …

Completion Sentence Tests: Word Meaning Items

Task 7 *Study the strategies **of sentence completion** for using them in your work.*

In **sentence completion** you choose the word or words that best complete a sentence.

Strategies

1   Be sure you understand the word in the item.

2   Try out each answer choice in the sentences.

Task 8 *Choose the word that best completes the sentence.*

Ma and pa … barrels outside to catch the rainwater.

A sit B sits C set D sets

Task 9 *Learn the strategies of choosing the best meaning of the word in a sentence.*

Choosing the Best Meaning of the Word in a Sentence

To complete the sentence correctly, one has to choose the best meaning of a word in a sentence.

Strategies

1   Be sure that you understand the context (the setting of the sentence in which the underlined word appears) or the meanings of all the other words in the sentence.

2   Try out the answer choices in the place of the underlined word. Ask yourself which one makes the most sense.

Task 10 *Choose the meaning that best fits the underlined word.*

Every student should try to cultivate good study habits.

A accept 2 list C grow D develop

Task 11 *Read the dialogue and act it out. Think of your own dialogue (two masters).*

Homophones and Homographs

−   William, here is vocabulary test with homophones and homographs. What do we have to do with it?
−   Don't get so much worried. You will cope with it. It is not so difficult as it seems to be.
−   What do homophones mean?
−   Homophones are the words that sound alike but have different meaning and spelling. For example: *cymbal* is a musical instrument and *symbol* is a sign.
−   And as to the analogy, homographs are the words that are spelled alike, but have different meanings, aren't they?
−   Yes, they are. And homographs have separate entries in the dictionary, because they come from different word roots or languages. Some homographs are also pronounced differently.
−   Now I see it. And I know the classification of analogies and can apply it in practice.
−   Good. It is very meaningful in the sentence context completion.
−   Thanks.

UNIT 10
READING COMPREHENSION TESTS

Task 1 *Read the strategies and the sentence below. If **only** answer choice is correct, choose A. If **only** choice B is correct, choose D. If variant **both** A, B is correct, choose C. If **neither** A nor B is correct, choose D. Label only one answer.*

Combined Answer Choices

This kind of test item includes both single and combined answer choices.

Strategies

1 Read all the choices before making an answer.
2 Be sure you understand what each choice implies. Do not be confused by the various combinations of letters.

 Sentence

Little Kyle was strutting in the parade, thrilled by all the attention he was getting.

Answer variants:

A Kyle was excited.
B Kyle was proud.
C Both A and B.
D Neither A nor B.

Task 2 *Study the strategies of reading comprehension tests in your future work.*

Strategies of Reading Comprehension Tests

Another type of item tests your ability to understand what you have read.

Strategies of reading comprehension tests

1 Begin by skimming the questions that follow the passage.
2 Read the passage carefully and closely. Notice the main ideas, organization, style, and key words.
3 Study all possible answers. Avoid choosing one answer the moment you think it is a reasonable choice.
4 Use only the information in the passage when you answer the questions. Do not rely on your own knowledge or ideas on this kind of test.
5 If you are asked to identify the main idea, try to choose a statement that covers all or most of the sentences in the passage.
6 If you are asked a question about details, reread the passage to find the correct detail.
7 If you are asked to draw conclusions or recognize cause-effect relationships, base your answer on what is stated directly or indirectly.

Task 3 *Read the passage. Then answer the questions that follow.*

Immigrants

Between 1892 and 1943, more than 17 million immigrants entered the United States at Ellis Island in New York harbour. The majority of them were poor people who came from southwestern Europe. After very unpleasant ocean voyages, many settled in cities in the East. Conditions were very hard for the immigrants, but most improved their lives by coming to the United States. Today about forty percent of the people of this country are descendants of those millions who passed through Ellis Island.

1 Define the sentences stating the main idea of the passage.

A Today about forty percent of the United States population is made up of descendants of immigrants.

B The majority of them were poor people who came from southwestern Europe.

C Conditions were very hard for the immigrants, but most improved their lives by coming to the United States.

2 Find where most of the immigrants settled:

A in New York City

B at Ellis Island

C in cities in the Eastern United States

3 Give reasons of entering the immigrants to the USA (the meaning is implied).

A to escape European wars

B to settle in cities

C to improve their lives

Task 4 *Fill the lines of the dialogue properly (two postgraduates). Use the following lines:*

Begin by skimming the questions that follow the passage.

If you are asked a question about details, reread the passage to find the correct detail.

If you are asked to draw conclusions or recognize cause-effect relationships, base your answer on what is stated directly or indirectly.

In this case try to choose a statement that covers all or most of the sentences in the passage.

They can be used in reading for extracting general information, flexible reading, skimming and scanning.

Reproduce the dialogue.

Strategies of Reading Comprehension Tests

− Henry, there are a lot of tests in reading comprehension and I am uneasy about it. What kinds of reading are these tests applied in?

− (1)

− What is the first stage in strategies?

− (2)

− And the next one?

− Read the passage carefully and closely. Notice the main ideas, organization, style, and key words. Study all possible answers. Use only the information in the passage when you answer the questions.

− How should I act if I have to identify the main idea?

− (3)

− What is the strategy of finding details?

− (4).

− And drawing conclusions?

− (5)

− Thank you. You have been very helpful.

UNIT 11
TESTS OF STANDARD WRITTEN ENGLISH

Task 1 *Read general information about the strategies of the work with the objective standard written tests.*

Objective Standard Written English Tests

Strategies

Objective test of standard written English contains sentences with underlined words, phrases, or punctuation. The underlined parts may contain errors in grammar, usage, mechanics, vocabulary, and spelling. You must find the error in each sentence or, on some tests, identify the best way to correct the faulty sentence.

Task 2 *Read the sentences and find the errors in grammar, usage, mechanics, vocabulary, and spelling. Find also the cases when there is no error. Give explanations for all the cases. Mind that in **Keys** first the wrong variant and then the right one is given.*

Error Recognition

This kind of question tests grammar, usage, capitalization, punctuation, word choice, and spelling.

1 The Reverend William Spooner, whose last name became a common noun, had an unusual quirk of speech.

2 Spooner's quirk was to transpose the initial sounds of his odd, humorous mistakes.

3 There are a great many examples of his odd, humorous mistakes.

4 When Spooner spoke, "a well-oiled bicycle," for example, would come as "a well-boiled icicle".

5 Spooner was an experienced, knowledgeable teacher who his students liked and respected.

6 If you were to ask most of his students, they would say he was unforgettable.

7 After all, how could anyone forget a man who said, "Let me saw you to your sheet," when he intends to show you to your seat?

8 Everyone who knew Reverend Spooner had their own story to tell about him.

Task 3 *Read the passage and say what the best sentence construction is.*

Best Sentence Construction

This type of item requires you to choose the best of three or four sentences. These items are used on English tests to measure your ability to recognize clear writing.

Strategies

1   Eliminate any sentence that seems awkward.
2   Analyze the remaining sentences; eliminate any that have a usage error.

Task 4 *Read each sentence and choose the best one.*

1   Bea asked Sue what was wrong that she was crying.
2   Crying, Bea asked Sue what was wrong.
3   Because Sue was crying, Bea asked her what was wrong.

Task 5 *Read the letter carefully. For each numbered and underlined word choose the best answer. If the original word, phrase or punctuation is correct, choose **D**.*

Correcting Errors in Capitalization, Punctuation and Usage

Strategies

1   Analyze each numbered item separately.
2   Read the answer choices carefully.

Dear Jim (1),

I enjoyed staying with you in December. The weather was very cold I liked (2) skiing and ice-skating.

<div align="right">Roger</div>

1

A: Dear Jim

B Dear Jim:
C Dear Jim –
D No change
2
A very cold, I liked
B very cold, but I liked
C very cold but, I liked
D No change

Task 6 *Select the best way to write a sentence.*

Sentence Correction

Strategies

The questions test your ability to recognize appropriate phrasing. Instead of locating an error, you must select the best way to write a sentence.

1 We all agreed that the guest lecturer was well-informed, articulate, and he <u>had a nice personality</u>.
A he had a nice personality
B he had a pleasant personality
C a nice personality
D likable
E nice personality wise

2 Walking through the unfamiliar park at noon, <u>a statue was visible to me</u>.
A a statue was visible to me
B a statue caught my eye
C my eyes caught a glimpse of statue
D the statue became visible
E I saw a statue

3 The prince, along with <u>his supporters, were observed coming toward</u> the village.
A his supporters, were observed coming toward
B his supporters were observed, coming toward
C his supporters, was observed coming toward
D his supporters, was observed, coming toward
E his' supporters, was observed coming toward

4 The <u>alarm should of begun</u> ringing by now.
A alarm should of begun
B alarm should have begun
C alarm, it should of begun
D alarm should have began
E alarm should of begun

Task 7 *Extract information about the ways of rephrasing sentences while reading the text.*

Rephrasing Sentences

Strategies

The questions of rephrasing sentences test the ability not only to reward a sentence, but also to retain its original meaning. First you are given a correct sentence. Then you are asked to revise the sentence, placing a given phrase in a certain position. The addition of this phrase requires that you change other parts of the sentence as well. Finally, from the list of choices, you must find the word or phrase that is likely to appear in your rephrased sentence. *Each element comprises the following questions: an example sentence, instructions for rephrasing the sentence,* and five choices of phrases that could appear in the revised sentence.

E.g.: *Original sentence* Very few actors and actresses have accomplished the feat of winning an Academy Award more than once. *Rephrasing instructions* Begin your rephrased sentence with *Winning an Academy Award*.

Before selecting the rephrasing phrases choose the way to rephrase the original sentence. For example: *Winning an Academy Award* more than once is a feat accomplished by very few actors and actresses. Now find the best phrase for rephrasing the sentence:

A Award is accomplished
B accomplished by very few actors
C actors or actresses accomplish it
D more than a very few
E feat of very few actors

The correct choice is B.

Task 8 *Choose the phrases which would most likely be included into rephrased sentences.*

1 Some people regard computers as mechanical geniuses, but the truth is that computers can not think at all.
Begin with *Although*.
A geniuses, the truth is
B Although the truth is
C think at all, but
D the truth is, some people
E computers are mechanical geniuses

2 Tasmania is the island state of Australia; it is a favourite place for vacationers.
Insert *which* after *Tasmania*.
A Australia, it is a favourite place
B Australia, but it is a favourite place
C Australia, is a favourite place
D Australia; is a favourite place
E Australia is a favourite place

3 Engineers take the theories that scientists have developed and apply them to the needs of the marketplace.
Change *Engineers take* to *An engineer takes*.
A and apply it
B developed, applying it
C and applies them
D to apply them
E and apply theories

4 Cats have been domesticated for several thousand years, but they have not lost their air of fierce independence.
Begin with *Domesticated*.
A years, they have not
B years have not
C years, but cats have not
D years, cats have not
E years and have not

Task 9 *Think of the dialogue completion (consultant and postgraduate).*

Strategies of Rephrasing the Sentences

– Well, Henry, what are your questions for today?
– Mr. Brown, rephrasing sentences is the most difficult question for me.
– You have to learn strategies of work. First, one has to remember the questions of rephrasing sentences test the ability not only to reward a sentence, but also to retain

its original meaning. First you are given a correct sentence. Then you are asked to revise the sentence, placing a given phrase in a certain position. The addition of this phrase requires that you change other parts of the sentence as well. Finally, from the list of choices, you must find the word or phrase that is likely to appear in your rephrased sentence. Each element comprises the following questions: an example sentence, instructions for rephrasing the sentence, and five choices of phrases that could appear in the revised sentence. Before selecting the rephrasing phrases ….
Here is the example: ….

UNIT 12
PRÉCIS

Task 1 *Learn the words.*

concise summary 1 краткое изложение 2 сжатый конспект

Writing concise summary is an important skill in the process of studying.

précis, *n* реферат

Précis is a concise summary.

Task 2 *Read presentation what the précis is and find confirmation to the statements:*
− précis is a summary;
− it is a condensation of a longer piece of writing;
− the writer's main task is to restate the original ideas precisely with one's own words;
− précis does not include personal parameters;
− the purpose of the précis is to state clearly the most important ideas of a work;
− the methods of stating clearly the most important details is by omitting the unnecessary details, condensing them;
− the order of presentation and the meaning of the ideas is the same as in the original;
− the précis's length is not more than one third of the original

Précis

Précis is a concise summary. It is a condensation of a longer piece of writing covering only the main points of the original. Your main task is to restate the original ideas precisely with your own words. Précis does not include personal comments, interpretations, or insights. Its purpose is to state clearly the most important ideas of a work by omitting the unnecessary details, condensing them. The ideas are presented in the same order as in the original and with the same meaning. Précis possesses the following properties:
1. It usually does not take more than one third of the original.
2. Précis extracts the main ideas of the original, omitting all but vital details.
3. It presents the main ideas in the same order as in the original.
4. Précis relates the main ideas of the original in the writer's own words.

Task 3 *Read the original piece of writing and the summary that follows it.*

John Napier: Medieval Father of the Computer

Original

John Napier was a sixteenth-century Scottish mathematician whose neighbours feared he was a magician practicing the black arts. Fearful that Spain would invade the British Isles, he drew plans for all manner of strange defenses, from solar mirrors for burning ships at a distance to submarines and primitive tanks. However, his true fame rests on two great mathematical inventions: the decimal point and logarithms.

Today mathematicians take for granted these handy exponents of numbers that make it possible to multiply and divide by simple addition and subtraction. In Napier's day calculations were done in the old-fashioned way.

In 1594, the thought struck Napier that all numbers could be written in exponential form, or as powers of a certain base number. For instance, 4 is 2^2, and 8 is 2^3. This alone is not startling, but Napier saw beyond it to a simple way of multiplying 4 times 8 without really multiplying. 2^2 plus 2^3 equaled to 2^5 in Napier's new arithmetic, and 2^5 equals 32, the same as the product of 4 times 8. The same principle applies to exponents of all numbers, although there was a great amount of work involved in computing these exponents extensively. In fact, it was not until 1614, twenty years after his revelation of the basic idea, that Napier published his logarithm tables. The result was something like the introduction of the electronic computer in our time. Logarithms drastically reduced the amount of work involved in mathematics and relieved scientists, particularly astronomers, from a great burden of mental drudgery.

Summary

John Napier, an eccentric Scottish mathematician of the sixteenth century, invented the decimal point and logarithms. Napier was concerned about the time-consuming calculations needed to multiply and divide. In 1594, Napier realized that if numbers were expressed with exponents, the simpler tasks of addition and subtraction could be used instead of multiplication and division, with the same results. Twenty years of testing followed this discovery. When Napier finally published his logarithm tables in 1614, the time savings were similar to the efficiency offered by electronic computers in the present stage.

Task 4 *Choose the right answer:*

1 The first paragraph in the summary is reduced to
- one sentence
- two sentences of the original

2 The following details are omitted in the first paragraph of the précis:
- Napier's faith in white magic, his belief in astronomy, his plans for defenses against Germany
- neighbour's fears that Napier was a magician, his belief in astrology and divination, his plans for strange defenses against Spain

3 The following adjective in the summary sums up the omitted details:
- eccentric
- peculiar

4 The second paragraph in the summary is reduced to
- one sentence
- two sentences of the original

5 The specific example in the third paragraph of the original is
- retained in the summary
- not retained in the summary

6 All the dates from the original are included in the summary
- yes
- no

7 The detail describing the effect of logarithm table has been left out of the summary:
- only in 1614 Napier revealed his basic idea
- logarithms relieved scientists, particularly astronomers, from a great burden of mental drudgery

Task 5 *Read the dialogue. Act it out. Discuss the process of writing précis in pairs.*

Précis Writing

− Jane, you are an expert of writing précis. What's the best way of doing it?
− What is précis? It is a concise summary. It is a condensation of a longer piece of writing covering only the main points of the original.
− What is the main task of writing précis?
− Your main task is to restate the original ideas precisely with your own words.
− Shall I use personal comments?
− By no means. Précis does not include personal comments, interpretations, or insights. Its purpose is to state clearly the most important ideas of a work by omitting the unnecessary details, condensing them.
− How are the ideas presented?
− They are presented in the same order as in the original and with the same meaning.
− Thanks a lot. Now I will try to write a good précis using this strategy of writing.

Unit 9

Test 1
Multiple Choice
Are the sentences true or false? Use the texts "Homophones" and "Homographs".
– Homophones are words that have the same meaning but sound differently.
– Homophones can be confusing because they have different spellings.
– Homographs are words that are spelled alike but have different meanings.
– Homographs have the same entries in the dictionary.
– Some homographs are also pronounced differently.

Answer variants:
1 True 2 True 3 False 4 False 5 True
1 False 2 True 3 True 4 False 5 True

Test 2
Multiple Choice
Find the only right answer according to the text "Choosing the Best Meaning of the Word in a Sentence".
– To complete the sentence correctly, one has to choose all the suitable meanings of a word in a sentence.
– Try out possible variant of yours in the place of the underlined word.
– Be sure that you understand the context (the setting of the sentence in which the underlined word appears) or the meanings of all the other words in the sentence.

Test 3
Multiple Response
Find all the right answers, using the text "Analogies".
1 A verbal analogy shows how two pairs of words are related.
2 It can be written out as a sentence fragment or in a special form using colons.
3 In verbal analogies the words in each pair have the opposite or the same meaning.
4 Each pair in verbal analogy can name a part of something and the whole thing.
5 Each pair can name a thing and one of its characteristics or it can name an object, its function and the category it belongs to.

Unit 10

Test 1
Multiple Choice
Define if the statements are true or false according to the text "Strategies of Reading Comprehension Tests".
– Reading comprehension tests your ability to understand what you have read.
– Begin by scanning the questions that follow the passage.
– Read the passage carefully and closely. Notice the main ideas, organization, style, and key words.
– Study some of the answers.
– Use only the information in the passage when you answer the questions. Do not rely on your own knowledge or ideas on this kind of test.
– If you are asked to identify the main idea, try to choose all the possible statements.
– If you are asked a question about details, reread the passage to find the correct detail.
– If you are asked to draw conclusions or recognize cause-effect relationships, base your answer on what is stated directly or indirectly.

Choose the right answer.
1 True 2 False 3 True 4 False 5 True 6 False 7 True 8 True

1 True 2 False 3 False 4 True 5 True 6 False 7 False 8 True

Test 2

Multiple Choice

Define the single right answer for the text "Combined Answer Choices".

– Combined Answer Choices test includes both single and combined answer choices.
– Read the single choice before making an answer.
– It's not necessary to understand what each choice implies.

Test 3

Multiple Response

Define the items, stating the main idea in the passage "Immigrants".

1 Today about forty percent of the United States population is made up of descendants of immigrants.
2 The majority of them were poor people who came from southwestern Europe.
3 Conditions were very hard for the immigrants, but most improved their lives by coming to the United States.

Unit 11

Test 1

Multiple Response

Read general information about the strategies of the work with the objective standard written tests and find all the right answers to the questions.

Questions: What does an objective test of standard written English including the underlined parts contain? What must you do to run standard written English test?

1 Objective test of standard written English contains sentences with underlined words, phrases, or punctuation.
2 Any test of standard written English contains sentences with idioms and clichés.
3 The underlined parts may contain errors in grammar, usage, mechanics, vocabulary, and spelling.
4 You must find the error in each sentence or, on some tests, identify the best way to correct the faulty sentence.

Test 2

Multiple Response

Find all the right confirmations to the strategies of using the best sentence construction.

1 This type of item requires you to choose the best of three or four sentences.
2 These items are used on English tests to measure your ability to recognize clear writing.
3 For best sentence construction you ought to add any supporting sentence.
4 For best sentence construction you ought to eliminate any sentence that seems awkward and analyze the remaining sentences; eliminate any that have a usage error.

Test 3

Multiple Response

Choose all the right variants of arranging the steps in the process of rephrasing the sentences.

1 First you are given a correct sentence.
2 At the end you ought to broaden your sentence.
3 Then you are asked to revise the sentence, placing a given phrase in a certain position.
4 Finally, from the least of choices, you must find the word or phrase that is likely to appear in your rephrased sentence.

Unit 12

Test 1
Multiple Choice

Read presentation about what the précis is and find if the statements are true or false:

– précis is a summary
– précis is a detailed description;
– it is a condensation of a longer piece of writing;
– the writer's main task is to present the ideas using only the words of the précis;
– the writer's main task is to restate the original ideas precisely with one's own words;
– précis does not include personal parameters;
– précis includes all the personal parameters;
– the purpose of the précis is to state clearly the most important ideas of a work;
– the methods of stating clearly the most important details is by omitting the unnecessary details, condensing them;
– the order of presentation and the meaning of the ideas differs from the original;
– the order of presentation and the meaning of the ideas is the same as in the original;
– the précis's length is not more than one third of the original

Which answer is the right one?

1 True 2 False 3 True 4 False 5 True 6 True 7 False 8 True 9 True 10 False 11 True 12 True
1 True 2 True 3 True 4 False 5 True 6 False 7 False 8 True 9 False 10 False 11 True 12 True

Test 2
Multiple Choice

Choose confirmation or negation.

All the dates from the original are included in the summary to the text "John Napier: Medieval Father of the Computer", aren't they?

– yes
– no

Test 3
Multiple Choice

Which of the details describing the effect of logarithm table has been left out of the summary to the text "John Napier: Medieval Father of the Computer"?

– only in 1614 Napier revealed his basic idea
– logarithms relieved scientists, particularly astronomers, from a great burden of mental drudgery

ABSTRACT

Task 1 *Read presentation about the abstract and define if the statements are true or false:*

1 Abstract is an
- extended interpretation of the original text
- extremely brief interpretation of the original text by means of compression

2 Before writing the text specify
- all the text details
- the main ideas of writing

3 While writing the abstract
- use the clichés, revise, edit and publish the extract
- use the style of free writing

Abstract is an extremely brief interpretation of the original text by means of compression. Few text lines give an idea about the text subject. Before writing the abstract read the original text and specify the purposes of its writing and the main ideas of the text. Choose the clichés for abstract. Revise, edit and publish the abstract. Here are abstract examples in mathematics.

Task 2 *Here is abstract example in mathematics. Read the title of the article and the abstract silently and state its purposes of writing.*

Classification and Existence of Doubly-Periodic Instantons

We present a classification of SU (2) instantons on $T^2 \times \mathbb{R}^2$ according to their asymptotic behaviour. We then study the existence of such instantons for different values of the asymptotic parameters, uncovering some surprising non-existing results. We also describe explicitly the moduli space for unit charge.

Task 3 *Read the abstract of the mathematical article and name*
a) *the kind of properties considered in the article;*
b) *the kind of method which is under discussion.*

SOR method = successive over-relaxation method – метод последовательной верхней релаксации

On the Behaviour of Approximations of the SOR Tanabe's Method

Convergence properties of the SOR Tanabe's method for the simultaneous determination of a polynomial root are considered. The choice of the acceleration parameter is discussed.

Task 4 *Fill the blanks in the dialogue. Use the phrases:* **by means of compression, clichés for annotation, extremely brief interpretation, few text lines, revise, specify the purposes of its writing, and write a good abstract.** *Reproduce the dialogue.*

Abstract Writing

– I am going to write an international scientific article and have to (1).
– It's important, because before reading or using a book, a report or an article people read the abstract first and it is quite a complicated skill to write an abstract. You always have to remember abstract is an (2) of the original text (3).
– So, there will be a limited number of lines?
– Right. Usually (4) give an idea about the text subject.
– What is the prewriting activity?
– Before writing the abstract read the original text and (5) and the main ideas of the text. Choose the (6).
– And then?
– Write the draft, (7), edit and publish the abstract.
– Now I am in the know of the whole process. Thanks very much.

UNIT 14
WRITING A RESEARCH REPORT: MAIN IDEAS

Task 1 *Read the text and discuss common strategies of writing a research report in pairs and in groups.*

Common Strategies of Writing a Research Report

A **research report** provides facts and information about a particular topic. Research reports are a good way to share your interests with others.

Strategies

1. Think about your purpose and audience. What do you want your reader or listener to know? For whom are you writing or preparing a speech?
2. Choose a topic that interests you. Write questions about your topic that you would like to answer in your report.
3. Do research. Use the net electronic materials, reference books, nonfiction books, fiction books, and newspapers. Use the *Reader's Guide to Periodical Literature* to find magazine articles. Write information about each source on a bibliography card.
4. Write your questions on separate note cards, and then take notes writing facts and ideas that answer the questions. If you copy some facts word-for-word, use quotation marks.
5. Write an outline from your notes. Turn your questions into main topics. Arrange the main topics in a logical order. Turn your facts into subtopics and details.
6. Expand each section of your outline into paragraphs. Be sure each paragraph has a topic sentence that states one main idea. The other sentences in the paragraph should add details.
7. Write an introduction and a title that identifies the main topic of the report and captures your reader's interest.
8. Write a conclusion that sums up the main ideas and brings your report to a smooth end. Finally, alphabetize your sources and write a bibliography page.

Task 2 *Study the ways of organizing ideas and write the paragraphs according to your research topic illustrating them.*

Ways of Organizing Ideas

In the process of writing important features of a good text are *adequate developments, unity, and coherence. **The ways to organize ideas are chronological order, spatial order, developmental order, comparison or contrast and order of importance***. There are also some of *the ways to connect ideas*:

1. Repeat key words occasionally to link ideas.
   E.g.: **Ten years ago** the tree was a sapling, barely able to stand alone. **Ten years ago** I was a child, leaning on my parents.
2. Use synonyms to connect back to key words.
   E.g.: My **parents** guided me through that long period of growth. **Mother and father** sustained me with love.
3. Use pronouns to relate back to key words.
   E.g.: My **father** believed being strict with his only **child** and **his** training served **me** well in later years.
4. Use transitions – words and phrases that show how ideas are related to one another.
   E.g.: **Finally** I felt ready to set on my own. The tree, **furthermore**, had grown tall and sturdy.

Task 3 *Use different kinds of common transitions in the sentences referring to your research topic.*

Common Transitions

There are some other ***common transitions***:

Chronological order

First, second, then, by evening, in the beginning, soon, immediately, finally
Spatial order
Above, below, right, next to, beyond, inside, behind
Order of importance
First, second, more, most important, the largest, above all, furthermore, also, another
Developmental order
Furthermore, besides, however, despite, another, as a result, therefore
Comparison/contrast
Similarly, like, just, as, but, on the other hand, in contrast to, however

Task 4 *Study the paragraph and text structure. Analyze the text structure of the given example.*

Paragraph and Text Structure

While writing the research report it is important to define topic, supporting and concluding sentences. The *topic sentence* states the main idea, limits the main idea to one aspect of the subject that can be covered in one paragraph, controls all other sentences in the paragraph. It is more general than the sentences that develop it. The *supporting sentences* explain, develop, or prove the topic sentence, provide details, events, facts, examples, or reasons. The concluding sentence, or *clincher*, provides a strong ending, restates, summarizes, evaluates, or adds an insight to the main idea. Here is the *narration example*.

Notes:
kg = kilogram – килограмм
lb. = pound as the weight measure = 0.453592 kg – фунт как мера веса 0.453592 кг

A Curious Clown

Topic sentence: makes a general statement

The polar bear has an insatiable curiosity, and sometimes he can be quite a clown.

Supporting sentences: tell story event by event

Once a coast-guide vessel in the Canadian Arctic received a visit from an adult male polar bear travelling atop a drifting ice-floe. The animal was obviously bent on a shopping expedition, and the crew obliged by throwing it a cartoon of black molasses which the bear soon spread all over itself and the ice. This was followed by some jam, salt pork, two salami sausages, an apple which it spat out in disgust, and a bar of peanut butter which appeared in about two seconds flat. It refused to touch bread or potatoes but loved chocolate bars. Eventually the food supply ran out, but the 363 kg (800 lb.), decided to investigate further. It stuck its head through one of the port-holes in search of further nourishment. When nothing turned up, it decided to climb aboard, much to the alarm of the crew, who decided to open up the hoses on it. This was a big mistake, because the bear absolutely loved the drenching and raised its paws in the air to get the jet of water under its armpits.

Concluding sentence: gives the outcome

In the end the coastguards were forced to fire a distress rocket rather close to the interloper before it reluctantly moved away.

Task 5 *Read the text and summarize the strategies of defining and using the topic sentences.*

Topic Sentences

The topic sentence can be stated directly at the beginning, in the middle or at the end of the paragraph or the text. It can also be implied. Here are the examples.

*In the first example **the topic sentence is stated directly in the middle.***
*In the second example **the main idea is implied.***

1

Japan is a collection of large islands, strung along the eastern shore of the mainland of Asia. The islands are very rugged and very mountainous. *High over all the peaks rises the one supreme peak – the perfect cone of snow-clad Fuji.* Like most of the high mountains of Japan, Fuji is a volcano, sleeping, but far from dead. Compared to the Alps and the Himalayas, Fuji is not especially high. It seems high, because it rises in one superb sweeping curve right from the shore to the sky, a curve that can be seen for a hundred miles on every side.

2

Implied main idea: Seal pups have natural mechanics to help them survive frigid temperatures.

When the newborn seal pup slips from the warmth of his mother's body onto the ice, crystals form on his wet little body and his skin temperature falls to 70°F. He shivers so vigorously that in about 45 minutes he has produced enough heat to bring his skin temperature to 93.4°F. Only a light coat of baby fur, the lanugo, protects him from the zero temperatures of the Antarctic spring. His metabolism, however, is exceedingly high during his early life, and he can take milk in great quantities. Seal mothers' milk is richer than heavy cream; it is half butterfat. On this creamy diet the pup gains about 250 pounds in six weeks and has a good coating of fat.

Note: **F = Fahrenheit –** Фаренгейт

Parameters: boiling point 212°, freezing point 32°, absolute zero -459·67°

C = Centigrade – Цельсий

Parameters: boiling point 100°, freezing point 0°, absolute zero -273·15°

Task 6 *Describe the process of generalizing orally.*

Generalizing

Generalizing is the process of developing a general principle based on specific facts or experiences. Many topic sentences are generalizations that are supported by ideas, facts, examples, and details in the text body. To be valid, generalizations must avoid exaggeration (avoid the words like "all", "always" or "never". Use ***some, many, most, few*** for generalizations, e. g.: *The sign language that is used by many deaf people can be very descriptive.*

Task 7 *There is one part of the dialogue given (two friends). You ought to arrange the other one. Use the sentences below. Arrange them in the context order. Reproduce the dialogue.*

And the clincher sentence? What are the supporting sentences? Hello, Alice. Can you help me? I have to write my research report and would like to know more about paragraph and text structure. How can I define topic sentence?

Discussing Paragraph and Text Structure

- (1)
- While writing the research report it is important to define topic, supporting and concluding sentences.
- (2)
- The topic sentence states the main idea, limits the main idea to one aspect of the subject that can be covered in one paragraph, controls all other sentences in the paragraph. It is more general than the sentences that develop it.
- (3)
- The supporting sentences explain, develop, or prove the topic sentence, provide details, events, facts, examples, or reasons.
- (4)
- The concluding sentence, or clincher, provides a strong ending, restates, summarizes, evaluates, or adds an insight to the main idea.

UNIT 15
WRITING SUPPORTING DETAILS IN A RESEARCH REPORT: DESCRIPTION

Task 1 *Read the paragraph and name the types of supporting sentences.*

Types of Supporting Sentences

The supporting sentences in a paragraph have the job of developing the main idea with specific details, explaining, illustrating, describing, or arguing for the main idea. There can be **the following types of supporting details: facts, examples, reasons, events, descriptive details, comparisons and contrasts**.

Task 2 *Apply the strategies of writing a description into practice. Write any description referring to your studies.*

Description

Strategies

1 Suggest an overall impression in the topic sentence.

2 Write supporting sentences that include specific and sensory details that communicate the overall impression.

3 Organize the supporting details in spatial order, adding transitions to guide the reader through the description.

4 Write the concluding sentence that reinforces the overall impression conveyed in the paragraph.

Example of writing: describing a person, order of importance

A Man of Many Talents

Benjamin Franklin accomplished many things in his eighty-four years. He was a recognized inventor. Franklin gave to the world the stove, bifocals, and the lightning rod. He invented a draft for fireplaces and a combination chair and stepladder for the kitchen. He was also a city planner. Franklin reorganized the British Post Office, established a city police system in Philadelphia, and an efficient fire-control organization. He was instrumental in providing his city with a public hospital and a subscription library. Furthermore, Franklin was a military strategist. He organized a successful defense of his colony when it was threatened by attack by the French. He led a force of men into the wilderness near Bethlehem and supervised the building of three important forts in that area. Finally Franklin was an active statesman. He was a member of a committee which drew up the Declaration of Independence, a delegate to the Constitutional Convention, and a very popular and valuable ambassador to England and France for over twenty-five years.

Task 3 *Read and act out the dialogue. Think of your own example.*

Writing a Description

− Mrs. Williams, please, how can I use supporting sentences to write a description?
− First suggest an overall impression in the topic sentence.
− I see.
− Next write supporting sentences including specific and sensory details that communicate the overall impression.
− What is the way of organizing supporting details?
− You can mostly use spatial order or order of importance, adding transitions to guide the reader through the description.
− What is the purpose of the concluding sentence?
− It reinforces the overall impression conveyed in the paragraph.
− Thanks a lot.

UNIT 16
WRITING SUPPORTING DETAILS IN A RESEARCH REPORT: EXPOSITORY WRITING

Task 1 *Study the expository text creating methods. Find the other examples of expository writing in the form of publishing or in the electronic form.*

Methods of Developing Exposition in Expository Text: Writing Strategies

An **expository text** explains or informs. In an expository paragraph you can explain a subject in a variety of different ways. Often the main idea expressed in your topic sentence will suggest the most suitable way to explain the subject. *Methods of developing exposition are: facts and examples, steps in a process, set of directions, incident, definition, comparison and contrast, analogy, analysis of parts, cause and effect, grouping into types.* All the methods are used according to the classification of information. Let's consider the example of expository paragraph with the analysis of its structure.

The Branches of Government

Topic sentence: states main idea

The Constitution of the United States created a national government with three distinct branches.

Supporting sentences: explain the three branches of government

They are the legislative branch (Congress), the executive branch (the President/Cabinet), and the judicial branch (the federal court system). No branch has absolute power; each one has its own duties and limitations. For example, the President is the one to appoint Supreme Court justices, but those appointees must be approved by Congress. When Congress, on the other hand, makes a law, the president has the right to veto it, and the Supreme Court may determine whether it is constitutional or not.

Concluding sentence: adds a strong ending

This separation of powers prevents any one branch or person from becoming too powerful.

Task 2 *Read the examples of methods of developing exposition in expository texts. Prove the use of identifications in the method of text development with the quotations from the texts and by means of analyzing its structure.*

Methods of Developing Exposition in Expository Text: Writing Examples

Steps in a Process

Police Officer with the K-9 Unit

Dogs and the officers who handle them are carefully trained from the start. Dogs are obtained from the public, preferably between the ages of 6 months and 16 months. They are, in the first instance, kept at the Dog Training Establishment for a period verifying from one week to three weeks in order to access their health, physique and working abilities. On completion of this period, if found satisfactory, they are given to a handler, who takes a five days' course of instruction. The dog is then taken to the home of the handler to begin a period of familiarization, which is very important, as it is essential to build trust and understanding between dog and handler before serious training is undertaken.

Analysis of Parts or Qualities

Qualities of a Good Broadcaster

To help broadcasters decide which candidates to hire for a position in radio or television, the National Association of Broadcasters drew up a list of qualities to look for in job applicants. The most successful broadcasters have most, if not at all, of these qualities. One important trait is enthusiasm. Another is a sense of public relations, since broadcasters must anticipate the needs and interests of viewers and listeners. Creativity is also a desired trait; developing entertaining programming amidst fierce competition requires a lively imagination. A balanced temperament and reliability are two other important qualities that go hand in hand. The pressures in the field of broadcasting can be very strong, and a person

who can get the job done and work very well with others is very valuable. While cooperation is important, so is initiative, since employees in responsible positions are expected to monitor their own work schedules and progress. Finally, a good broadcaster has a good business sense. Without the ability to manage budgets and handle other financial matters, a broadcaster is not likely to rise very high in the professional ranks.

Facts and Examples

The Tennessee Valley Authority Activity

The Tennessee Valley Authority (TVA), a federal agency set up in 1935, brought significant progress to the people of its region. First, before 1935, flood damage in the area averaged two million dollars a year. The TVA dams were very successful in controlling floodwaters and putting them to good use. Another accomplishment was educating the region's farmers in methods of soil conservation. Through techniques such as contour plowing, strip-cropping, and tree planting, the region's soil was restored. Probably the most important benefit of the TVA was the generating of electric power. Without electricity the once-depressed region could not have kept pace with the rest of the country. Now people from all over the world visit the region to learn how to improve river valleys in their own countries.

Definition

Artificial Intelligence

Artificial Intelligence is the study of ideas that enable computers to be intelligent. Note that wanting to make computers to *be* intelligent is not the same as wanting to make computers *simulate* intelligence. Artificial intelligence seeks to uncover principles that all intelligent information processors use, not just those made of wet neural tissue (human brains) instead of dry electronics (computers). Consequently there is neither an obsession within mimicking human intelligence nor a prejudice against using methods that seem involved in human intelligence. Instead, there is a new point of view that brings along a new methodology and leads to new theories.

Task 3 *Fill the blanks using the words and phrases: **best available technology, classification of information, explains or informs, facts and examples, methods of developing expository writing (teacher and postgraduates).** Reproduce the dialogue.*

Methods of Developing Expository Writing

− Hello, everybody. Today we will discuss (1). An expository text (2). In an expository paragraph you can explain a subject in a variety of different ways.
− What are the methods of developing exposition?
− They are (3), steps in a process, set of directions, incident, definition, comparison and contrast, analogy, analysis of parts, cause and effect, grouping into types.
− How are they used?
− All the methods are used according to the (4).
− I will write the expository research report now.
− It is the (5).

Test 1
Multiple Choice
Find the only answer to the statements according to the text "Abstract".
Abstract is an
– extended interpretation of the original text
– extremely brief interpretation of the original text by means of compression

Test 2
Multiple Choice
Choose the right answer about abstract writing.
Before writing the text specify
– all the text details
– the main ideas of writing

Test 3
Multiple Choice
Which variant is right?
While writing the abstract
– use the clichés, revise, edit and publish the extract
– use the style of free writing

Unit 14

Test 1
Multiple Choice
Which sentences are the true or the false ones? Use the text "Paragraph and Text Structure".
– While writing the research report it is important to define topic, supporting and concluding sentences.
– The topic sentence explains, develops, proves or provides details, events, facts, examples, or reasons.
– The supporting sentences explain, develop, or prove the topic sentence, provide details, events, facts, examples, or reasons.
– The concluding sentence, or clincher, provides a strong ending, restates, summarizes, evaluates, or adds an insight to the main idea.

Variants of answers:
1 True 2 False 3 True 4 True
1 True 2 True 3 False 4 True

Test 2
Multiple Choice
Find the only topic sentence in paragraph 1 of the text "A Curious Clown".
– The animal was obviously bent on a shopping expedition, and the crew obliged by throwing it a cartoon of black molasses which the bear soon spread all over itself and the ice.
– When nothing turned up, it decided to climb aboard, much to the alarm of the crew, who decided to open up the hoses on it.
– The polar bear has an insatiable curiosity, and sometimes he can be quite a clown.

Test 3
Multiple Choice
Find the single topic sentence in paragraph 1 of the text "Fuji".

- Japan is a collection of large islands, strung along the eastern shore of the mainland of Asia. The islands are very rugged and very mountainous.
- High over all the peaks rises the one supreme peak – the perfect cone of snow-clad Fuji.
- Like most of the high mountains of Japan, Fuji is a volcano, sleeping, but far from dead.
- Compared to the Alps and the Himalayas, Fuji is not especially high.
- It seems high because it rises in one superb sweeping curve right from the shore to the sky, a curve that can be seen for a hundred miles on every side.

Test 4
Multiple Choice
Find the only implied idea in paragraph 1 of the text "Survival of Seal Pups".
- When the newborn seal pup slips from the warmth of his mother's body onto the ice, crystals form on his wet little body and his skin temperature falls to 70°F.
- Seal pups have natural mechanics to help them survive frigid temperatures.
- Seal mothers' milk is richer than heavy cream; it is half butterfat.

Test 5
Multiple Response
Define all common strategies of writing a research report.
1 Think about your purpose and audience. What do you want your reader or listener to know? For whom are you writing or preparing a speech?
2 Choose a topic that interests you. Write questions about your topic that you would like to answer in your report.
3 Add necessary details.
4 Do research. Use the net electronic materials, reference books, nonfiction books, fiction books, and newspapers. Use the Reader's Guide to Periodical Literature to find magazine articles. Write information about each source on a bibliography card.
5 Write your questions on separate note cards, and then take notes writing facts and ideas that answer the questions. If you copy some facts word-for-word, use quotation marks.
6 Write an outline from your notes. Turn your questions into main topics. Arrange the main topics in a logical order. Turn your facts into subtopics and details.
7 Expand each section of your outline into paragraphs. Be sure each paragraph has a topic sentence that states one main idea. The other sentences in the paragraph should add details.
8 Write the body of each paragraph.
9 Write an introduction and a title that identifies the main topic of the report and captures your reader's interest.
10 Write a conclusion that sums up the main ideas and brings your report to a smooth end. Finally, alphabetize your sources and write a bibliography page.

Unit 15

Test 1
Multiple Choice
Which strategies of writing a description are the true or the false ones?
- Suggest the partial impression in the topic sentence.
- Write supporting sentences that include common details.
- Organize the supporting details in spatial order, adding transitions to guide the reader through the description.
- Write the concluding sentence that reinforces the overall impression conveyed in the paragraph.

Choose the right variant.

1 False 2 True 3 False 4 True
1 False 2 False 3 True 4 True
Test 2
Multiple Choice
Read the dialogue" Writing a Description" and state the right answer describing the purpose of the concluding sentence in the description.
- The concluding sentence reinforces the partial details of the paragraph.
- The concluding sentence reinforces the overall impression conveyed in the paragraph.

Test 3
Multiple Response
Choose all the right sentences. Use the text "Types of Supporting Sentences" for the answer.
1 The supporting sentences in a paragraph have the job of summarizing the specific details, explaining, illustrating, describing, or arguing for the main idea.
2 The supporting sentences in a paragraph have the job of developing the main idea with specific details, explaining, illustrating, describing, or arguing for the main idea.
3 There can be the following types of supporting details: facts, examples, reasons, events, descriptive details, comparisons and contrasts.

Unit 16

Test 1
Multiple Choice
State if the sentences of the text "Methods of Developing Exposition in Expository Text: Writing Strategies" are true or false.
- An expository text declares one's point of view.
- In an expository paragraph you can explain a subject only in the same way.
- Often the main idea expressed in your topic sentence will suggest the most suitable way to explain the subject.
- Methods of developing exposition are: facts and examples, steps in a process, set of directions, incident, definition, comparison and contrast, analogy, analysis of parts, cause and effect, grouping into types.
- All the methods are used according to the classification of the writing process.

Test 2
Multiple Response
Which sentences identify the steps in a process?
Methods of Developing Exposition in Expository Text: Steps in a Process
Police Officer with the K-9 Unit
1 Dogs and the officers who handle them are carefully trained from the start.
2 Dogs are obtained from the public, preferably between the ages of 6 months and 16 months.
3 They are, in the first instance, kept at the Dog Training Establishment for a period verifying from one week to three weeks in order to access their health, physique and working abilities.
4 On completion of this period, if found satisfactory, they are given to a handler, who takes a five days' course of instruction.
5 The dog is then taken to the home of the handler to begin a period of familiarization, which is very important, as it is essential to build trust and understanding between dog and handler before serious training is undertaken.

Test 3
Multiple Response

Find the sentences, identifying the analysis of parts or qualities.
Methods of Developing Exposition in Expository Text: Analysis of Parts or Qualities
Qualities of a Good Broadcaster

1   To help broadcasters decide which candidates to hire for a position in radio or television, the National Association of Broadcasters drew up a list of qualities to look for in job applicants.
2   The most successful broadcasters have most, if not at all, of these qualities.
3   One important trait is enthusiasm.
4   Another is a sense of public relations, since broadcasters must anticipate the needs and interests of viewers and listeners.
5   Creativity is also a desired trait; developing entertaining programming amidst fierce competition requires a lively imagination.
6   A balanced temperament and reliability are two other important qualities that go hand in hand. The pressures in the field of broadcasting can be very strong, and a person who can get the job done and work very well with others is very valuable.
7   While cooperation is important, so is initiative, since employees in responsible positions are expected to monitor their own work schedules and progress.
8   Finally, a good broadcaster has a good business sense. Without the ability to manage budgets and handle other financial matters, a broadcaster is not likely to rise very high in the professional ranks.

Test 4
Multiple Response
Choose the sentences, identifying the Artificial Intelligence Definition.
Methods of Developing Exposition in Expository Text: Definition
Artificial Intelligence

1   Artificial Intelligence is the study of ideas that enable computers to be intelligent.
2   Note that wanting to make computers to be intelligent is not the same as wanting to make computers simulate intelligence.
3   Artificial Intelligence seeks to uncover principles that all intelligent information processors use, not just those made of wet neural tissue (human brains) instead of dry electronics (computers).
4   Consequently there is neither an obsession within mimicking human intelligence nor a prejudice against using methods that seem involved in human intelligence.
5   Instead, there is a new point of view that brings along a new methodology and leads to new theories.

WRITING SUPPORTING DETAILS IN A RESEARCH REPORT: USING STRATEGIES TO PERSUADE

Task 1 *Study the persuasive text creating methods. Find the other examples of persuasive writing in the form of publishing or in the electronic form.*

Persuasion

When you write persuasion, you try to convince others that they should share your opinion or take a certain course of action. A **persuasive text** states an opinion and uses facts, examples, reasons, and the testimony of experts to convince readers.

In contrast to an expository paragraph, the topic sentence of a persuasive paragraph states an opinion, not a fact. Propositions that can be argued make good subjects for persuasive paragraphs; simple preferences do not. The test of an appropriate opinion for a persuasive topic sentence is the availability of reliable facts, examples, and expert judgments to back it up.

Order of importance is probably the most effective way to organize your arguments. Usually you will build from least important to most important, although sometimes the reverse order is more effective. Then make sure you use transitions to show how ideas are related.

The persuasiveness of your writing will depend in large part on how well you use the tools of persuasion.

Tools of Persuasion
1   Use logical arguments that are free of fallacies.
2   Use reliable facts, examples, and statistics that support instead of using more opinions.
3   Use the testimony of experts in the field.
4   Use polite and reasonable language. Avoid charged, emotional words.
5   Anticipate arguments on the other side of the issue. Concede the opposition's valid points but show why they do not change your position. Use the transitions when conceding a point: *while it is true that, notwithstanding, nevertheless, granted that, however, although, despite*.

Task 2 *Study the strategies of persuasion and use them as the means of writing persuasive texts.*

Writing Persuasion

Strategies for writing a persuasive paragraph
1   The topic sentence states an opinion.
2   The supporting sentences use facts, examples, reasons, and the tools of persuasion to convince readers.
3   The ideas in the supporting sentences are usually organized in order of importance, from least important to most important. Transitions show how the ideas are related.
4   The concluding sentence reinforces the main idea or summarizes your arguments.

Task 3 *Consider the example of writing persuasion and write the persuasive text on your research topic.*

Here is the example of the use of the tools of persuasion.

The Fall of Rome

Historians have long been fascinated by the fall of the Roman Empire and the causes of that fall.

Topic sentence

Although at one time most historians blamed Rome's collapse on the invasion of barbarians, a more careful study shows that Rome contained the seeds of its own destruction.

Supporting sentences: facts, examples, testimony of experts

For one thing, the economy of Rome was in serious disorder. The historian Max Weber argues that the decline of slavery and cities, coupled with the development of self-sufficient manors, left the city-based governments in poverty. At the same time, wealthy Romans indulged in lavish luxuries, widening the gap between social classes. Another historian, Michael Rostovtzeff, adds intellectual crises to the causes of Rome's collapse. He claims that the influx of conquered nationalities "barbarized" Rome, sapping it off its intellectual vigour. Perhaps most important, Rome's political structure was in disarray. Uncertainty over who held the ruling power, the people or the Senate nobles, led to revolutions and massacres.

Concluding sentence: conceding a point

Although no single one of these forces would have been sufficient to topple the great empire, the combination of internal weakness ultimately left it unable to defend itself against the barbarian invaders.

Task 4 *Read the dialogue and act it out (adviser and postgraduate student). What is your dialogue variant?*

Process of Writing Persuasion

- Margaret, you have to write persuasion. Try to convince others that they should share your opinion or take a certain course of action. A persuasive text states an opinion and uses facts, examples, reasons, and the testimony of experts to convince readers.
- What is the difference between expository and persuasive paragraph?
- In fact, the topic sentence of a persuasive paragraph states an opinion, not a fact. Propositions that can be argued make good subjects for persuasive paragraphs. The test of an appropriate opinion for a persuasive topic sentence is the availability of reliable facts, examples, and expert judgments to back it up.
- What is the most effective way of writing persuasion?
- Order of importance, I believe. Usually you will build from least to most important, although sometimes the reverse order is more effective. Then make sure you use transitions to show how ideas are related.
- Are there any tools of persuasion?
- Yes, there are some. You have to use logical arguments that are free of fallacies. Use reliable facts, examples, and statistics that support the tools of persuasion instead of using more opinions. Use the testimony of experts in the field. Avoid charged, emotional words. Anticipate arguments on the other side of the issue. Concede the opposition's valid points but show why they do not change your position. Use the transitions when conceding a point: while it is true that, notwithstanding, nevertheless, granted that, however, although, despite.
- Thanks a lot. It was a very informative and useful consultation.

UNIT 18
ABSTRACT OF THESIS

Task 1 *Analyze the process of writing abstract of thesis example and try to write the draft of abstract of thesis for your research paper.*

Abstract of Thesis Example

Before writing the research paper, it's very important to make prewriting, the draft, and then revising, editing and publishing the abstract of thesis. It requires careful cogitation of the *paper's actuality, its purposes, tasks, hypothesis, theoretical and methodological base, innovations, and ways of analysis, evaluation and implementation.*

My research topic is **"Computer Development on the Base of Nanotechnologies: Transistor, Consisting of a Molecule"**.

Actuality

Nanotechnologies' development, creating new materials and devices and their application in engineering, science, medicine, electronics, and energy production is the problem belonging to hi-tech technologies. Nanotechnology, dealing with molecular manufacturing, requires a combination of chemical and mechanical principles in unfamiliar applications. Transistor miniaturization is one of the trends of the scientific research. A transistor consisting of a molecule has recently been created in China.

Purposes:
1   Research of two complementary approaches to fabrication of NEMS systems
2   Studying of top-down framework integration

Tasks:
1   Transistor consisting of a molecule: modern applications and future development
2   Transistors consisting of a molecule: prospects of batch production

Hypothesis:

Development miniaturization of electronics will be successful on the conditions of transistors application consisting of a molecule on the base of top-down framework integration.

Theoretical and Methodological Base

Top-down design by Harlan Mills – structured programming, Niklaus Wirth – Pascal programming language. Foresight Institute: application of top-down and bottom-up terms in order to distinguish between molecular and conventional manufacturing. Hans Dubois: contemporary problems.

Top-down and bottom-up approaches in software development process: structured programming, software engineering, and object-oriented parsing. Top-down and bottom-up approaches in nanotechnologies: molecular components, nanoscale devices development; top-down framework integration.

Innovation
1   Complementary approaches to fabrication of NEMS systems: theoretical research and practical application.
2   Top-down framework integration.
3   Transistors consisting of a molecule: their application.

Evaluation and Implementation

Methods of statistic research, validity of experiments. Transistors consisting of a molecule: implementation and manufacturing.

Task 2 *Complete the dialogue (two friends).*

Abstract of Thesis Writing
−   Before writing the PhD paper think over the abstract of thesis.
−   What are the stages of writing the abstract of thesis?
−   They are as usual prewriting, drafting, revising, editing and publishing.
−   What are the constituents of the abstract of thesis?

- They are the paper's actuality, its purposes, tasks, hypothesis, theoretical and methodological base, innovations, and the ways of the analysis, evaluation and implementation.
- I myself ….

UNIT 19
STRATEGIES TO PREWRITING THE RESEARCH PAPER: INTRODUCTION TO THE RESEARCH PAPER, DISCOVERING SUBJECTS, CHOOSING AND LIMITING A SUBJECT, GATHERING INFORMATION, ANALYZING, EVALUATING SOURCES

Task 1 *Read the paragraph about the research paper and write the answer to the question:* ***How can you gain knowledge about writing the research paper?***

Introduction to the Research Paper
Введение в исследовательскую работу

A research paper is a composition based on research drawn from books, periodicals, and interviews.

The research paper is an important tool of gaining knowledge on any subject, including the unique features of different countries in the world. When you read about a subject of interest, you often learn something new. When you go further and analyze and evaluate what you have read, you learn even more. However, if you go still further, and write a research paper about what you have learned, you have made the information of your own.

Task 2 *Read about the trends of discovering subjects. Say what they are.*

Discovering Subjects
Поиск тем исследования

When you search for ideas of writing, you can explore two trends. One is inside you – your thoughts and experiences. The other one is outside – the classes you take, the books you enjoy, the news stories you read. Therefore, to find an interesting subject, ask yourself questions about these kinds of activities.

Task 3 *Study the guidelines for* ***Choosing and Limiting a Subject****.*

Choosing and Limiting a Subject
Выбор и сужение темы исследования

After you have explored your thoughts and experiences, use the following guidelines to help you choose one idea as a subject.

Guidelines for Choosing a Subject

Choose a subject you would like to know more about, that would interest your audience and can be adequately covered in a research paper of about
2, 000 words (or 7 typed pages), on which there is likely to be sufficient information in the library.

When you are satisfied that you can find enough information, your next step is to limit your subject and give it a clear focus. The subject of black holes in space, for example, is broad enough to fill a whole book. Within that subject, though, are more specific subjects such as "how Einstein's work predicted the possibility of black holes"; "how black holes are created"; or "how instruments are used to search for black holes."

One way to limit your subject is to ask yourself a series of "what about" questions. Each question helps you focus on a more specific aspect of a broad subject. The following model shows how to use "what about" questions to narrow down the broad subject of computers.

Example: Limiting a subject
BROAD SUBJECT computers
FIRST QUESTION *What about* computers?
MORE LIMITED how computers help people with disabilities
SECOND QUESTION *What about* computers and people with disabilities?
MORE LIMITED how computers help people with disabilities in language, vision, and motion

THIRD QUESTION *What about* computers' helping with language, vision, and motion?

SUITABLE LIMITED recent developments and successes in computers' helping people with disabilities in language, vision, and motion

Task 4 *Read the text and define your own way of gathering information.*

Gathering Information
Сбор информации

Once you have a suitably limited subject, your next step is to formulate a list of questions your paper should answer. If you have decided to write a paper on current developments on how computers are helping people with disabilities, for example, your guide questions might include the following.

Guide Questions

- Are there different kinds of computers for different disabilities?
- How do computers help people with language disabilities?
- How do they help people who have lost their ability to speak or have never been able to speak?
- Just how do computers help people who are blind "to see"? How do they help them read and write?
- How do computers help people who have limited mobility? How do they help people who are paralyzed? How do they help them move? What tasks do they help them perform?
- What are the costs? What are the benefits?

After you have a list of between five and ten questions, you can turn to appropriate library sources to answer them. The following steps will guide you through the process of collecting appropriate sources in the library.

Steps for Gathering Information

1. Begin by consulting a general reference work such as an encyclopedia or handbook to gain an overview of your subject. Also make a note of any sources that are listed at the end of articles.
2. Use the subject cards in the card catalogue to find books on your subject.
3. Consult the *Reader's Guide to Periodical Literature* to find magazine articles on your subject.
4. Use a newspaper index to identify news articles.
5. Make a list of all available sources on your subject. For each book, record or author, title, copyright year, name and location of the publisher, and the call number. If your source is a magazine or a newspaper, record the name and the date of the publication, the author, the title, and the location (section and page numbers) of the article.
6. Assign each source a number to identify it in your notes.

Task 5 *Read about analyzing. Make a cluster to analyze the main parts of your research paper. Use it to help you limit your subject and specify the material.*

Analyzing
Анализ

Suppose you wanted to know how the car works. How would you find out? You would probably open the hood and start looking at the different parts of the engine to see what they are and what they do. Breaking something down in its various parts is usually the best way to understand it – whether it is a car, a story, or an idea. When you carry out the process systematically, you are *analyzing*.

As you prepare to write a research paper, stop to analyze your subject. Ask yourself how you can break it down into smaller parts. To open your mind and help you analyze the

subject try a cluster. Once you have identified the major parts of a subject, you can use them to limit the subject and also to point out the specific directions for your research.

Task 6 *Read the material about evaluating sources and then make notes on it in your writing folder.*

Evaluating Sources
Оценка источников

In the process of reviewing sources for up-to-date material, accuracy and objectivity is an essential part of your research. If a book has an old publication date, for example, it may be missing critical new information. If the author is biased – has a strong leaning toward one viewpoint because of emotion or self-interest – then the book or article may have only information that supports the author's viewpoint. The checklists can help evaluating sources.

Model: Checklists for Evaluating Books and Articles

1   Who is the author? What is his or her credo? You can find it by reading the book jacket or by reading about the author in a biographical reference book. In the article you can find this information in a note at the beginning or end of the article.
2   Is there anything in the author's background that might suggest a biased viewpoint?
3   What is the publication date? If the subject requires the most up-to-date information, such as recent medical findings, then avoid books that are more than a few years old.
4   Check the table of contents and the index. Is there information on your limited subject in the book?
5   After using checklist to evaluate books or articles, use only those sources you can rely on for accuracy and objectivity.

Task 7 *Read the dialogue and fill the replies according to the context (the adviser and postgraduate). Reproduce the whole dialogue.*

And evaluating sources?

Now you have to write the research paper. There are some stages in the process of writing: prewriting, drafting, revising, editing, and publishing.

The first thing is discovering subject of one's research. Then it is choosing and limiting the subject. You have done it already. Now the next stage is gathering information.

Writing the Research Paper at the Stage of Prewriting

−   (1)
−   What kinds of activities are at the stage of prewriting?
−   (2)
−   Very well, you have to combine the work with the electronic form and publishing. Analyzing the subject is a very important next stage.
−   (3)
−   In the process of reviewing sources for up-to-date material, accuracy and objectivity is an essential part of your research.
−   I will begin prewriting immediately.

STRATEGIES FOR PREWRITING THE RESEARCH PAPER: DEVELOPING THE WORKING THESIS STATEMENT, TAKING NOTES, SUMMARIZING, ORGANIZING YOUR NOTES, OUTLINING

Task 1 *Read about drafting a working thesis statement.*

Developing the Working Thesis Statement
Разработка рабочих тезисов исследования

Drafting a working thesis statement expresses the main idea of the paper. The following working thesis statement is based on information gathered about computers helping people with disabilities.

Model: *Working Thesis Statement*

Computers are able to help people who have language problems, vision problems, and motion problems related to paralysis and loss of limb.

Task 2 *Below are notes on robot sensors, which allow robots to sense objects around them. Write a working thesis statement that covers the information.*

Model: Developing the Working Thesis Statement

1 Sophisticated devices on robots allow them to imitate the human senses of hearing, sight, and touch.
2 Some robots are programmed to hear and respond to only one human voice giving commands.
3 The sense of touch in some robots is controlled by the machine's receiving an electrical charge when it touches an object.
4 Some robots can be programmed to edit out differences in voice quality so that they can respond to any human voice.
5 The simplest form of robot sight is the ability to detect the presence or absence of light.
6 In some hearing robots, a double system entry is used. The first step is a voice command from its programmer; the second step requires an additional command from the programmer.
7 Some robots can control the amount of pressure they exert on an object through what is called forced feedback.
8 Some robots can "see" gradations of light and dark, not merely its presence or absence.
9 TV cameras are used in some robots as a vision device.
10 Some robots do not have to touch things to know they are nearby; proximity sensors tell them when they are near objects.

Task 3 *Learn the guidelines for taking notes and writing note cards.*

Taking Notes
Составление конспекта

Once you have chosen a topic for a report, you need to consider what information you want to include. One way to decide is to write questions you want the report to answer. While you are researching your topic, keep your questions in mind and look for facts that answer them. Take notes.

Guidelines for Taking Notes

1 Read your selection. Notice any headings or subheadings.
2 Reread the selection, noting important ideas and facts. Use sentences, phrases, words, or abbreviations.
3 Write the notes in your own words, but do not change the author's meaning.
4 Include enough information so the notes make sense.
5 Write a particularly interesting fact word-for-word, in quotation marks. You may want to use it in your report.

Guidelines for Writing Note Cards

1   Write one question at the top of the card.
2   Write the notes that answer the questions.
3   Write the title and page number of your source.

Task 4 *Learn how to write summarizing. Take any story and summarize it.*

Summarizing
Обобщение

The research guide questions you developed earlier will help you locate relevant information in each source. As you take notes on that information, keep the following goals in mind.

The purposes of note-taking are to summarize main points in your own words and record quotations that you might use in your research paper. Here is an example of note card with summarizing about Stephen Hawking, the world's greatest theoretical physicist, a man with disabilities caused by amyotrophic lateral sclerosis, a fatal nerve disease that strips its victims of the ability to walk, talk, and eventually move even a finger.

Model: Taking Notes and Summarizing

TOPIC Speech loss

SOURCE NUMBER 10

–   Stephen Hawking, famous British physicist,
–   disease amyotrophic lateral sclerosis = limits talking and eventually all movement

QUOTATION

–   "But Hawking keeps right on thinking and communicating from within his bodily prison, and for that both he and the world can thank the advances of computer technology and bionic medicine."

PARAPHRASE

–   with thumb, more cursor to find letters and words on screen to form sentence
–   with thumb presses button and voice synthesizer "says" sentence

PAGE NUMBER p. 150

Task 5 *Read about organizing notes.*

Organizing your Notes
Систематизация записей

The working thesis statement and your guide questions are all you need to help you sort your note cards into categories. Notice, for example, that the following categories on the subject of computers' helping people with disabilities are directly related to the questions that guided the research. Some questions have been left out, however, to control the length of the paper.

Student Model: Organizing your Notes into Categories

CATEGORY 1 How computers help people with language disabilities
CATEGORY 2 How computers help people with vision-related problems
CATEGORY 3 How computers help people with paralysis or loss of limb
CATEGORY 4 Computer costs versus benefits

Task 6 *Group the notes of your research paper into three or more categories of information.*

Task 7 *Read about what outlining is.*

Outlining

Написание плана к работе

Your final prewriting step is to organize your notes into an outline. As the basis of your outline, use the categories into which you grouped your notes. Then look over your notes to determine the overall organization of the paper. If your subject is historical event, *chronological order* may be appropriate. If you intend to describe something, *spatial order* may be suitable. However, the two most common methods of organizing research papers are *order of importance* and *development order*.

Plan the outline of your research paper by deciding on a method of organization and by assigning your categories accordingly, using Roman numerals.

Below is the model of the outline for the paper on computers and disabled people. Notice the parallel phrasing. Each group of subtopics is phrased in parallel form.

Model: Outlining

WORKING THESIS STATEMENT Computers are able to help people who have language problems, vision problems, and motion problems related to paralysis and loss of limb

MAIN TOPIC

I Computers helping people with language disabilities

SUBTOPICS

A Program for children slow in speech and development

B "Light talkers" for cerebral palsy victims

C Computer and speech synthesizer

II Computers helping people with vision disabilities

A "Seeing Eye" computers

B Reading machines

SUPPORTING DETAILS

    1   Convert print into vibrating rod

    2   Convert print into speech and Braille

    3   Convert print into electronic impulses

    4   Convert calculating operations into speech

    5   Convert typed messages into speech

III Computers helping people with motion disabilities

A Wheelchairs with legs

B Void-operated computers

C Eye-operated computers

1. Erica

Sutter's work

D. Work stations

Task 8 *Write an outline for your research paper. Write your working thesis statement at the top of your paper. Then show three main topics with at least three subtopics under each one. List the main topic with Roman numerals and the subtopic with capital letters.*

Task 9 *Read the dialogue and fill the replies according to the context (the adviser and postgraduate). Reproduce the whole dialogue.*

And after summarizing?

Are authentic materials preferable?

Good. We can proceed to the stages of prewriting.

What are the purposes of note-taking?

Prewriting Stages

− Mr. Williams, I have begun the prewriting of my research paper.

− (1) Developing a working thesis statement is tangible. Drafting a working thesis statement expresses the main idea of the paper. Take notes.

- (2)
- It is the right way to do it. Once you have chosen a topic for a report, you need to consider what information you want to include. One way to decide is to write questions you want the report to answer. While you are researching your topic, keep your questions in mind and look for facts that answer them.
- (3)
- The purposes of note-taking are to summarize main points in your own words and record quotations that you might use in your research paper.
- (4)
- After summarizing and organizing your notes comes the stage of outlining. As the basis of your outline, use the categories into which you grouped your notes. Then look over your notes to determine the overall organization of the paper. If your subject is historical event, *chronological order* may be appropriate. If you intend to describe something, *spatial order* may be suitable. However, the two most common methods of organizing research papers are *order of importance* and *development order*. Plan the outline of your research paper by deciding on a method of organization and by assigning your categories accordingly, using Roman numerals. It is your final prewriting step.

STRATEGIES FOR WRITING THE RESEARCH PAPER: DRAFTING, REVISING, EDITING, PUBLISHING
DRAFTING
Написание первого варианта работы

Task 1 *Learn the guidelines and study the model of writing a thesis statement.*
Writing the Thesis Statement
Написание тезисов

Once you have synthesized, or pulled together, your research to form an outline, you should use that outline as the basis of your first *draft*. As you draft, you want to flesh out your outline, adding an introduction and conclusion and working the results of your research into the flow of your paper.

A clear, well-worded *thesis statement* expresses your main idea and serves as a guideline to help you keep on track as you write your first draft. Therefore, before you start to write, evaluate your working thesis to ensure that it covers all the topics in your outline. The following guidelines will help you to revise your working thesis statement.

Writing the Thesis Statement

1 A thesis statement should make the main point of your research paper clear to a reader.
2 A thesis statement should be broad enough to cover all the main topics listed in your outline.
3 A thesis statement should be narrow enough to cover only the topics listed in your outline.
4 A thesis statement should fit smoothly into your introduction.

Model: Writing the Thesis Statement

Here are the examples of writing the working and the revised thesis statement.

Topic

Suppose you are doing a research on the subject of animal camouflage and have come up with the following main topics:

I Creatures with spots resembling eyes that appear threatening to would-be predators
II Creatures with coloration that matches the environment
III Creatures with coloration that changes with the seasons.

Working Thesis Statement

Many creatures find some protection from predators through coloration that blends into the environment.

Comment

The preceding thesis is too narrow because it fails to include the category of creatures with eyespots, whose camouflage does not blend into the environment but instead makes the creature appear threatening. A revision can broaden the thesis.

Revised Thesis Statement

Many creatures adopt a disguise that helps protect them from predators.

Task 2 *Write the thesis statement for your research paper.*

Task 3 *Learn the structure of the research paper and analyze the student model. Notice how each element fits into the whole structure and how research details are worked in and cited.*

Structuring the Research Paper Структурирование исследовательской работы
Model: Structuring the Research Paper in the Process of Drafting
TITLE

New help for people with disabilities
INTRODUCTION: BACKGROUND INFORMAION

Computers have proved their usefulness in business, learning, and play. For much of the population, at work and at home, they have made ordinary tasks easier, faster, and often more fun. Computers, however, can do more than make already possible procedures more efficient.

THESIS STATEMENT

For many people with disabilities, computers can make the impossible possible – by providing language for people who cannot speak, vision for those who cannot see, and movement for people with disabilities who cannot move.

BODY: MAIN TOPIC I FROM OUTLINE

A computer program to help children with language disabilities communicate has been developed by Laura Meyers, a specialist in children's language development. As a child types on the keyboard, each letter, word, and sentence is displayed on the screen and "pronounced" by a voice synthesizer – a device that imitates the sound of a human voice.

BORROWED WORDS IN QUOTATION MARKS

"The children see the thought printed. They hear it repeated, and it becomes psychologically real to them because they did it themselves" (Adelson 166).

BODY: MAIN TOPIC II FROM OUTLINE

Computers are also opening new doors for the blind. "Seeing Eye" computers are being developed that can alert people who are sightless to objects in their path. A camera worn on the shoulder takes in images of objects ahead. A computer then processes these images and, with a speech generator, "talks".

BORROWED FACT CITED WITH NOTE

Devices have also been developed to help people who are blind read. One reading machine converts printed characters into patterns of vibrating rods that can be "read" with the fingerprints. Another more sophisticated machine converts a printed text into synthesized speech and also into Braille (Cattoche 59).

BODY: MAIN TOPIC III FROM OUTLINE

Computers have come to the aid of people who are movement-impaired as well. John Trimble at the Veterans Administration Hospital in Illinois is working on a chair with movable legs controlled by a microprocessor. Mechanical devices work hand in hand with computers, even on the simplest level.

CONCLUSION: RESTATES THESIS

Although the costs of developing technological aids are enormous, the rewards are enormous too. Moreover, money that went into long-term care, and hospitalization of people with disabilities, as well as lost wages and skills, can now be devoted to research into computer technology for people with disabilities.

WORKS CITED

1   Adelson, Suzanne. "Laura Mayers Creates Software that Talks Friendly to Help Disabled KIDS Find their VOICES." People Weekly 4 Dec. 1989: 65-66.
2   Cattoche, Robert J. Computers for the Disabled. New York: Watts, 1986.

Task 4 *Write the structure of your research paper. Incorporate words, ideas and facts from your sources. Each time you use information from a source, write the title, author, and page number in parentheses after the detail.*

Task 5 *Learn the instruction how to write citing sources in English.*

Using and Citing Sources
Использование и цитирование источников

The ideas and the words of authors are protected by copyrights. Using borrowed words, ideas, and facts is called *plagiarism*. Therefore, in research papers, one has to provide parenthetical notes, footnotes, or endnotes. In addition, a list of works cited, similar to bibliography, must appear at the end of your paper.

Parenthetical citations appear within parentheses directly following the borrowed material in the paper itself. Footnotes appear at the bottom of page. Endnotes appear on a separate sheet at the end of the paper, after the conclusion but before the works with cited page or bibliography.

Citing Sources

1 Cite the source of a direct quotation. Use direct quotations when the original wording makes the point more clearly.
2 Cite the sources of ideas you gained from your research, even when you express the ideas in your own words.
3 Cite the sources of figures and statistics that you use.
4 Do not cite sources that are common knowledge.

Task 6 *Give the examples of citing sources in your research paper.*

REVISING
Проверка

Task 7 *Learn the material about revising.*

When you have finished the first draft of your paper, you have to find the way to improve it. Here is the revision checklist.

Checking your Research Paper

1 Does your introduction contain a well-worded thesis statement?
2 Does your research paper support the thesis statement?
3 Did you use transitional devices?
4 Did you use and cite sources correctly?
5 Does your report have unity, coherence, and emphasis?
6 Does your conclusion add a strong ending?
7 Does your report have a title?

Checking your Paragraphs

1 Does each paragraph have a topic sentence?
2 Is each paragraph unified and coherent?
3 Does one paragraph lead smoothly into the text?

Checking your Sentences and Words

1 Are your sentences varied and concise?
2 Did you avoid faulty sentences?
3 Did you use specific words with appropriate connotations?

Task 8 *Revise the material in your research paper.*

EDITING AND PUBLISHING
Редактирование и публикация

Task 9 *Learn the ways of editing and publishing the research paper.*

Editing Checklist

1 Are the sentences free of errors in grammar and usage?
2 Did you spell each word correctly?
3 Did you use capital letters where needed?
4 Did you punctuate each sentence correctly?
5 Did you indent paragraphs as needed and leave proper margins on each side of the paper?

Ways to Publish Writing

You can publish your paper in a newspaper, magazine or a book in a hard-copy form or publish it in the Internet. Before that one has to deliver the results of research orally or using presentation multimedia materials, which is preferable nowadays.

Task 10 *Edit your research paper using the computer and think of the ways of its publishing.*

Task 11 *Read the dialogue and fill the replies according to the context (the adviser and postgraduate). Reproduce the whole dialogue.*

I think I am in the know of the process of citing sources.
I believe I have knowledge and skills enough to write my paper.
What does it contain?
Why should I do it?

Stages of Writing

− Henry, when the prewriting stage is over, there is the stage of drafting. Once you have synthesized, or pulled together, your research to form an outline, you should use that outline as the basis of your first draft. As you draft, you want to flesh out your outline, adding an introduction and conclusion and working the results of your research into the flow of your paper. You have to evaluate your working thesis.

− (1)

− A clear, well-worded thesis statement expresses your main idea and serves as a guideline to help you keep on track as you write your first draft. Therefore, before you start to write, evaluate your working thesis to ensure that it covers all the topics in your outline. Structuring the research paper is very significant.

− (2)

− It includes title, introduction, thesis statement, body, quotations, and conclusions. It is a hard job and requires much of the effort. On top of everything else, there is citing sources.

− (3)

− When you have finished the first draft of your paper, you have to find the way to improve it: first revise and then edit. Publishing is realized according to standards.

− (4)

Test 1
Multiple Choice
State if the sentences referring to the text "Persuasion" are true or false.
– When you write persuasion, you try to convince others that they should share your opinion or take a certain course of action.
– A persuasive text states an opinion and uses exciting details to convince readers.
– In contrast to an expository paragraph, the topic sentence of a persuasive paragraph states an opinion, not a fact.
– Propositions that can be argued make good subjects for persuasive paragraphs; simple preferences do not.
– The test of an appropriate opinion for a persuasive topic sentence is the availability of reliable facts, examples, and expert judgments to back it up.
– Space order is probably the most effective way to organize your arguments.
– Usually you will build from the most important to the least, although sometimes the reverse order is more effective.
– Then make sure you use transitions to show how ideas are related.
– The persuasiveness of your writing will depend in large part on how well you use the tools of persuasion.

Define the right answer.
1 True 2 False 3 True 4 True 5 True 6 False 7 False 8 True 9 True
1 True 2 False 3 True 4 False 5 False 6 False 7 False 8 True 9 True

Test 2
Multiple Response
Find all the sentences referring to the tools of persuasion.
1 Use logical arguments that are free of fallacies.
2 Pay special attention to all the sentences expressing opinion.
3 Use reliable facts, examples, and statistics that support instead of using more opinions.
4 Use the Internet facts.
5 Use the testimony of experts in the field.
6 Use polite and reasonable language. Avoid charged, emotional words.
7 Anticipate arguments on the other side of the issue. Concede the opposition's valid points but show why they do not change your position. Use the transitions when conceding a point: *while it is true that, notwithstanding, nevertheless, granted that, however, although, despite.*

Test 3
Multiple Response
Define all the sentences describing the strategies of writing a persuasive paragraph.
1 The topic sentence states the facts illustrated with the examples.
2 The topic sentence states an opinion.
3 The supporting sentences use facts, examples, reasons, and the tools of persuasion to convince readers.
4 The ideas in the supporting sentences are usually organized in the climatic order.
5 The concluding sentence reinforces the main idea or summarizes your arguments.

Unit 18

Test 1

Multiple Choice

Choose the sentence containing the structure of the abstract of thesis, using the text "Abstract of Thesis Example".

– Abstract of thesis considers the paper's purposes and tasks.
– Abstract of thesis requires careful cogitation of the paper's actuality, its purposes, tasks, hypothesis, theoretical and methodological base, innovations, and ways of analysis, evaluation and implementation.

Test 2

Multiple Choice

Find the sentence of the dialogue "Abstract of Thesis Writing", enumerating the stages of writing abstract of thesis.

– They are as usual prewriting, drafting, revising, editing and publishing.
– They are as usual drafting, revising, and publishing.

Unit 19

Test 1

Multiple Choice

Are the sentences true or false? Read the text "Choosing and Limiting a Subject".

– After you have explored your thoughts and experiences, use the following guidelines to help you choose one idea as a subject.
– Choose a subject you would like to know more about, that would interest your audience and can be adequately covered in a research paper of about 2, 000 words (or 7 typed pages), on which there is likely to be sufficient information in the school or local library.
– When you are satisfied that you can find enough information, your next step is to broaden your subject and give it a clear focus.
– The subject of black holes in space, for example, is narrow enough.
– Within that subject, though, are more specific subjects such as "how Einstein's work predicted the possibility of black holes"; "how black holes are created"; or "how instruments are used to search for black holes."
– One way to limit your subject is to ask yourself a series of "what about" questions.
– Each question helps you focus on a more specific aspect of a broad subject.

Choose the answer variant.

1 True 2 True 3 False 4 False 5 True 6 True 7 True
1 True 2 True 3 False 4 True 5 True 6 False 7 True

Test 2

Multiple Choice

Which of the strategies referring to analyzing is right?

– When you carry out the process occasionally, you are analyzing. As you prepare to write a research paper, stop to analyze your subject. Ask yourself how you can make it coherent. To open your mind and help you analyze the subject try a brainstorm. Once you have identified the major parts of a subject, you can use them to limit the subject and also to point out the specific directions for your research.
– When you carry out the process systematically, you are analyzing. As you prepare to write a research paper, stop to analyze your subject. Ask yourself how you can break it down into smaller parts. To open your mind and help you analyze the subject try a cluster. Once you have identified the major parts of a subject, you can use them to limit the subject and also to point out the specific directions for your research.

Test 3
Multiple Response
Find all the ways of discovering subjects.
1   One is inside you – your thoughts and experiences.
2   You can discover subjects from the Internet mostly.
3   The other one is outside – the classes you take, the books you enjoy, the news stories you read.

Test 4
Multiple Response
Choose all the right sentences, defining the steps for gathering information.
1   Begin by consulting a general reference work such as an encyclopedia or handbook to gain an overview of your subject. Also make a note of any sources that are listed at the end of articles.
2   Begin by interviewing people.
3   Use the subject cards in the card catalogue to find books on your subject.
4   Consult the Reader's Guide to Periodical Literature to find magazine articles on your subject.
5   Use a newspaper index to identify news articles.
6   Make a list of all available sources on your subject. For each book, record or author, title, copyright year, name and location of the publisher, and the call number. If your source is a magazine or a newspaper, record the name and the date of the publication, the author, the title, and the location (section and page numbers) of the article.
7   Do not use numbers in your notes.

Test 5
Multiple Response
Find all the right variants, referring to the process of evaluating sources.
1   In the process of reviewing sources for up-to-date material, accuracy and objectivity is an essential part of your research.
2   If a book has an old publication date, for example, it can still contain some important facts or ideas and be useful in anyway.
3   If the author is biased − has a strong leaning toward one viewpoint because of emotion or self-interest − then the book or article may have only information that supports the author's viewpoint.
4   The checklists can help evaluating sources.

Unit 20

Test 1
Multiple Choice
Read the text "Developing the Working Thesis Statement" and answer the question: What does drafting a working thesis statement express?
–   Drafting a working thesis statement expresses the important details of the paper.
–   Drafting a working thesis statement expresses the main idea of the paper.

Test 2
Multiple Choice
Read the text "Summarizing" and find the answer to the question: What are the purposes of note-taking?
–   The purposes of note-taking are to summarize main points in your own words and record quotations that you might use in your research paper.
–   The purposes of note-taking are to write the précis and the abstract.

Test 3
Multiple Choice
What do you need to help you sort your note cards into categories? Read the text "Organizing your Notes".
– The working thesis statement and your guide questions are all you need to help you sort your note cards into categories.
– Abstract of thesis writing is all you need to help you sort your note cards into categories.

Test 4
Multiple Choice
Define the true or the false statements of the text "Outlining".
– Your final prewriting step is to organize your notes into an outline.
– As the basis of your outline, use the categories into which you grouped your notes.
– Then look over your notes to determine the overall organization of the paper.
– If your subject is historical event, order of importance may be appropriate.
– If you intend to describe something, chronological order may be suitable.
– However, the two most common methods of organizing research papers are order of importance and development order.
– Plan the outline of your research paper by deciding on a method of organization and by assigning your categories accordingly, using Roman numerals.

Answer variants:
1 True 2 True 3 True 4 False 5 False 6 True 7 True
1 True 2 False 3 True 4 False 6 True 6 False 7 True

Test 5
Multiple Response
Choose all the sentences, responding to guidelines for taking notes.
1 Read your selection. Notice any headings or subheadings.
2 Reread the selection, taking into consideration all the ideas and facts.
3 Reread the selection, noting important ideas and facts. Use sentences, phrases, words, or abbreviations.
4 Write the notes in your own words, but do not change the author's meaning.
5 Write the notes in your own words, changing the author's meaning.
6 Include enough information so the notes make sense.
7 Write a particularly interesting fact word-for-word, in quotation marks. You may want to use it in your report.

Test 6
Multiple Response
Define all the sentences, responding to guidelines for writing note cards.
Guidelines for Writing Note Cards
1 Write all the required questions at the top of the card.
2 Write one question at the top of the card.
3 Write the notes that answer the questions.
4 Write the title and page number of your source.

Unit 21

Test 1
Multiple Choice
Choose the right variant of structuring the research paper.

– Title, introduction, body, borrowed words in quotation marks, borrowed words in quotation marks, borrowed facts cited with notes, conclusion, and works cited.

– Title, introduction, thesis statement, body, borrowed words in quotation marks, body, borrowed words in quotation marks, borrowed facts cited with notes, conclusion, and works cited.

Test 2

Multiple Choice

Which sentences describe the structure of revising?
– Checking your notes and out, checking your sentences and words
– Checking your research paper, checking your paragraphs, checking your sentences and words

Test 3

Multiple Choice

What is the right definition of the ways of publishing?
– You can publish your paper in a newspaper, magazine or a book in a hard-copy form or publish it in the Internet.
– You can publish your paper in a newspaper, magazine or a book in a hard-copy form only.

Test 4

Multiple Response

Choose all the strategies to citing sources.
1 Cite the source of a direct quotation. Use direct quotations when the original wording makes the point more clearly.
2 Cite the source of indirect quotation.
3 Cite the sources of ideas you gained from your research, even when you express the ideas in your own words.
4 Cite the sources of figures and statistics that you use.
5 Cite the sources that are common knowledge.

Unit 3
Task 5

1 taught and research 2 research elements 3 combined programmes with taught and research elements 4 Funded integrated programs
5 conversion courses

Unit 5
Task 3

1 opinion 2 fact 3 opinion 4 opinion 5 fact 6 opinion 7 fact

Unit 6
Task 7

1 deliver the speech 2 persuade the audience in your point of view
3 Practice your speech 4 make eye contact 5 non-verbal gestures
6 emphasize your main ideas

Unit 7
Task 4

CEFR test, A1 level, Basic Speaker, Breakthrough, C2 level, Proficiency Speaker, Mastery

Unit 8
Task 2

1 swiftly: quickly, slowly
2 radiance: brightness, dullness
3 swelled: increased, decreased
4 afraid: fearful, fearless
5 clasped: held, released
6 earnestly: seriously, jokingly

Task 4

1 de-: from, -tract: draw
   detract: to draw from
2 in-: into, -ject: to throw
   inject: to throw into
3 in-: into, -spec-: to look, -tion: act of
   inspection: act of looking into
4 ex-: out, -tract: to pull
   extract: to pull out

Task 5

-rupt- = break: **disrupt, eruption**
-dict- = speak: **diction, edict**
-duc-, -duct- = lead: aquaduct, induction
-port- = carry: transport, deportation

Task 7

1 examination 2 fanatic 3 laboratory 4 influenza 5 gymnasium
6 tuxedo 7 referee 8 memorandum

Task 8

1 television, broadcast 2 motor, hotel 3 clang, crash 4 sky, laboratory 5 smoke, fog 6 flame, glare

Task 10

1 honk 2 chirp 3 slurp 4 squish 5 murmur 6 croak

Task 12

1 Spanish – a long rope with an adjustable noose at one end
2 Latin – a nearby surrounding place or region

3 Old French – able to move in a quick and easy fashion
Task 13
1 vocabulary tests 2 base word 3 word root 4 Clipped words
5 blended words 6 Blending

Unit 9

Task 2
1 principal 2 meet 3 piece 4 choral 5 fare 6 capital 7 cereal 8 cellar
Task 6
 1   trout : fish :: ant : insect
 2   just : fair :: happy : glad
 3   broom : sweep :: fork : eat
 4   potatoes : stew :: lettuce : salad
 5   sleepy : alert :: fierce : gentle
 6   wool : scratchy :: satin : smooth
Task 8
In the answer *A* is wrong, because the word *sit* should not be used to mean *put*. *B* is wrong because of its meaning and form: since the sentence has a plural subject *Ma and Pa*, it needs a plural verb, and *sits* is singular. *D* is also singular and therefore wrong. Only *C* is correct.

Task 10
Answers *C – grow*, and D – *develop* are both meanings of *cultivate*. We can determine by context only that *develop* is the best meaning for the sentence.

Unit 10

Task 1
In the examples of the task both A and B are correct. Therefore, you must use C as the answer.
Task 3
1 A, C 2 B, C 3 A, C
Task 4
1 They can be used in reading for extracting general information, flexible reading, skimming and scanning. 2 Begin by skimming the questions that follow the passage. 3 In this case try to choose a statement that covers all or most of the sentences in the passage. 4 If you are asked a question about details, reread the passage to find the correct detail. 5 If you are asked to draw conclusions or recognize cause-effect relationships, base your answer on what is stated directly or indirectly.

Unit 11

Task 2
First the wrong variant and then the right one is given.
 1   who's (wrong) whose (right)
 2   Spooners' (wrong) Spooner's (right)
 3   no error
 4   "a well-boiled icicle" (wrong) "a well-boiled icicle" (right)
 5   who his students liked and respected (wrong) who liked and respected his students (right)
 6   was (wrong), were (right)
 7   intends (wrong), intended (right)
 8   Everyone … had their own story (wrong) his/her/one's own story (right)
Task 4

The shortest sentence (2) has a misplaced modifier: the placement of the word *Crying* implies that Bea, not Sue, is crying. Sentence (1) is also awkwardly stated. Only sentence (3) states the information clearly.

Task 5

For item 1 we check up the punctuation after the greeting. The comma is correct. The right answer is D (No change). For item 2, you are proofread part of a sentence. B is the only correct answer for this run-on sentence.

Task 6

1 D 2 E 3 C 4 B

Task 8

1 B Although the truth is computers can not think at all, some people regard computers (them) as mechanical geniuses.
2 C Tasmania, which is the island state of Australia, is a favourite place for vacationers.
3 C An engineer takes the theories that scientists have developed, and applies them to the needs of the marketplace.
4 D Domesticated for several thousand years, cats have not lost their air of fierce independence.

Unit 12

Task 4

1 one sentence 2 neighbour's fears that he was a magician, his belief in astrology and divination, his plans for strange defenses against Spain 3 eccentric 4 one sentence 5 not retained in the summary 6 yes 7 logarithms relieved scientists, particularly astronomers, from a great burden of mental drudgery

Unit 13

Task 2

Possible answer:
1 The first purpose is classification of instantons on $T^2 \times \mathbb{R}^2$ according to their asymptotic behaviour.
2 The next one is studying the existence of such instantons for different values of the asymptotic parameters.
3 The third purpose is describing explicitly the moduli space for unit charge.

Task 3

Possible answer:
1 In the article the authors consider the convergence properties.
2 The SOR Tanabe's method, that is, the successive over-relaxation method is under discussion.

Task 4

1 write a good abstract 2 extremely brief interpretation 3 by means of compression 4 few text lines 5 specify the purposes of its writing 6 clichés for annotation 7 revise

Unit 14

Task 7

Hello, Alice. Can you help me? I have to write my research report and would like to know more about paragraph and text structure.
1 How can I define topic sentence?
2 And what are the supporting sentences?
3 And the clincher sentence?

Unit 16

Task 3

1 methods of developing expository writing 2 explains or informs 3 facts and examples 4 classification of information 5 best available technology

Unit 19

Task 7

Now you have to write the research paper. There are some stages in the process of writing: prewriting, drafting, revising, editing, and publishing.

1. The first thing is discovering subject of one's research. Then it is choosing and limiting the subject. You have done it already. Now the next stage is gathering information.
2. And evaluating sources?

Unit 20

Task 9

– It is a good beginning. We can proceed to other stages of prewriting.
– Are authentic materials preferable?
– What are the purposes of note-taking?
– And after summarizing?

Unit 21

Task 11

1. Why should I do it?
2. What does it contain?
3. I think I am in the know of the process of citing sources.
4. I think I have knowledge and skills enough to write my paper.

GLOSSARY
Parts of Speech

adjective = adj прилагательное

adverb = adv наречие

conjunction = conj союз

interjection = interj междометие

noun = n существительное

preposition = prep предлог

pronoun = pron местоимение

verb = v глагол

A

ability, *n* способность

about, *prep* 1 о 2 об

abbreviation, *n* 1 аббревиатура 2 сокращение

able, *adj* 1 способный 2 талантливый

abstract, *n* аннотация

abstract of thesis, *n* автореферат диссертации

academic, *n* академик

Academy Award награда академии, высшего учебного заведения

Academic Council учёный совет

academic position должность академика

acceleration, *n* ускорение

acceleration parameter параметр ускорения

accept, *v* 1 принимать 2 соглашаться 3 брать 4 допускать

accompany, *v* сопровождать

accomplish, *v* 1 совершать 2 выполнять 3 доводить до конца

according to, *prep* 1 по утверждению 2 по мнению 3 в соответствии

across, *prep* 1 через 2 сквозь

achieve, *v* достигать

acquaintance, *n* знакомство

action, *n* действие

activity, *n* деятельность

actor, *n* актёр

actress, *n* актриса

actuality, *n* актуальность

actually, *adv* 1 действительно 2 фактически 3 на самом деле

add, *v* 1 добавлять 2 прибавлять

addition, *n* сложение

address, *v* 1 адресовать 2 обращаться 3 выступать 4 направлять

adequate development развитие, отвечающее требованиям

admire, *v* восхищаться

advance, *v* 1 продвигаться вперёд 2 продвигать

advanced, *adj* 1 передовой 2 опережающий

advanced technology 1 модернизированная технология 2 передовая техника 3 усовершенствованная технология

advantage, *n* преимущество

adventure, *n* приключение

advertisement, *n* объявление

advice, *n* совет

advise, *v* советовать

adviser, *n* 1 куратор 2 научный руководитель

adviser-consultant, *n* 1 эксперт 2 советник-консультант

adviser's supervision руководство руководителя

afraid, *adj* испуганный

after, *prep* после

after all, *adv* 1 в конце концов 2 несмотря на

after that после этого

again, *adv* 1 снова 2 опять 3 вновь

against, *prep* против

agile, *adj* 1 быстрый 2 проворный 3 гибкий

agree, *v* соглашаться

Aid Management Diploma диплом управления налоговой службы

air, *n* 1 воздух 2 атмосфера 3 внешний вид

airport, *n* аэропорт

airplane, *n* самолёт

alarm, *n* 1 боевая тревога 2 сигнал тревоги

alder, *n* ольха

alert, *n* 1 тревога 2 сигнал опасности 3 состояние боевой готовности

alike, *adj* 1 одинаковый 2 похожий 3 подобный

all, *pron, adj* все

allot, *v* 1 распределять 2 придавать 3 предназначать

allow, *v* позволять

alone, *adj* 1 один 2 одинокий

along with, *adv* 1 вместе 2 наряду с

alphabetically, *adv* в алфавитном порядке

alphabetize, *v* располагать в алфавитном порядке

almost, *adv* 1 почти 2 едва не

already, *adv* уже

also, *adv* также, тоже

although, *conj* хотя

although, *adv* несмотря на

always, *adv* всегда

among, *prep* среди

amount, *n* 1 количество 2 итог 3 сумма 4 объём

amount of work объём работы

analogy, *n* аналогия

analyze, *v* анализировать

and, *conj* 1 и 2 а

anecdote, *n* анекдот

another, *adj* 1 другой 2 иной

answer, *v* отвечать

answer, *n* ответ

answer choice выбор ответа

answer sheet бланк для ответов

answer the question ответить на вопрос

answer variant вариант ответа

ant, *n* муравей

antonym, *n* антоним

antonym question вопрос, содержащий антонимы

any, *pron* любой

anyone, *pron* 1 кто-нибудь 2 никто 3 кто-либо

anything, *pron* 1 всё 2 что угодно

anxious, *adj* 1 тревожный 2 озабоченный 3 обеспокоенный

appear, *v* 1 показываться 2 виднеться 3 появляться

applicable, *adj* 1 применимый 2 соответствующий 3 подходящий 4 пригодный

application, *n* приложение

applied materials применяемые материалы
Applied Mathematics прикладная математика
apply, *v* применять
applying, *v* 1 применение 2 использование
appreciate, *v* оценить
approach, *n* метод, подход
appropriate, *adj* 1 подлежащий 2 настоящий 3 уместный
Arabic, *adj* арабский
arithmetic, *n* 1 арифметика 2 счёт
argue, *v* спорить
around, *prep* 1 всюду 2 кругом
arrange, *v* 1 располагать 2 классифицировать 3 приводить в порядок
array, *n* 1 массив 2 множество 3 ряд
array of texts множество/ряд текстов
article, *n* 1 статья 2 артикль
articulate, *v* 1 отчётливо произносить 2 ясно формулировать
as … as 1 такой же как и 2 так же как
as a matter of fact, *adv* 1 на самом деле 2 в сущности 3 фактически
as for me что касается меня
as long as, *adv* 1 поскольку 2 пока 3 при условии
ask, *v* спрашивать
ask questions задавать вопросы
aspect, *n* аспект
as. rector проректор по учебной работе
asset, *n* 1 ценный вклад 2 ценное качество 3 активы 4 имущество
assignment, *n* задание
assistant professor, *n* доцент
associate professor, *n* доцент университета
Association of Language Testers in Europe – ALTE ассоциация языковых тестеров Европы
as to, *conj* 1 относительно 2 что касается 3 в отношении 4 по поводу
as well, *adv* 1 кроме того 2 вдобавок 3 также 4 до сих пор
as well as, *adv* 1 а также 2 также как 3 в дополнение
astronomer, *n* астроном
asymptotic, *adj* асимптотический
asymptotic behaviour асимптотическое поведение
asymptotic parameters асимптотические параметры
at least, *adv* 1 по крайней мере 2 по меньшей мере
at noon в полдень
attend graduate school поступить в аспирантуру
attention, *n* внимание
attention-getting device устройство, привлекающее внимание
attribute, *v* 1 приписывать 2 относить
at the same time, *adv* 1 в то же время 2 одновременно 3 вместе с тем
audience, *n* 1 аудитория 2 зрители 3 публика 4 слушатели
Australia, *n* Австралия
author, *n* автор
author card картотека на основе имён авторов
author's name имя автора
available, *adj* доступный
avoid, *v* избегать

award, *v* 1 награждать 2 присуждать
awkward, *adj* 1 неуклюжий 2 неловкий 3 несмелый

B

Bachelor's degree степень бакалавра
back, *adv* назад
band, *n* 1 полоса 2 диапазон 3 духовой оркестр 4 лента
bandwagon appeal ссылка на известного человека или компанию
bang, *n* 1 удар 2 стук 3 звук выстрела 4 звук взрыва
Banking and Finance банки и финансы
barely, *adv* 1 только 2 просто 3 едва 4 лишь
barrel, *n* 1 баррель 2 ствол 3 бочка 4 бочонок
base, *n* 1 база 2 основа
base, *v* основать
base number 1 основание системы счисления 2 базисное значение 3 основной индекс
base word корень слова
basic skills основные умения
Basic Speaker начальное овладение иностранным языком, группа А
bass, *n* 1 бас 2 окунь 3 твёрдая глина 4 лыко 5 мочало
bass drum, *n* турецкий барабан
be (was/were, been), *v* быть
be able to do something быть в состоянии сделать что-либо
be aware of, *v* 1 знать 2 сознавать 3 отдавать полный отчёт в
be busy быть занятым
be capable of doing something быть способным сделать что-либо
because, *prep* 1 потому что 2 так как 3 ибо
become (became, become), *v* стать, становиться
become familiar ознакомиться
become visible стать видимым
before, *prep* 1 до 2 перед
beforehand, *adv* 1 заранее 2 заблаговременно
begin (began, begun), *v* начинать
beginning, *n* начало
be going to do something собираться сделать что-либо
be informative быть информативным
be in the know of 1 быть осведомлённым 2 быть в курсе дела
believe, *v* 1 верить 2 полагать 3 думать
belong to, *v* 1 принадлежать 2 относиться 3 происходить
below, *adv* 1 внизу 2 в дальнейшем 3 ниже
bend (bent, bent), *v* 1 сгибаться 2 изгибаться 3 гнуть 4 наклонять
be of great help оказать большую помощь
be over, *v* закончиться
besides, *adv* 1 кроме 2 кроме того 3 сверх того 4 помимо
best, *adj* лучший
best way лучший способ
be sure, *v* быть уверенным
better, *adv* лучше
between, *prep* между
be uneasy, *v* 1 тревожиться 2 волноваться
beyond, *prep* 1 после 2 за 3 вне 4 сверх
bibliography card библиографическая карточка
bibliography page страница библиографического справочника

bicycle, *n* велосипед

Bilingualism in Education билингвальность (двуязычие) в области образования

binding, *n* 1 связь 2 сращивание 3 крепление 4 переплёт

Bioscience (-s), *n* 1 бионаука 2 биологические науки 3 науки о жизни

birthday, *n* день рождения

black, *adj* чёрный

black arts чёрная магия

blank, *n* 1 заготовка 2 пробел 3 бланк 4 пропуск

blast, *n* 1 сильный порыв ветра 2 поток воздуха 3 звук духового инструмента 4 взрывная волна

blended word сложное слово

blending, *n* контаминация

blotch, *n* 1 прыщ 2 пятно 3 клякса 4 бородавка

boat, *n* лодка

body, *n* 1 тело 2 текст 3 корпус

book, *n* книга

boom, *n* 1 шум 2 жужжание 3 гудение

bore, *n* 1 скука 2 диметр ствола 3 расточка 4 калибр

borrowed word заимствованное слово

both, *pron* оба, обе

bow, *n* 1 лук 2 поклон 3 бант 4 смычок

brainstorming, *n* мозговой штурм

bran, *n* 1 отруби 2 высевки

bran cereal хлеб с отрубями

bread, *n* хлеб

breakfast, *n* завтрак

Breakthrough, *n* прорыв: группа А, первый уровень овладения зыком

brief, *adj* 1 краткий 2 короткий 3 сжатый

brightness, *n* яркость

bring (brought, brought), *v* 1 приносить 2 доставлять 3 приводить 4 причинять

British Isles Британские острова

broad, *adj* широкий

broaden, *v* расширять

broader topic более широкая тема

broom, *n* метла

brother, *n* брат

brunch, *n* поздний завтрак, заменяющий первый и второй завтрак

buckaroo, *n* ковбой

building, *n* 1 строительство 2 построение 3 строение

bulletin, *n* 1 бюллетень 2 сводка

burn (burnt, burnt), *v* 1 гореть 2 сжигать

burden, *n* 1 ноша 2 тяжесть 3 груз 4 бремя

bus, *n* автобус

business applications бизнес-приложения

but, *conj* но

buy (bought, bought), *v* покупать

by itself, *adv* 1 само 2 отдельно

by now, *adv* к этому времени

by means of, *prep* 1 путём 2 посредством 3 при помощи

by means of compression путём сжатия

by means of it с его помощью

C

calculation, *n* 1 вычисление 2 калькуляция 3 счёт 4 расчёт 5 подсчёт

Calgary Educational Partnership Foundation – CEFP партнёрская организация в области образования в Калгари

call, *v* 1 звать 2 называть 3 звонить

call number, *n* шифр

camel, *n* 1 верблюд 2 камель (приспособление для подъёма судов) 3 понтон

camp-fire, *n* 1 сбор 2 слёт 3 бивачный костёр 4 лагерный костёр

can, *v* мочь

candidate, *n* кандидат

candidate exams кандидатские экзамены

candidate for Master's degree кандидат на соискание учёной степени магистра

canvas, *n* 1 холст 2 парусина 3 картина 4 полотно

capital, *n* 1 столица 2 заглавная буква 3 капитал

Capitol, *n* 1 Капитолий 2 здание конгресса США

capture, *v* 1 захватывать 2 поймать 3 улавливать

capture the interest of audience овладеть интересом аудитории

captures the reader's interest овладеть интересом читателя

card, *n* 1 карта 2 карточка 3 бланк 4 билет 5 формуляр 6 программа 7 диаграмма

caravan, *n* 1 караван 2 фургон 3 дом-автоприцеп

card catalogue 1 картотека 2 карточный каталог

Cardiovascular Medicine сердечно-сосудистая медицина

career's promotion продвижение в карьере

career prospects перспективы карьерного роста

carefully, *adv* 1 внимательно 2 аккуратно 3 бережно 4 заботливо

careless, *adj* 1 неосторожный 2 небрежный 3 легкомысленный

careless errors ошибки по небрежности/неосторожности

car, *n* легковой автомобиль

car horn гудок, сирена автомобиля

carpenter, *n* 1 плотник 2 столяр

carry out, *v* 1 выполнять 2 осуществлять

case, *n* случай

cat, *n* 1 кот 2 кошка

catalogue, *n* каталог

catch (caught, caught), *v* 1 ловить 2 поймать 3 успеть 4 схватить

cause-effect, *adj* причинно-следственный

catch eye 1 поймать взгляд 2 привлечь внимание

cellar, *n* 1 подвал 2 погреб

cent, *n* 1 цент 2 сто

century, *n* век

cereal, *n* 1 каша 2 хлебный злак 3 крупа 4 овсянка

certain, *adj* определённый

certain amount of time определённое время

certain position определённое положение

certain specialization определённая специализация

Certificate for Proficiency in English – CPE сертификат, подтверждающий высокий уровень квалификации в области английского языка

Certificate in Advanced English – CAE Кембриджский сертификат продвинутого уровня

certification, *n* 1 сертификация 2 засвидетельствование 3 удостоверение

chair, *n* кафедра

change, *v* изменить

change, *n* 1 изменение 2 перемена

characteristic, *n* 1 характеристика 2 особенность 3 характерная черта 4 параметр 5 свойство

charge, *n* 1 цена 2 стоимость 3 расходы 4 затраты 5 издержки

check, *v* проверять

check answers проверять ответы

child, *n* ребёнок

Chinese, *adj* китайский

chipmunk, *n* бурундук

chirp, *n* 1 чириканье 2 щебетание 3 трескотня 4 крик птицы 5 стрекотание кузнечика

choice, *n* выбор

choose (chose, chosen), *v* выбирать

choral, *adj* хоровой

CIEP международный центр исследований в области образования, Франция

city, *n* крупный город

civilization, *n* цивилизация

clarify, *v* прояснить

clash, *n* 1 лязг 2 гул 3 дребезг 4 удар 5 стук 6 шум

clasp, *n* 1 зажатие 2 объятие 3 пряжка 4 застёжка 5 зажим

classification, *n* классификация

classroom, *n* 1 класс 2 аудитория

clattering, *n* 1 стук 2 грохот 3 топот 4 гром

clear, *adj* 1 ясный 2 чёткий

clearly, *adv* 1 ясно 2 чётко

clever, *adj* умный

cliché, *n* 1 клише 2 трафарет 3 шаблон 4 избитая фраза

clichés for annotation клише для аннотации

clipped word = shortening сокращённое слово

closely, *adv* 1 близко 2 плотно

cloth, *n* 1 ткань 2 сукно 3 холст 4 бумажная материя 5 скатерть

clue, *n* 1 ключ 2 ход мыслей 3 информация

coach, *n* 1 тренер 2 инструктор 3 карета 4 экипаж

coarse, *adj* 1 грубый 2 жёсткий 3 вульгарный

coherence, *n* 1 связность 2 согласованность 3 слаженность

cold, *adj* холодный

collection, *n* 1 коллекция 2 сборник

colon, *n* 1 двоеточие 2 знак деления

colour, *n* цвет

combination, *n* 1 соединение 2 сочетание 3 объединение 4 комбинация

combination of letters комбинация букв

combined, *adj* 1 комбинированный 2 объединённый 3 совместный 4 присоединённый

combined research and taught programs объединённые учебные программы, использующиеся в процессе обучения, включающие в себя комплексные научные исследования

come (came, come), *v* 1 приходить 2 приезжать

come back, *v* возвращаться

come from, *v* 1 происходить 2 исходить

come toward, *v* прийти к

comment, *n* 1 комментарий 2 толкование 3 замечание

commentary, *n* комментарий

commitment, *n* 1 обязанность 2 обязательство 3 совершение 4 вовлечение 5 направление

common, *adj* общий

common strategy общая стратегия

Common European Framework division общеевропейское деление

Common European Framework of Reference for Languages – CEFR общеевропейская языковая компетенция

common noun, *n* имя нарицательное

communicate, *v* 1 общаться 2 сообщить 3 передавать 4 связывать

Communications Networks with Industrial Studies коммуникационные сети, содержащие промышленные исследования

company, *n* компания

compare, *v* сравнивать

comparison, *n* сравнение

competence, *n* компетенция

complete, *v* завершать

completion, *n* завершение

completion sentence test тест на завершение/дополнение предложения

complex, *adj* сложный

complex idea сложная мысль

complicated, *adj* 1 запутанный 2 сложный 3 трудный для понимания

complicated skill сложное умение

compounding, *n* 1 образование сложных слов 2 словосложение

comprehension, *n* 1 понимание 2 понятие

compression, *n* сжатие

comprise, *v* 1 включать 2 вмещать 3 содержать

computer, *n* компьютер

computer analyst 1 компьютерный аналитик 2 система диагностического контроля или анализа с помощью ЭВМ

computer-based international academic English test – PTE компьютерный международный академический тест английского языка

computer technologies компьютерные технологии

Computer Science, *n* информатика

computing, *n* вычисление

concentrate, *v* 1 концентрировать 2 сосредоточивать

concept, *n* концепция

concern, *v* 1 касаться 2 заботиться 3 заниматься 4 интересоваться

concern, *n* 1 беспокойство 2 интерес 3 забота 4 значение

concise summary 1 краткое изложение 2 сжатый конспект

conclusion, *n* заключение

condensation, *n* 1 сгущение 2 уплотнение 3 конденсация 4 сжатость

condensing, *adj* 1 конденсирующий 2 уплотняющий 3 охлаждающий

condition, *n* условие

conduct, *n* 1 вести 2 руководить 3 управлять 4 проводить

conduct the research проводить исследование

conference, *n* конференция

confidence, *n* 1 доверие 2 уверенность 3 вера

confuse, *v* 1 смешивать 2 спутывать

conjunction, *n* 1 соединение 2 связь 3 сочетание
connect, *v* 1 подключать 2 связывать 3 соединять 4 ассоциировать
connect back подключить обратно
connection, *n* соединение
connect ideas связывать мысли
conscientiously, *adv* 1 добросовестно 2 честно
consciously, *adv* осознанно
consider, *v* 1 считать 2 рассматривать 3 учитывать 4 обсуждать 5 принимать во внимание
consider audience рассмотреть вопрос аудитории
constituent, *n* 1 составная часть 2 составной компонент
construction, *n* 1 строительство 2 проведение 3 построение
consult, *v* консультировать
consultant, *n* консультант
contact, *n* контакт
contain, *v* 1 включать в себя 2 охватывать 3 насчитывать
contemplate, *v* 1 размышлять 2 обдумывать 3 предполагать 4 ставить целью
contents, *n* содержание
contents of collection содержание сборника
context, *n* 1 контекст 2 ситуация 3 связь 4 фон 5 обстановка
continue, *v* продолжать
continuing professional development – CPD продолжение профессионального образования
continuing professional development programs программы продолжения профессионального образования
contrast, *n* контраст
control, *v* контролировать
convergence, *n* 1 схождение в одной точке 2 конвергенция
convergence properties свойства конвергенции, сходимости
conversion course конверсионный курс
cope, *v* 1 справляться 2 охватывать 3 покупать
copyright date, *n* дата установления авторского права
copy word-for-word копировать слово в слово
coral, *adj* коралловый
correct, *adj* 1 правильный 2 верный 3 точный 4 соответствующий
correct grammar правильные грамматические формы
correctly, *adv* 1 правильно 2 корректно3 верно 4 грамотно 5 вежливо
correct sentence исправлять ошибки в предложении
cotton, *n* хлопок
could, *v* мог бы
count, *v* 1 считать 2 принимать во внимание
country, *n* 1 страна 2 сельская местность
course, *n* 1 курс 2 программа обучения
coursework, *n* курсовые работы
cover, *v* 1 охватывать 2 покрывать 3 распространять 4 предусматривать
crackling, *n* 1хруст 2 треск 3 блеск 4 сверкание
creative, *adj* 1 творческий 2 созидательный
creative project work творческая проектная работа
Criminal Law, *n* 1 уголовное право 2 уголовное законодательство
croak, *n* 1 карканье 2 хрип 3 кваканье
chronological order хронологический порядок

crop, *n* 1 урожай 2 жатва 3 посев 4 хлеб на корню 5 сельскохозяйственная культура

cry, *v* 1 плакать 2 кричать

cube, *n* куб

cubed, *adj* возведённый в куб

cultivate, *v* 1 обрабатывать 2 возделывать 3 развивать

current, *adj* текущая запись

curriculum, *n* 1 учебная программа 2 учебный план

curry, *n* 1 кэрри 2 карри – острая индийская приправа из куркумового корня, чеснока и разных пряностей

cut (cut, cut), *v* вырезать

cymbal, *n* кимвал

D

day, *n* день

dean, *n* декан

Dean of Research проректор по научной работе

Death on the Nile Смерть на Ниле

decide, *v* решить

decimal point, *n* точка в десятичной дроби

decrease, *v* 1 уменьшать 2 снижать 3 понижать

decreased, *v* 1 сниженный 2 пониженный 3 уменьшенный

deep, *adj* глубокий

defense, *n* защита

degree, *n* степень

Degree of Doctor of Science учёная степень доктора технических наук

define, *v* определять

definition, *n* определение

degree, *n* учёная степень

delete, *v* удалять

delete information удалять информацию

deli, *n* 1 гастроном 2 гастрономический магазин

delicatessen, *n* 1 кулинария 2 гастрономический магазин 3 холодные закуски

deliver, *v* 1 поставлять 2 доставлять 3 передавать 4 читать 5 сдавать

deliver orally излагать устно

deliver speech излагать речь

demand, *n* 1 требование 2 запрос 3 потребность 4 иск 5 спрос

demand for people спрос на людей

descendant, *n* потомок

description, *n* описание

desert, *n* 1 пустыня 2 десерт

detail, *n* деталь

detailed, *adj* 1 подробный 2 детализированный

detective, *n* детектив

determine, *v* 1 определять 2 устанавливать 3 решать 4 вычислять

determination, *n* 1 определение 2 установление

detract, *v* 1 отнимать 2 уменьшать 3 умалять

develop, *v* развивать

developed, *adj* 1 развитый 2 разработанный

development, *n* развитие

developmental order упорядочение для развития

device, *n* устройство

dictionary, *n* словарь

differently, *adv* 1 иначе 2 по-разному 3 различно 4 по-иному

directly, *adv* прямо

discuss, *v* обсуждать

divide, *v* 1 делить 2 разделять 3 разбивать

devote, *v* посвящать

difference, *n* 1 разница 2 различие 3 расхождение

different, *adj* 1 разный 2 различный

diploma course защита дипломной работы

direction, *n* направление

discovery, *n* открытие

dissertate, **dissert**, *v* 1 писать диссертацию 2 писать исследование 3 рассуждать

dissertation, *n* диссертация

distance, *n* расстояние

distant learning programs программы дистанционного обучения

distinguish, *v* 1 различать 2 отличать 3 выделять

distinguished scientist выдающийся учёный

division, *n* 1 деление 2 разделение

divide, *v* делить

division, *n* деление

do (did, done), *v* делать

Doctoral degree докторантура

doctoral dissertation, *n* докторская диссертация

doctorate, *n* 1 докторат 2 докторская степень

doctorate, *v* присуждать докторскую степень

Doctor of Biological Physics доктор биологической физики

Doctor of Engineering доктор технических наук

Doctor of Literature/Letters = Litterarum Doctor – DLitt доктор филологических наук

Doctor of Natural доктор естествознания

Doctor of Philosophy доктор философских наук

Doctor of Physical Sciences – DPhySc доктор физических наук

Doctor of Technical Sciences/ Doctor of Science доктор технических наук

Doctor of Social Science доктор социальных наук

do (did, done), *v* делать

do experimenting делать эксперименты

domesticated, *adj* 1 одомашненный 2 приручённый

Don't get so much worried. Не надо так беспокоиться.

doubly-periodic, *adj* двоякопериодический

doubly-periodic instantons двоякопериодические инстантоны

dough, *n* 1 тесто 2 густая масса 3 деньги

draft, *n* 1 черновик 2 набросок

drastically, *adv* 1 решительно 2 круто 3 радикально

draw (drew, drawn), *v* 1 рисовать 2 вычерчивать 3 тянуть

drudgery, *n* 1 тяжёлая работа 2 нудная работа

dry, *adj* сухой

due to, *prep* 1 из-за 2 благодаря

dullness, *n* 1 скука 2 вялость 3 тупость

during, *prep* 1 в продолжение 2 в течение 3 во время 4 в процессе

during a year в течение года

E

each, *adj* 1 каждый 2 всякий
each element каждый элемент
each part каждая часть
each source каждый источник
each time каждый раз
east, *n* восток
eastern, *adj* восточный
easy, *adj* лёгкий
easiest, *adj* самый лёгкий
eat (ate, eaten), *v* есть
echo, *n* эхо
echoic, *adj* 1 звукоподражательный 2 эхоподобный 3 отражённый в звуке
echoic word отражённое в звуке слово
edit, *v* редактировать
educate, *v* 1 давать образование 2 воспитывать 3 предоставлять информацию
educated, *adj* 1 образованный 2 развитой 3 тренированный
educated guess 1 обоснованное предположение 2 предположение/догадка на основе образовательного уровня
educational, *adj* образовательный
educational and professional improvement 1 образовательное и профессиональное совершенствование 2 повышение квалификации
educational institution образовательное учреждение
Effective Operational Proficiency эффективные профессиональные навыки
effective speaking эффективное речевое выступление
effectively, *adv* эффективно
efficiency, *n* 1 действенность 2 эффективность 3 продуктивность
either … or, *conj* 1 или … или 2 либо … либо
electronic, *adj* электронный
electronic computer 1 компьютер 2 электронная вычислительная машина
electronic data processing электронная обработка данных
electronic journal электронный журнал
eliminate, *v* 1 устранять 2 вычёркивать 3 удалять
eliminated, *adj* 1 устранённый 2 вычеркнутый 3 удалённый
Ellis Island, *n* остров Эллис
e-mail, *n* электронная почта
employer, *n* работодатель
emphasize, *v* подчёркивать
emphasize main ideas выделять, подчёркивать основные мысли
end, *n* конец
engineer, *n* инженер
Engineering, *n* 1 инженерное дело 2 техника 3 конструирование
engineering program инженерная программа
English, *adj* английский
English as a Foreign Language – EFL английский язык как иностранный
English Language and Applied Linguistics английский язык и прикладная лингвистика
enjoy, *v* получать удовольствие
enough, *adv* достаточно
enough time достаточно времени
enter, *v* 1 поступать 2 входить 3 въезжать 4 проникать

entertain, *v* развлекать
enter the career начать карьеру
entering, *n* поступление
entirely, *adv* 1 полностью 2 совершенно 3 целиком 4 всецело
entrance examinations=exams вступительные экзамены
ensure, *v* 1 гарантировать 2 обеспечивать 3 страховать
entry, *n* 1 вход 2 ввод
entry criteria критерии включения в исследование
equal to равно
error, *n* ошибка
error recognition обнаружение ошибок
escape, *v* 1 уйти 2 убежать 3 сбежать
especially, *adv* особенно
essay, *n* 1 очерк 2 набросок 3 опыт 4 исследование
Europe, *n* Европа
European, *adj* европейский
evenly, *adv* 1 равномерно 2 поровну 3 ровно 4 одинаково
evenly divided поровну
exact, *adj* 1 точный 2 строгий 3 аккуратный
examination = exam, *n* экзамен
example, *n* пример
example sentence предложение, использующееся в качестве примера
excited, *adj* 1 возбуждённый 2 взволнованный
execute, *v* выполнять
executing, *n* выполнение
execute the program выполнять программу
excellent, *adj* отличный
except for, *prep* 1 за исключением 2 кроме
existence, *n* существование
expand, *v* 1 расширять 2 увеличивать в объёме
expect, *v* ожидать
experience, *n* опыт
experienced, *adj* 1 опытный 2 знающий 3 бывалый
4 квалифицированный
experienced specialist опытный специалист
experimentation, *n* экспериментирование
explain, *v* объяснять
explanation, *n* объяснение
explicitly, *adv* 1 ясно 2 точно 3 открыто 4 в прямой форме
exponent, *n* 1 порядок 2 показатель степени 3 экспонент
exponential form экспоненциальная форма
exponent of number показатель числа
express, *v* выражать
express opinion выражать мнение
extend, *v* 1 углублять 2 простирать 3 растягивать 4 продлевать
extended, *adj* 1 расширенный 2 удлинённый
extended period продолжительный период
extended studies непрерывное обучение
extensively, *adv* экстенсивно
extent, *n* 1 степень 2 мера 3 объём 4 размер
extract, *v* 1 удалять 2 вытаскивать 3 извлекать

extract information извлечь информацию

extremely, *adv* 1 чрезвычайно 2 крайне

extremely brief interpretation чрезвычайно краткая интерпретация

evaluating, *n* оценка

every, *adj* каждый

everybody, *pron* 1 каждый 2 всякий 3 все

everything, *pron* всё

Evil under the Sun Зло под солнцем

eye, *n* глаз

eye contact зрительный контакт

F

face, *v* 1 стоять лицом 2 смотреть в лицо 3 быть обращённым в определённую сторону

facial expression выражение лица

fact, *n* факт

fall (fell, fallen), *v* 1 падать 2 спадать

fame, *n* слава

familiar, *adj* знакомый

famous, *adj* 1 известный 2 знаменитый 3 прославленный

fancy, *adj* 1 причудливый 2 фантастический 3 маскарадный 4 красивый 5 изящный

fancy knot 1 причудливая основная линия 2 причудливый главный вопрос

fair, *adj* 1 справедливый 2 беспристрастный 3 законный 4 порядочный

fair, *n* 1 выставка 2 ярмарка 3 дело, занятие 4 плата за проезд 5 стоимость проезда

farm, *n* ферма

farmer, *n* фермер

fast, *adj* быстрый

father, *n* отец

faulty, *adj* 1 неправильный 2 ошибочный 3 повреждённый 4 безграмотный

favourable, *adj* 1 благоприятный 2 удобный 3 подходящий

favourite, *adj* любимый

favourite place любимое место

fearful, *adj* 1 страшный 2 напуганный 3 робкий 4 боязливый

fearless, *adj* 1 бесстрашный 2 неустрашимый 3 мужественный 4 безбоязненный

feat, *n* 1 победа 2 ловкость 3 искусство

feat, *adj* 1 ловкий 2 искусный

feat of winning подвиг победы

feature, *n* 1 признак 2 черта 3 свойство 4 особенность 5 характеристика 6 деталь 7 элемент

feel (felt, felt), *v* 1 чувствовать 2 почувствовать

feeling, *n* чувство

feel ready чувствовать готовность

female, *n* женщина

few, *adj* 1 немного 2 мало 3 несколько

few text lines несколько строчек текста

field, *n* поле, область

fierce, *adj* 1 свирепый 2 сильный 3 горячий 4 неистовый 5 злой

fierce independence сильное чувство независимости

fiction book беллетристическое произведение

fifty, *n* полсотни

file, *n* файл

file authors картотека авторов

file cabinet картотека

filed in chronological order расположены в картотеке в хронологическом порядке

final, *adj* 1 последний 2 заключительный 3 финальный 4 конечный 5 завершающий

finally, *adv* 1 окончательно 2 в конце концов 3 в заключение 4 в конце

find (found, found), *v* находить

find out, *v* 1 узнавать 2 понять 3 выяснять 4 обнаруживать

find the word or phrase найти слово или фразу

fine, *adj* прекрасный

finish, *v* закончить

finish an assignment закончить задание

Finnish National Foreign Language Certificate – YKI финский национальный сертификат в области иностранного языка

fire, *n* 1 пламя 2 пожар 3 огонь 4 костёр

first, *adj* 1 первый 2 ранний

First Certificate in English – FCE начальный сертификат в области английского языка

first of all, *adv* 1 прежде всего 2 во-первых

fish, *n* рыба

five пять

flame, *n* 1 пламя 2 огонь

flare, *n* 1 сверкание 2 сияние 3 блеск 4 вспышка

flax, *n* 1 кудель 2 лён 3 льняное полотно

flexibility, *n* гибкость

flow, *n* 1 поток 2 течение 3 движение

flue, *n* 1 дымоход 2 дымоотводная труба 3 грипп

focus on, *v* сосредоточить внимание на

fog, *n* 1 туман 2 мгла 3 дым или пыль в воздухе

follow, *v* следовать

following sentence следующее предложение

foot (pl. feet) 1 фут 2 нижний край 3 ступня 4 подножие 5 основание

for, *prep* 1 для 2 за

foreign language иностранный язык

foreign language learners изучающие иностранный язык

for example/for instance например

foreign, *adj* 1 иностранный 2 зарубежный

forest, *n* лес

fork, *n* вилка

form, *n* 1 форма 2 внешний вид 3 очертание

forty, *n* сорок

found, *v* основывать

founder, *n* основатель

four четыре

follow advice следовать совету

forget (forgot, forgotten), *v* забывать

form, *v* 1 составлять 2 образовывать

former, *adj* бывший

forth, *adv* 1 вперёд 2 дальше

frame, *n* 1 основа 2 система 3 строение 4 рамка

free writing свободный стиль письма

French, *adj* французский

fresh, *adj* свежий

friend, *n* друг
frog, *n* лягушка
from, *prep* от
from … to от … до
fruit, *n* фрукты
full time program полный курс
full time taught program полный курс программы обучения
function, *n* 1 функция 2 назначение 3 отправление
funded integrated programs финансируемые комплексные программы
furthermore, *adj* 1 к тому же 2 кроме того 3 более того
future, *n* будущее
future career будущая карьера

<div align="center">

G

</div>

gather, *v* собирать
general, *adj* общий
general information общая информация
GCE – general certificate of education свидетельство об общем образовании
generalization, *n* 1 обобщение 2 общее правило
genius, *n* гений
gentle, *adj* 1 мягкий 2 тихий 3 спокойный
Geotechnical Engineering геотехника
gesture, *n* 1 жест 2 мимика 3 телодвижение
get (got, got), *v* получать
GI 1 армейский 2 казённый 3 правительственный
give (gave, given), *v* давать
give an idea давать представление
given phrase данная фраза
give reasons мотивировать
given amount of time заданный промежуток времени
glad, *adj* 1 довольный 2 радостный 3 весёлый
glimpse, *n* 1 мелькание 2 проблеск 3 быстрый взгляд
glimpse of statue быстро промелькнувшая перед глазами статуя
global, *adj* 1 глобальный 2 мировой 3 всеобщий 4 всемирный
Global, Satellite and Mobile Communications and Industrial Studies глобальная, спутниковая и мобильная связь и промышленные исследования
go (went, gone), *v* 1 идти 2 уходить 3 уезжать
good, *adj* хороший
good choice хороший выбор
Good luck! Желаю удачи!
go up, *v* подниматься вверх
government information правительственная информация
gradually, *adv* постепенно
graduate, *n* 1 выпускник 2 окончивший учебное заведение
graduate school аспирантура
graduation, *n* окончание высшего учебного заведения
grammar, *n* грамматика
granted, *conj* при условии
gratitude, *n* 1 благодарность 2 признательность
great variety 1 большое разнообразие 2 многообразие
great help большая помощь
ground, *n* 1 земля 2 почва 3 местность 4 расстояние

group, *n* группа
grow (grew, grown), *v* 1 расти 2 выращивать
growth, *n* рост
guarantee, *v* гарантировать
guess, *n* 1 догадка 2 предположение
guest, *n* гость
guest lecturer приглашённый лектор
guide, *v* руководить
guppy, *n* гуппи (аквариумная рыбка)
gym = gymnasium, *n* гимназия
gym =gymnastics, *n* гимнастика

<p style="text-align:center">H</p>

habit, *n* 1 привычка 2 обыкновение 3 обычай
had to, *v* должен был
half, *n* половина
handbook, *n* 1 руководство 2 справочник 3 пособие 4 указатель
handy, *adj* 1 удобный 2 ловкий 3 умелый
happy, *adj* счастливый
harbour, *n* 1 гавань 2 порт 3 убежище 4 пристанище
hard, *adj* 1 твёрдый 2 жёсткий 3 крепкий
has to, *v* должен (третье лицо, единственное число)
have time иметь время
have to, *v* должен
Hawaiian, *adj* гавайский
head, *v* возглавлять
head, *n* голова
head of department глава факультета
head of department заведующий кафедрой
heading, *n* заголовок
Health Services 1 здравоохранение 2 система здравоохранения
hear (heard, heard), *v* слышать
hearing, *n* 1 слушание 2 слух
heartily, *adv* сердечно
helicopter, *n* 1 вертолёт 2 геликоптер
heliport, *n* 1 аэродром для вертолётов 2 вертолётная станция
help, *v* помогать
hemp, *n* 1 конопля 2 пенька 3 гашиш 4 марихуана
here, *adv* здесь
high, *adj* высокий
higher, *adj* выше
higher education, *n* высшее образование
high-tech level высокотехнологичный уровень
higher level более высокий уровень
highest level самый высокий уровень
highly-qualified, *adj* высококвалифицированный
highly paid высокооплачиваемый
high-status высокий статус
his, *pron* его
hiss, *v* 1 шипеть 2 свистеть
hold (held, held), v 1 держать 2 владеть 3 иметь 4 удерживать
home, *adj* 1 внутренний 2 отечественный 3 домашний

homograph, *n* омограф (слово, имеющее одинаковое написание с другим словом)
homophone, *n* омофон (слово, имеющее одинаковое звучание с другим словом)
honk, *n* 1 крик диких гусей 2 звук автомобильного гудка
honourable, *adj* 1 почётный 2 уважаемый 3 честный 4 благородный
how, *adv* как
how many, how much сколько
How are you? Как дела?
humorous, *adj* юмористический
hurricane, *n* 1 ураган 2 тропический циклон

I

ice-skating, *n* фигурное катание
idea, *n* 1 мысль 2 идея
identify, *v* 1 распознавать 2 идентифицировать 3 отождествлять
if, *conj* если
illustrate, *v* иллюстрировать
illustration, *n* иллюстрация
imaginary, *adj* 1 мнимый 2 воображаемый 3 нереальный
imitate, *v* 1 подражать 2 копировать
immigrant, *n* 1 иммигрант 2 переселенец
implement, *v* 1 выполнять 2 осуществлять 3 вводить в действие 4 исполнять
implementation, *n* 1 осуществление 2 выполнение 3 реализация 4 внедрение
5 введение в действие
imply, *v* 1 заключать в себе 2 значить 3 подразумевать 4 предполагать
importance, *n* важность
important, *adj* важный
important skill важное умение
improve, *v* улучшать
improvement, *n* 1 улучшение 2 повышение 3 совершенствование
in, *prep* 1 в 2 при 3 по 4 на 5 через 6 в течение
include, *v* включать
in conjunction with в сочетании с
increase, *n* увеличение
increased, *adj* 1 повышенный 2 возросший 3 увеличенный
independence, *n* независимость
independence in one's own learning независимость в собственном обучении
independent, *adj* независимый
Independent Speaker самостоятельно говорящий на иностранном языке, овладение
иностранным языком: группа В
independent studies независимые исследования
Indian, *adj* индийский
indirectly, *adj* 1 косвенно 2 непрямо
individually, *adv* индивидуально
industrial computer application промышленное применение компьютера
in fact 1 в действительности 2 фактически 3 в сущности
infinite, *adj* 1 бесконечный 2 беспредельный 3 очень большой
inform, *v* информировать
information, *n* информация
information computing systems информационно-вычислительные системы
informative advice информативная консультация
initial, *adj* 1 начальный 2 исходный 3 первоначальный 4 предварительный
inject, *v* 1 вводить 2 вставлять 3 инъецировать

insert, *v* 1 вставлять 2 помещать
interjection, *n* междометие
interesting, *adj* интересный
in mind в виду
in my opinion по моему мнению
in public 1 публично 2 открыто
insect, *n* насекомое
inseparable, *adj* неотделимый
inseparable part неотделимая часть
insight, *n* 1 проницательность 2 способность проникновения в суть 3 понимание 4 представление
inspection, *n* 1 осмотр 2 освидетельствование 3 официальное расследование 4 экспертиза
inspire, *v* вдохновлять
instead of, *prep* вместо
institution, *n* учреждение
instruction, *n* инструкция
instrument, *n* инструмент
integral, *adj* 1 неотъемлемый 2 полный 3 существенный 4 целый
integral part неотъемлемая часть
intellectual challenge интеллектуальная проблема
intend, *v* 1 намереваться 2 иметь в виду
interest, *n* интерес
interesting, *adj* интересный
international book number международный номер книги
International English Language Testing System – IELTS международная система тестирования английского языка
international scientific article международная научная статья
interview, *v* интервьюировать
intend, *v* 1 намереваться 2 предназначать
intense, *adj* 1 сильный 2 напряжённый 3 впечатлительный
Interactive Digital Media интерактивная цифровая среда
international, *adj* международный
interpretation, *n* интерпретация
introduction, *n* 1 введение 2 внедрение 3 предисловие
introduction time время введения
introduced by представлен
in two years через два года
invade, *v* 1 вторгаться 2 захватывать
invaluable, *adj* 1 неоценимый 2 бесценный
invention, *n* изобретение
involve, *v* 1 вовлекать 2 включать 3 предполагать
island, *n* остров
island state островное государство
issue, *n* 1 вопрос 2 проблема 3 выпуск 4 номер 5 выдача
Italian, *adj* итальянский
item, *n* 1 пункт 2 параграф 3 статья 4 вопрос 5 отдельный предмет в списке
itself, *pron* сам

J

Japanese, *adj* японский
Java, *n* Ява

job, *n* работа
joint program совместная программа
jokingly, *adv* 1 шутя 2 в шутку 3 несерьёзно
journal, *n* журнал
Journal of Computer Science and Technology информационно-технологический журнал
judgment, *n* 1 решение 2 суждение 3 приговор 4 мнение 5 оценка
junk, *n* 1 старьё 2 ненужный хлам 3 макулатура 4 тряпьё
just, *adv* просто

K

ketchup, *n* кетчуп
key, *n* 1 ключ 2 разгадка 3 объяснение
Key English Test – KET тест английского языка элементарного уровня
key word 1 зарезервированное слово 2 ключевое слово
kimono, *n* кимоно
kind, *n* 1 вид 2 сорт 3 класс
kinds, *n* виды
kinds of questions виды вопросов
knife, *n* нож
know (knew, known), *v* знать
knowledge, *n* знания
knowledgeable, *adj* 1 осведомлённый 2 умный
knowledge development развитие знаний

L

laboratory = lab, *n* 1 лаборатория 2 занятия в лаборатории
Landscape Archeology ландшафтная археология
language, *n* язык
lariat, *n* 1 верёвка 2 аркан 3 лассо
large, *adj* большой
last, *adj* прошлый
last name фамилия
late, *adj* поздний
later, *adj* позднее
Latin, *adj* латинский
leading expert ведущий специалист
lean (lent, lent; leaned, leaned), *v* 1 опираться 2 прислонять
lean on parents опираться на родителей
learn (learnt, learned; learnt, learned), *v* 1 учить 2 учиться 3 изучить 4 ознакомиться
learning, *n* 1 изучение 2 учёба 3 учение 4 научные познания 5 эрудиция
Learning and Learning Contexts обучение и изучение контекстов
learning on a research program обучение по программе исследований
lecture, *n* лекция
lecturer, *n* лектор
length, *n* длина
less than a year менее чем через год
let (let, let), *v* позволять
let me позвольте мне
letter, *n* 1 буква 2 письмо
lettuce, *n* 1 салат 2 латук
level, *n* уровень
library, *n* библиотека

life (pl. lives), *n* жизнь
light, *n* 1 свет 2 освещение 3 лампа 4 огонь
likable, *adj* 1 приятный 2 привлекательный 3 милый 4 похожий
like, *v* 1 нравиться 2 любить
likely, *adv* вероятно
line, *n* строка
link ideas связывать мысли
like these такие как
limit, *n* ограничить
limited number ограниченное число
list, *v* перечислять
list, *n* список
listener, *n* слушатель
listening, *n* аудирование
listening for information прослушивание (аудирование) информации
listening skills умения аудирования
listening to directions аудирование по направлениям
list of choices список вариантов
locate, *v* 1 определять место 2 располагать в определённом месте
locate an error находить ошибку
logarithm, *n* логарифм
logarithmic, *adj* логарифмический
logarithm table логарифмическая таблица
logical flow логический поток
logical order логический порядок
long, *adj* длинный
look, *v* смотреть
look directly смотреть прямо
look for, *v* искать
look under the name посмотреть под именем
look up, *v* 1 искать 2 повышаться 3 улучшиться 4 навестить
loose (lost, lost), *v* 1 терять 2 проигрывать 2 освобождать 3 ослаблять
loudly, *adv* громко
lovely, *adj* 1 красивый 2 прекрасный 3 чудный 4 миленький
low, *adj* низкий
lunch, *n* 1 обед 2 ленч 3 второй завтрак

M

Ma, *n* мама
magazine article журнальная статья
magician, *n* волшебник
magister, *n* магистр
magistracy, *n* магистратура
main, *adj* 1 основной 2 главный
main character главное действующее лицо
main idea основная мысль/идея
mainly, *adv* в основном
main thing главное
majority, *n* большинство
majority of them большая часть из них
make (made, made), *v* 1 делать 2 изготовлять
make a hole 1 давать проходку 2 бурить скважину 3 пробивать

make an educated guess сделать обоснованное предположение
make clear прояснять
make eye contact осуществить визуальный контакт
make notes 1 делать заметки 2 конспектировать
make promotion продвигаться вперёд
make revisions внести изменения
make sure 1 удостовериться 2 убеждаться 3 обеспечивать
make the best of it 1 использовать наилучшим образом 2 мужественно переносить затруднения 3 не унывать в беде
make up, *v* 1 завершать 2 заканчивать 3 образовывать 4 компенсировать 5 совершать
make weary 1 надоедать 2 наскучить
management, *n* 1 управление 2 руководство 3 менеджмент
main, *adj* 1 основной 2 главный
mainly, *adv* в основном
make (made, made), *v* делать, изготовлять
make a speech произносить речь
make notes 1 делать заметки 2 конспектировать
making, *n* 1 создание 2 становление 3 производство 4 изготовление
male, *n* мужчина
manage, *v* управлять
manner, *n* 1 способ 2 метод 3 образ действий
many (more, the most) много
marketplace, *n* 1 место торговли 2 рыночная площадь 3 центр обмена идеями
master, *n* магистр – учёная степень
Master's degree = degree of master степень магистра, магистр
Master's degree in Biological Chemistry, Biological Science, and Physics степень магистра по биологической химии, биологии и физике
Master's level in science – MSc уровень магистра в области науки
master one's personal skills совершенствовать свои личностные умения
Master of Philosophy – **MPhil** магистр философии
Master's program магистерская программа
master program овладеть программой
Master of Research – **MRes** магистр исследований
Master of Science – **MSc** магистр наук
material, *n* 1 материал 2 факты 3 данные 4 вещество
Master of Business Administration – **MBA** магистр бизнеса
Master of Jurisprudence – **MJur** магистр юриспруденции
Mastery совершенное овладение иностранным языком, специалист, группа C
match, *n* 1 ровня 2 пара 3 спичка 4 огнепровод
match, *v* 1 сочетать 2 подойти 3 соответствовать
material, *n* материал
mathematical, *adj* математический
mathematical logarithm математический логарифм
mathematician, *n* математик
Mathematics = maths, *n* математика; **in math** по математике
me, *pron* 1 мне 2 себя
mean (meant, meant), *v* значить, обозначать
meaning, *n* значение
meaningful, *adj* 1 многозначительный 2 выразительный 3 значительный
4 содержательный
measure, *v* измерять

meat, *n* мясо
mechanics, *n* 1 механические свойства 2 способ построения
mechanical genius механический гений
medieval, *adj* средневековый
medieval father отец в средние века
meet (met, met), *v* 1 встречать 2 соответствовать 3 удовлетворять
meeting, *n* 1 собрание 2 заседание 3 совещание 4 встреча
memo, *n* 1 заметка 2 служебная записка 3 докладная записка 4 меморандум
mental, *adj* 1 мысленный 2 мнемонический 3 духовный 4 интеллектуальный
mention, *v* 1 упомянуть 2 ссылаться
merely, *adv* 1 только 2 просто 3 единственно
method, *n* 1 способ 2 метод
methodological base of studies методологическая база исследования
might, *v* 1 можно 2 может быть
million, *n* миллион
mirror, *n* зеркало
mistake, *n* ошибка
Modern European History современная европейская история
modulus (modulus, moduli, moduluses), *n* модуль
moduli space модульное пространство
moment, *n* момент
more, *adv* больше
more than больше чем
more than once 1 несколько раз 2 уже не раз
morning, *n* утро
most, *n* 1 большая часть 2 наибольшее количество
most information наибольшая часть информации
mostly, *adv* 1 главным образом 2 по бо́льшей части
motel, *n* 1 мотель 2 гостиница для автотуристов
mother, *n* мама
motivation, *n* мотивация
move, *v* 1 двигать 2 передвигать 3 перемещать 4 приводить в движение 5 переезжать
much, *adv* много
much longer намного дольше
multimedia, *n* мультимедиа
multiplication, *n* 1 увеличение 2 умножение
multiplied, *adj* умноженный
multiply, *v* 1 умножать 2 умножить
murmur, *n* 1 журчание 2 шорох 3 жужжание 4 приглушённый шум голосов
musical, *adj* музыкальный
musician, *n* музыкант
must, *v* должен
my, *pron* мой
myself, *pron* сам
Mysteries of Hercules Poirot Тайны Эркюля Пуаро
myth, *n* миф

N

nail, *n* 1 гвоздь 2 ноготь
name, n 1 имя 2 наименование 3 название
National Qualifications Framework – NQF национальная квалификационная структура

Native American 1 коренной американец 2 индеец
nature, *n* природа
nearly, *adv* 1 почти 2 близко 3 непосредственно
necessity, *n* необходимость
need, *v* нуждаться
needed transitions 1 необходимые переходы 2 необходимые трансформации
neighbour, *n* сосед
neither, *adj* 1 никакой 2 ни тот, ни другой
network, *n* сеть
never, *adv* никогда
next, *adv* 1 дальше 2 рядом 3 в следующий раз
next, *adj* следующий 2 будущий
new, *adj* новый
newly, *adv* 1 заново 2 вновь 3 по-иному 4 недавно
newspaper, *n* газета
New York, *n* Нью Йорк
nice, *adj* 1 хороший 2 приятный 3 милый 4 славный
nice personality приятный человек
nobleman, *n* 1 дворянин 2 барин 3 аристократ 4 вельможа
none-existing, *adj* не существующий
nonfiction book книга научного содержания
nonverbal, *adj* невербальные/не словесные ключи
nonverbal gestures невербальные жесты
noon, *n* полдень
notation, *n* обозначение
note, *n* 1 конспект 2 заметка
note card карточка для записей, заметок
notice, *v* 1 замечать 2 обращать внимание
noun, *n* существительное
novel, *n* роман
now, *adv* 1 теперь 2 сейчас 3 в настоящее время
number, *n* 1 число 2 номер
numbered, *adj* пронумерованный
numbered word пронумерованное слово
number of pages количество страниц
numerate, *v* нумеровать
numerical, *adj* 1 цифровой 2 численный
nervousness, *n* 1 нервозность 2 нервность

O

oak, *n* дуб
object, *n* 1 вещь 2 задача 3 дополнение 4 цель 5 задача 6 искусственный объект
objective, *adj* 1 объективный 2 беспристрастный 3 целевой 4 реальный
objectively, *adv* объективно
objective questions объектные вопросы
objective standard объективный критерий
objective standard written English test письменный тест на знание английского языка с объективными критериями
obligatory, *adj* обязательный, обязывающий
obligatory requirement обязательное требование
observe, *v* наблюдать
obtain a research degree получить исследовательскую степень

obviously, *adv* 1 явно 2 очевидно
ocean, *n* океан
odd, *adj* 1 странный 2 нечётный 3 непарный 4 лишний
offer, *v* предлагать
often, *adv* часто
old-fashioned, *adj* старомодный
omission, *n* 1 пропуск 2 пробел 3 выпуск 4 упущение
omit, *v* 1 пренебрегать 2 упускать 3 пропускать 4 не включать
omnibus, *n* омнибус
on the base of на основе
one, *n* число один
one, *pron* 1 кто-то 2 некто
Note: местоимение *one* может заменять существительное для того чтобы избежать повторного употребления существительного в предложении, e. g.: Is it a yellow *dress* or a green *one*?
one's own собственный (вместо *one's* вводите формы притяжательных местоимений)
one's own words собственные слова
one third одна треть
one-time tools единовременные инструменты
online, *adj* 1 встроенный 2 взаимосвязанный
only, *adv* только
only child единственный ребёнок
on request 1 по требованию 2 по просьбе 3 по запросу 4 по заявке
operational, *adj* операционный
operational procedure 1 методика работы 2 последовательность операции
opinion, *n* мнение
opposite, *prep* 1 против 2 напротив 3 на
opposites, *n* 1 противоположности 2 противоположения
or, *prep* или
orally, *adv* устно
orchestra, *n* оркестр
order, *n* 1 заказ 2 порядок 3 приказ 4 распоряжение 5 поручение
order of importance порядок по степени важности
organization, *n* организация
organize, *v* организовывать
organizer, *n* организатор
organize ideas организовывать мысли
organizing, *n* организация
original, *adj* 1 исходный 2 подлинный 3 основной 4 творческий 5 самобытный
original sentence исходное предложение
other, *adj* 1 другой 2 иной
ought to, *v* должен
outer, *adj* 1 внешний 2 крайний 3 отдалённый
outline, *n* 1 план 2 набросок 3 очерк 4 контур 5 схема
outside, *adv* 1 извне 2 снаружи
over, *prep* над
over and over again 1 многократно 2 много раз 3 снова и снова
over heads над головами
over-relaxation верхняя релаксация
overview, *n* 1 обзор 2 анализ 3 общее представление
own, *adj* 1 свой 2 собственный

pa, *n* папочка
page, *n* страница
pair, *n* пара
paper 1 научный доклад 2 статья 3 письменная работа 4 диссертация
parade, *n* парад
pare, *n* 1 подрезать 2 чистить 3 очищать 4 сократить 5 срезать 6 урезать
paragraph, *n* абзац
park, *n* парк
part, *n* часть
participant, *n* участник
particular, *adj* 1 особый 2 специфический 3 конкретный 4 частный
particularly, *adv* особенно
part time program краткий курс
pass, *v* 1 пройти 2 сойти 3 протекать
pass through 1 пересекать 2 проходить через
passage, *n* отрывок
passages of Agatha Christie's novels отрывки из романов Агаты Кристи
pass candidate exams сдать кандидатские экзамены
pass examinations сдать экзамены
pause, *n* 1 пауза 2 перерыв 3 остановка
pay (paid, paid), *v* платить
peace, *n* 1 мир 2 спокойствие 3 тишина 4 порядок
pear, *n* груша
pencil, *n* 1 карандаш 2 штифт 3 кисть
penguin, *n* пингвин
people, *n* люди
percent, *n* процент
perfection, *n* совершенствование
perfectly, *adv* 1 совершенно 2 вполне 3 абсолютно
perform, *v* выполнять 2 исполнять
periodical, *n* 1 журнал 2 периодическое издание 3 периодический журнал
person, *n* человек, личность
personal challenge личностная задача, проблема
personal comment личностный комментарий
personal feeling личное чувство
personality, *n* личность
personally, *adv* лично
persuade, *v* убеждать
pursuance of the research исполнение исследований
persuade the audience in your point of view убеждать слушателей в своей точке зрения
PhD, *n* кандидат наук
Ph.D. доктор философии
PhD degree учёная степень кандидата наук
PhD exams экзамены на учёную степень кандидата наук
Philosophy Mphil (B) магистр философии (Б)
phone, *n* телефон
photo, *n* фото
photograph, *n* 1 фотография 2 фотографический снимок
phrase, *n* фраза

phrasing, *n* выражение, формулирование мысли
piece, *n* 1 часть 2 образец 3 деталь 4 кусок
piece of writing часть письменной работы
pilot study экспериментальное исследование
pitter-patter, *n* частое лёгкое постукивание
place, *n* место
place of speaking место речи
place of studies место учёбы
plan, *v* планировать
plane, *n* самолёт
planning, *n* планирование
play, *v* играть
plus, *n* плюс
point, *n* 1 точка 2 пункт 3 вопрос 4 дело 5 место 6 смысл
point of view, *n* точка зрения
polynomial, *n* 1 многочленный 2 многозвенный 3 степенной 4 полиномиальный
polynomial root корень полинома
poll, *n* 1 список избирателей 2 голосование 3 число голосов
poor, *adj* 1 бедный 2 плохой 3 скудный
poor people бедные слои населения
population, *n* население
position, *n* 1 положение 2 должность
possesses, *v* 1 обладать 2 владеть
possess properties обладать свойствами
possible, *adj* возможный
possible answer возможный ответ
postgraduate, *n* аспирант
postgraduate certificate – PGCert свидетельство об окончании аспирантуры
postgraduate course, *n* курс аспирантуры
postgraduate diploma – PGDip диплом об окончании аспирантуры
postgraduate education последипломное/послевузовское образование
postgraduate level уровень аспирантуры
postgraduate studies, *n* аспирантура
postgraduate study, *n* 1 послевузовское образование 2 аспирантура
postgraduate training, *n* послевузовское (последипломное) обучение
potato, *n* картофель
pound, *n* 1 фунт (453, 6 г) 2 фунт стерлингов
power, *n* 1 сила 2 могущество 3 энергия 4 степень
practical, *adj* практический
practice, *n* практика
practice speech практиковать устную речь
précis, *n* реферат
precisely, *adv* 1 точно 2 вот именно
prefer, *v* предпочитать
preferable, *adj* предпочтительный
prefix, *n* приставка
Preliminary English Test – PET вступительный/предварительный тест английского языка
prepare, *v* подготовить
present, *n* 1 подарок 2 заявление
present, *v* 1 представлять 2 дарить

present, *adj* 1 существующий 2 текущий 3 настоящий
present stage современный этап
presentation, *n* 1 представление 2 презентация
preserve, *v* 1 сохранять 2 оберегать 3 защищать
prestigious, *adj* 1 престижный 2 авторитетный
preview, *v* 1 предварительное рассмотрение или исследование чего-либо 2 анонс
3 предварительное обследование чего-либо
prewriting activity деятельность в процессе подготовительного этапа письменной речи
primitive, *adj* примитивный
prince, *n* 1 принц 2 князь 3 король
principal, *n* 1 глава 2 директор 3 руководитель
principle, *n* 1 принцип 2 правило 3 закон 4 причина 5 источник
procedure, *n* 1 процедура 2 метод 3 способ 4 техника 5 методика
process, *n* процесс
procurement, *n* 1 приобретение 2 поставка 3 содействие 4 обеспечение 5 снабжение
produce, *n* 1 продукция 2 изделия 3 результат
produce, *v* 1 производить 2 вырабатывать 3 создавать
product, *n* произведение
professional field профессиональная область
professional skill 1 профессиональное мастерство 2 производственная квалификация
professional skills профессиональные умения
professor, *n* профессор
Proficient Speaker специалист, группа овладения языком C, уровень выше среднего
program coordinator координатор (методист) программы
program learning программа обучения
programmer, *n* программист
project, *n* проект
projection camera проекционная камера
project work проектная работа
promotion, *n* продвижение
pronounce, *v* 1 произносить 2 объявлять 3 заявлять
pronounced, *adj* 1 ясный 2 определённый 3 отчётливый 4 произнесённый
property, *n* свойство
proud, *adj* гордый
prove, *v* доказывать
proven, *adj* 1 доказанный 2 испытанный
provide, *v* 1 снабжать 2 обеспечивать 3 предоставлять 4 давать
provost, *n* 1 ректор 2 проректор
Public Administration and Development государственное управление и развитие
publish, *v* публиковать
published, *adj* 1 опубликованный 2 напечатанный
published material опубликованный материал
publisher, *n* 1 издатель 2 владелец газеты 3 издательская организация
pull, *v* тянуть
punctuation, *n* пунктуация
purpose, *n* цель
purpose of writing цель письменной речи

Q

question, *n* вопрос
quick, *adj* быстрый

quickly, *adv* быстро

quirk, *n* 1 игра слов 2 каламбур 3 причуда 4 росчерк пера

quirk of speech речевой каламбур

quite, *adj* 1 совсем 2 вполне

quotation, *n* цитата

quotation mark 1 маркёр цитаты 2 апостроф, кавычка

R

radiance, *n* 1 сияние 2 великолепие 3 блеск

rain, *n* 1 дождь 2 потоки, ручьи слёз

rainwater, *n* дождевая вода

raisin, *n* 1 изюм 2 старый человек

range, *n* 1 диапазон 2 номенклатура

rapid, *adj* быстрый

rapid extension быстрое расширение

rate, *n* 1 норма 2 процент 3 разряд 4 коэффициент 5 показатель

read (read, read), *v* читать

Reader's Guide to Periodical Literature указатель периодической литературы для читателя

reading comprehension test тест чтения, нацеленный на понимание содержания текста

read widely читать в большом объёме

realize, *v* 1 осуществлять 2 выполнять 3 реализовывать

reason, *n* причина, довод

reasonable, *adj* 1 разумный 2 благоразумный 3 рассудительный

reasonable choice разумный выбор

recent, *adj* недавний

recently, *adv* недавно

recognition, *n* 1 узнавание 2 признание 3 одобрение

recognize, *v* 1 узнавать 2 признавать

recommend, *v* рекомендовать

rector of Social Affairs проректор по социальным вопросам

reduce, *v* сократить

ref, *n* 1 судья 2 рефери 3 компетенция 4 круг полномочий 5 сноска 6 ссылка

reference, *n* 1 ссылка 2 упоминание 3 справка 4 компетенция

reference book 1 справочная книга 2 настольная книга 3 пособие 4 книга, выдаваемая для чтения только в помещении библиотеки

reference materials справочные материалы

reference sources источники информации

regard, *v* 1 расценивать 2 считать 3 принимать во внимание

regional, *adj* 1 областной 2 местный 3 региональный 4 районный

relate, *v* 1 рассказывать 2 связывать 3 соотносить

related, *adj* 1 связанный 2 смежный 3 родственный 4 соотнесённый

relationship, *n* 1 родство 2 отношение 3 связь 4 взаимоотношение

relax, *v* 1 расслабить 2 ослабить 3 уменьшить напряжение

released, *v* 1 освобождённый 2 вызванный 3 отозванный 4 деблокированный

relieved, *v* облегчённый

rely, *v* 1 доверять 2 полагаться 3 надеяться 4 опереться

remain, *v* оставаться

remember, *v* помнить

remembering, *n* запоминание

remove, *v* 1 передвигать 2 перемещать 3 удалять

repeat, *v* повторять

rephrase instruction перефразировать предложение

rephrase phrase перефразировать фразу

rephrase sentence перефразировать предложение

rephrased sentence перефразированное предложение

replacement, *n* замена

reproduce, *v* воспроизводить

request, *n* 1 требование 2 запрос 3 просьба 4 заявка

require, *v* 1 требовать 2 приказывать 3 настаивать

requirement, *n* требование

reread (reread, reread), *v* перечитывать

research, *n* 1 исследование 2 исследовательская работа

research and taught programs программы, использующиеся в процессе обучения, включающие в себя научные исследования

research degree учёная степень

research element элемент научного исследования

research paper исследовательская работа

research program исследовательская программа

research project исследовательский проект

research prosecution проведение исследовательской работы

research report научный доклад

research subject предмет/тема исследования

research supervisor научный руководитель

research team научная команда

research thoroughly тщательно исследовать

researcher, *n* исследователь

researcher career карьера исследователя

resident, *n* 1 резидент 2 постоянный житель

resource, *n* ресурс

resources, *n* 1 ресурсы 2 средства 3 денежные средства

resources of information информационные ресурсы

respect, *v* 1 уважать 2 соблюдать, не нарушать

respected, *adj* 1 уважаемый 2 почитаемый

responsibility, *n* ответственность

responsible, *adj* ответственный

restate, *v* 1 вновь заявить 2 подтвердить

rest on основан на

result, *n* результат

retain, *v* 1 поддерживать 2 сохранять

reveal, *v* 1 открывать 2 показывать 3 обнаруживать

revealed, *v* 1 выявленный 2 раскрываемый

revelation, *n* 1 откровение 2 раскрытие 3 обнаружение

reverend, *adj* 1 почтенный 2 преподобный

review, *v* 1 рассматривать 2 пересматривать 3 проверять 4 просматривать

revise, *v* 1 пересматривать 2 изменять 3 проверять 4 исправлять

revise the sentence проверять предложение

revised sentence проверенное предложение

reward, *v* 1 награждать 2 поощрять 3 воздавать должное

right, *n* право

right, *adj* 1 правильный 2 справедливый 3 правый

ring (rang, rung), *v* 1 звонить 2 звенеть

river, *n* река
roof, *n* 1 крыша 2 кровля 3 верхнее покрытие
rounded, *adj* 1 закруглённый 2 округлённый 3 округлый
Russian, *adj* русский
root, *n* корень

S

salad, *n* салат
same, *n* тот же
same, *pron* тот же самый
sample, *n* пример
saving, *n* 1 сбережение 2 сохранение
say (said, said), *v* 1 сказать 2 говорить
scanning, *n* беглое чтение текста с целью извлечения определённой информации
school, *n* школа
science, *n* наука
Science and Engineering of Materials (MRES) наука и техника материалов
scientific, *adj* научный
scientific article научная статья
scientific conference научная конференция
scientific idea научная мысль
scientific journal научный журнал
scientific publication научная публикация
scientific report научный доклад
scientific research научное исследование
scientist, *n* учёный
Scottish, *adj* шотландский
scratchy, *adj* 1 колючий 2 скрипучий 3 царапающий 4 шершавый 5 грубый
6 небрежный
screen, *n* экран
search, *n* поиск
second, *adj* второй
section paragraph деление абзаца
secure, *v* 1 обеспечивать 2 гарантировать
secure promotion обеспечивать/гарантировать продвижение
see (saw, seen), *v* видеть, смотреть
seedless, *adj* 1 бессемянный 2 бескосточковый
seek (sought, sought), *v* искать
seem, *v* казаться
see to, *v* 1 заботиться о 2 присматривать за
select, *v* 1 отбирать 2 выбирать
seller, *n* 1 продавец 2 торговец 3 ходовой товар 4 продаваемый товар
seminar, *n* семинар
send (sent, sent), *v* отправлять
sense, *n* 1 смысл 2 чувство 3 ощущение 4 сознание 5 значение
sentence, *n* предложение
sentence-completion questions вопросы, содержащие задания завершения предложений
sentence construction строение предложения
separate, *adj* 1 отдельный 2 раздельный 3 самостоятельный
separate, *v* 1 отделять 2 разделять
separately, *adv* отдельно

serial, *adj* последовательный

set (set, set), *v* устанавливать

setting, *n* 1 установка 2 настройка 3 назначение 4 окружение

settle, *v* 1 основать 2 разместиться 3 поселиться 4 устраивать

several, *adv* несколько

serious, *adj* серьёзный

seriously, *adv* серьёзно

serious problem серьёзная проблема

shade, *n* 1 полумрак 2 деталь 3 намёк 4 нюанс 5 незначительное отличие

share, *v* 1 делить 2 распределять

sheet, *n* 1 лист 2 таблица 3 ведомость

ship, *n* корабль

shirt, *n* рубашка

short course краткий курс

should, *v* модальность в значении *следует что-либо сделать*

show (showed, shown), *v* показывать

show to seat провести на место

sign, *n* 1 знак 2 сигнал 3 символ 4 подпись 5 указатель

signal, *v* сигнализировать

silently, *adv* молча

silver, *adj* серебряный

similar, *adj* 1 аналогичный 2 подобный 3 похожий 4 сходный

similarity, *n* сходство

simple, *adj* простой

simultaneous, *adj* одновременный

single, *n* 1 один 2 единственный 3 одиночный

sit (sat, sat), *v* 1 сидеть 2 сажать

six, *n* шестой номер, шестёрка

sixteenth century шестнадцатый век

skate, *v* кататься на коньках 2 скользить

skiing, *n* конькобежный спорт

skill, *n* 1 умение 2 навык 3 мастерство 4 квалификация

skills of analysis умения анализа

skills perfection совершенствование умений

skimming, *n* беглое чтение текста с извлечением основной информации

skipping, *n* беглое чтение

Skylab, *n* Скайлэб – орбитальная космическая лаборатория (США)

sleepy, *adj* 1 сонный 2 заспанный 3 ленивый 4 вялый 5 снотворный 6 усыпляющий

slowly, *adv* медленно

slurp, *v* 1 хлебать 2 заглатывать 3 чавкать 4 есть, шамкая 5 пить, причмокивая

small, *adj* маленький

smart, *adj* 1 умный 2 элегантный 3 сообразительный 4 быстрый 5 ловкий
6 остроумный

smog, *n* густой туман с дымом и копотью

smoke, *n* 1 дым 2 копоть 3 курение

smooth, *adj* 1 плавный 2 спокойный 3 беспрепятственный 4 гладкий

SocScD – Doctor of Social Science – доктор социальных наук

sofa, *n* 1 диван 2 софа

software, *n* программное обеспечение

solar, *adj* солнечный

soldier, *n* солдат

some, *adj* 1 некоторый 2 какой-то 3 какой-нибудь
someone, *pron* 1 кто-то 2 кто-либо 3 некто
sometimes, *adv* иногда
sound, *n* звук
soup, *n* 1 суп 2 похлёбка
source, *n* 1 ключ 2 источник 3 первопричина 4 начало 5 основа
south-western, *adj* юго-западный
space, *n* пространство
Spain, *n* Испания
Spanish, *adj* испанский
sparrow, *n* воробей
speak (spoke, spoken), *v* говорить
speaker, *n* 1 оратор 2 спикер 3 диктор 4 говорящий
speaker's purpose цель оратора
special, *adj* 1 специальный 2 особенный 3 отдельный
special interest особый интерес
specialist, *n* специалист
specific, *adj* 1 конкретный 2 специфический 3 особый 4 определённый
specific area of the discipline конкретная область дисциплины
specify, *v* 1 точно определять 2 точно устанавливать 3 обусловливать 4 специфицировать 5 обозначать
specify purposes of writing определять цели письменной речи
speech, *n* речь
spelling, *n* орфография
spelled, *adj* записанный по буквам
spend (spent, spent), *v* тратить, проводить время
splotch, *n* 1 грязное пятно 2 мазок 3 блик
spontaneously, *adv* спонтанно
spot, *n* 1 пятно 2 место
sprawl, *v* 1 растянуть 2 разрастаться
spread (spread, spread), *v* 1 развёртывать 2 простирать 3 распространять
squish, *n* 1 плеск 2 всплеск 3 хлюпающий звук
squared, *adj* 1 квадратичный 2 возведённый в квадрат
staff, *n* 1 штат служащих 2 кадры 3 персонал
stage, *n* этап
stage-by-stage approach поэтапный подход
stage of learning этап обучения
stand, *n* 1 позиция 2 место 3 стоянка 4 стенд 5 трибуна 6 подставка
stand (stood, stood), *v* стоять
stand-alone, *adj* автономный
standardized test стандартизированный тест
standard testing formats формы регистрации стандартизированных тестов
standard written English test стандартизированный письменный тест английского языка
startle, *v* 1 испугать 2 поразить 3 вздрогнуть
start-up, *n* запуск
state, *n* 1 государство 2 штат
state, *v* 1 устанавливать 2 заявлять 3 утверждать 4 высказывать 5 сообщать
stated, *adj* 1 регулярный 2 зафиксированный 3 установленный
statement, *n* 1 утверждение 2 заявление 3 отчёт 4 изложение
stationary, *adj* 1 стационарный 2 неподвижный 3 постоянный 4 закреплённый

5 неизменный

statistics, *n* 1 статистика 2 статистические данные

statue, *n* статуя

stay, *v* оставаться

step, *n* 1 шаг 2 звук шагов 3 походка 4 след

stereo, *n* 1 стереозапись 2 стереосистема 3 стереоскопия 4 стереотип

stereophonic, *adj* стереофонический

stew, *v* 1 тушить 2 варить

stimulus, *n* стимул

store, *n* 1 универмаг 2 магазин

strange, *adj* странный

Strategy and Procurement стратегия и обеспечение

strategies of listening стратегии аудирования

strategies to testing стратегии тестирования

stream, *n* поток

strike (stroke, stricken), *v* 1 бить 2 ударять 3 случайно встретить 4 найти 5 поражать

strip, *n* 1 полоса 2 лента 3 прокладка 4 раздевание

structure, *v* структурировать

structure, *n* структура

structure research paper структурировать исследовательскую работу

strutting, *n* 1 распорки 2 расстрелы 3 стойки

student, *n* студент

studies, *n* 1 учёба 2 учение

study, *n* 1 изучение 2 научные занятия 3 предмет исследования

study, *v* 1 изучать 2 рассматривать 3 исследовать

study skills навыки учения

style, *n* стиль

style of free writing стиль свободного письма

subject, *n* 1 тема 2 объект 3 предмет исследования

subject card тематическая картотека

subject heading тематический заголовок

submarine, *n* подводная лодка

subsidiary, *n* 1 филиал 2 дочерняя компания

substantial, *adj* 1 реальный 2 вещественный 3 существенный 4 важный

subtraction, *n* вычитание

subtopic, *n* 1 подраздел 2 подтема

succeed, *v* 1 следовать за 2 получаться 3 вытекать

succeed at 1 достигать цели 2 преуспевать 3 следовать за 4 сменять

success, *n* успех

successful, *adj* успешный

successfully, *adv* успешно

successive over-relaxation method = SOR method метод последовательной верхней релаксации

such a case такой случай

such as, *adj* 1 такой как 2 тот, который 3 такой, чтобы

such a way таким образом

suffix, *n* суффикс

summarize, *v* 1 суммировать 2 резюмировать 3 обобщать 4 подводить итог

summarize main idea обобщить главную мысль

sum up, *v* 1 подвести итог 2 суммировать 3 резюмировать

supervisor, *n* 1 руководитель 2 начальник

suppose, *v* 1 полагать 2 думать 3 предполагать 4 допускать в качестве условия
support, *v* поддерживать
supporter, *n* 1 сторонник 2 приверженец
supporting, *adj* поддерживающий
sure, *adv* 1 конечно 2 безусловно 3 непременно
surely, *adv* 1 несомненно 2 конечно 3 обязательно 4 верно
surface, *n* 1 поверхность 2 внешняя сторона
surprise, *v* удивлять
survey, *n* 1 обозрение 2 осмотр
swan, *n* лебедь
sway, *v* 1 качаться 2 колебаться 3 склонять
sway back and forth раскачиваться вперёд и назад
sweater, *n* свитер
sweep (swept, swept), *v* подметать
swell, *v* 1 надуть 2 раздуть 3 увеличить 4 отекать
swiftly, *adv* быстро
syllabus, *n* 1 программа обучения 2 план 3 конспект 4 расписание
symbol, *n* символ
synonym, *n* синоним
synonym questions вопросы, содержащие синонимы

T

take a course of postgraduate study пройти курс обучения в аспирантуре
take for granted 1 принимать как должное 2 считать доказанным
take full-time program проходить курс в полном объёме
take notes делать заметки
take postgraduate course проходить курс аспирантуры
take standardized test сдавать стандартизированный тест
take the course of doctorate проходить курс докторантуры
take the course of studies проходить курс обучения
take theory использовать теорию
talk about говорить о
tank, *n* 1 цистерна 2 бак 3 резервуар
tapered, *adj* 1 конусный 2 клиновидный 3 скошенный 4 заострённый
task, *n* 1 задача 2 задание
Tasmania, *n* Тасмания
taso – тест продвинутого уровня для взрослых
taught programs программы, использующиеся в процессе обучения
teach (taught, taught), *v* 1 учить 2 обучать
teacher, *n* преподаватель
Teaching as a Foreign Language обучение английскому языку как иностранному
teaching methods методы обучения
team, *n* команда
technology, *n* 1 технология 2 техника
telecast, *n* 1 телевизионная передача 2 телевизионное вещание
telephone, *n* 1 телефон 2 номер телефона
term, *n* 1 термин 2 выражение 3 элемент 4 значение
test, *n* 1 испытание 2 критерий 3 проверочная работа 4 зачёт 5 контрольная работа
testimonial, *n* 1 свидетельство 2 характеристика 3 рекомендация 4 аттестат
5 приветственный адрес
Test of English as a Foreign Language – TOEFL тест английского языка как иностранного

Test of English for International Communication – TOEIC тест английского языка как международного коммуникативного

test of writing ability тест, проверяющий умения письменной речи

textbook, *n* 1 учебник 2 руководство 3 пособие

text subject тема текста

than, *conj* 1 чем 2 кроме 3 как 4 чтобы

that, *pron* 1 который 2 тот 3 то 4 та

that is why вот почему

thawed, *adj* талый

their, *pron* их

them, *pron* 1 их 2 им

then, *adv* 1 потом 2 тогда 3 в то время

theoretical, *adj* теоретический

the truth is that 1 дело в том, что 2 по правде сказать

the United Kingdom of Great Britain and Northern Ireland = the UK Соединённое Королевство Великобритании и Северной Ирландии

thesaurus, *n* тезаурус

these, *pron* эти

thesis (thesis, theses) 1 тезис 2 тема 3 диссертация 4 защита диссертации

thesis statement тезисное утверждение

thin, *adj* тонкий

thing, *n* 1 вещь 2 предмет 3 факт 4 случай

think (thought, thought), *v* думать

third, *n* 1 треть 2 третья часть

this, *pron* это

thorough learning тщательное изучение

those, *pron* те

though, *conj* 1 хотя 2 однако

thought, *n* 1 мысль 2 мышление

thousand, *n* тысяча

three, *n* три

three-year 1 трёхлетний 2 трёхгодичный

Threshold пороговый уровень: группа B, первый уровень овладения языком

thrilled, *adj* 1 взволнованный 2 трепещущий 3 возбуждённый

through, *prep* 1 через 2 вследствие 3 благодаря

throw, *n* 1 бросание 2 дальность броска 3 расстояние 4 риск 5 рискованное дело

throw (threw, thrown), *v* 1 бросать 2 набрасывать 3 сбрасывать 4 вертеть 5 крутить

thunder, *n* 1 гром 2 шум 3 угрозы 4 брань

time, *n* время

time commitment сроки выполнения работы

time period период времени

times, *n* раз

title, *n* заголовок

title card картотека по названиям публикаций

title of collection заголовок сборника

title of individual work название индивидуальной работы

title of the article заголовок статьи

today, *adj* 1 сегодня 2 в наши дни

tomato, *n* 1 помидор 2 томат

too hard 1 слишком трудно 2 слишком жёстко

tool, *n* инструмент

toolset, *n* набор инструментов

top, *n* 1 верх 2 вершина 3 верхушка

topic, *n* 1 тема 2 предмет обсуждения

torrent, *n* 1 стремительный поток 2 лавина 3 река

towards, *prep* 1 навстречу 2 по направлению к 3 для 4 затем, чтобы 5 к

tractor, *n* 1 трактор 2 самолёт с тянущим винтом 3 аппарат, приспособление или средство для вытяжения тяги

trainee, *n* 1 проходящий обучение 2 обучаемый

traditional, *adj* традиционный

training, *n* обучение

Translation Studies перевод (название предмета в процессе обучения)

transpose, *v* 1 перемещать 2 переставлять 3 преобразовывать

tree, *n* дерево

trout, *n* форель

true, *adj* 1 верный 2 правильный 3 настоящий 4 подлинный

truth, *n* 1 точность 2 соответствие 3 правда 4 истина 5 справедливость

try, *v* стараться, пытаться

try out, *v* 1 опробовать 2 испытывать 3 отрабатывать 4 тщательно проверять

try to do one's best постараться сделать всё от себя зависящее

Tuesday, *n* вторник

tulip, *n* 1 тюльпан 2 предмет восхищения 3 замечательный человек или замечательная вещь

tundra, *n* тундра

Turkish, *adj* турецкий

turn, *v* 1 вращать 2 поворачивать

turnip, *n* 1 репа 2 брюква 3 большие старинные карманные часы-луковица

tutor, *n* 1 руководитель группы студентов в английских университетах 2 младший преподаватель высшего учебного заведения

tutorial, *n* 1 обучающая программа 2 учебник

tux, *n* формальный вечерний мужской костюм, иногда мужской утренний, обеденный или вечерний ансамбль, состоящий из белого или чёрного официального обеденного пиджака, чёрных брюк с шёлковым швом и чёрного галстука-бабочки

twenty, *n* двадцать

twirl, *n* 1 вращение 2 кручение 3 вихрь 4 завитушка

twist, *n* 1 изгиб 2 поворот 3 верёвка 4 шнурок 5 скручивание

two два

two, *n* второй номер или размер

type, *n* 1 тип 2 вид 3 образ 4 разновидность 5 сорт

U

ukulele, *n* гавайская гитара

unclear, *adj* 1 неясный 2 непонятный

uncover, *v* 1 открывать 2 обнаруживать

under adviser's supervision под руководством руководителя

under a year меньше года

undergraduate, *n* студент

undergraduate level уровень студента

under history по истории

underlined, *adj* подчёркнутый

understand (understood, understood), *v* понимать

undertake (undertook, undertaken), *v* 1 предпринимать 2 брать на себя определённые обязательства

under the tutor's supervision под руководством преподавателя

understand (understood, understood), *v* понимать

understanding, *n* понимание

unfairness, *n* 1 недобросовестность 2 нечестность 3 несправедливость 4 неровность

unfamiliar, *adj* незнакомый

unit charge, *n* 1 единица заряда 2 единичный заряд

United States, *n* Соединённые Штаты

university, *n* университет

University of Cambridge университет в Кембридже

University of Salamanca университет в Саламанке

university studies занятия в университете

university teacher преподаватель университета

unnecessary, *adj* 1 излишний 2 ненужный 3 лишний

unpleasant, *adj* неприятный

until, *prep* до

up to, *prep* вплоть до

usage, *n* использование

usage error ошибка использования

use, *v* использовать

useful, *adj* полезный

using, *n* 1 использование

using well-formed sentences используя хорошо сформированные предложения

unforgettable, *adj* незабываемый

unusual, *adj* необычный

usually, *adv* обычно

V

vacationer, *n* отпускник

value, *n* 1 ценность 2 оценка 3 полезность

van, *n* 1 фургон 2 фура 3 вагон

vanilla, *n* 1 ваниль 2 ванильная палочка 3 ванильное мороженое

Vantage, *n* преимущество: группа B, второй уровень овладения зыком

variant, *n* вариант

variety, *n* 1 разнообразие 2 многосторонность

various, *adj* 1 различный 2 разный 3 разнообразный 4 разносторонний

vegetable, *n* 1 овощ 2 зелень

verbal, *adj* 1 устный 2 буквальный 3 словесный 4 многословный 5 дословный

verbal clues вербальные/словесные ключи

very, *adv* очень

vice-chancellor, *n* первый проректор

vice dean, *n* заместитель декана

vice-rector for economic work проректор по хозяйственной работе

vicinity, *n* 1 соседство 2 близость 3 район 4 окружность

village, *n* деревня

Virtual Environment виртуальная среда

visible, *adj* видимый

vital, *adj* жизненный

vocabulary, *n* 1 словарь 2 список слов 3 словарный состав языка 4 лексика

vocabulary test проверка словарного запаса

vocational guidance профессиональная ориентация

voice, *n* голос
voyage, *n* 1 морское путешествие 2 плавание

W

walk through прогулка по
want, *v* хотеть, желать
watch for 1 следить за 2 выжидать 3 ждать
war, *n* война
way, *n* 1 путь 2 способ 3 дорога
Waystage, *n* продвижение вперёд: группа A, первый уровень овладения зыком
we, *pron* мы
weather, *n* погода
weight, *n* вес
well, *adv* хорошо
well enough достаточно хорошо
well-formed sentences хорошо сформированные предложения
well-informed, *adj* осведомлённый
well-known, *adj* 1 общеизвестный 2 известный 3 хорошо знакомый 4 популярный
well-oiled, *adj* 1 хорошо смазанный 2 льстивый 3 обтекаемый 4 подвыпивший
Welsh, *adj* 1 валлийский 2 уэльский
wet, *adj* 1 дождливый 2 сырой 3 мокрый 4 влажный
whale, *n* 1 кит 2 знаток
what, *pron* 1 как 2 каков 3 какой 4 сколько 5 что
whatever, *pron* 1 что бы ни 2 какой-либо 3 всё что
whether, *conj* ли
when, *conj* когда
where, *adv* 1 где 2 куда
while, *conj* в то время как
while preparing при подготовке
willow, *n* 1 ива 2 верба
whirl, *n* 1 вихрь 2 спешка 3 суматоха 4 смятение 5 кружение
who, *pron* кто
whole, *adj* целый
whole process весь процесс
whole test весь тест
whoosh, *n* 1 свист 2 пронестись со свистом
whose, *pron* 1 чья 2 чьё 3 чьи
why, *adv* почему
wide, *adj* широкий
widely, *adv* широко
wide range широкий диапазон, широкая номенклатура
widespread, *adj* широко распространённый
widen, *v* расширять
wind, *n* 1 ветер 2 воздушная струя 3 дыхание 4 чутьё
wise, *adj* мудрый
with, *prep* с
within, *prep* 1 в 2 во 3 в течение 4 в пределах
without, *prep* без, вне
wonderful, *adj* 1 замечательный 2 чудесный 3 удивительный
wood, *n* 1 бочка 2 бочонок 2 лес 4 роща 5 дерево 6 древесина
wool, *n* шерсть
would, *v* модальный глагол, выражающий *вероятность, упорство, вежливую просьбу*

would like хотелось бы
word, *n* слово
word by word слово в слово
word choice выбор слов
word derivation словопроизводство
word for word слово в слово, буквально
word from sound слово на основе составляющих его звуков
word root корень слова
work, *n* работа
world, *n* мир (земной шар)
world scientist учёный с мировым именем
write (wrote, written), *v* писать
write a good abstract написать хорошую аннотацию
write down, *v* записывать
write draft писать черновик, первый вариант
writer's own words собственные слова автора
write sentence написать предложение
write thesis писать диссертацию
writing, *n* 1 письмо 2 письменность
writing a research report написание отчёта о научных исследованиях
written, *adj* 1 письменный 2 написанный
wrong, *adj* неверный

Y

yard, *n* двор
year, *n* год
yesterday, *adv* вчера
yogurt, *n* йогурт
you, *pron* 1 ты 2 вы
young, *adj* 1 юный 2 юношеский 3 молодой 4 новый
your, *pron* 1 твой 2 ваш