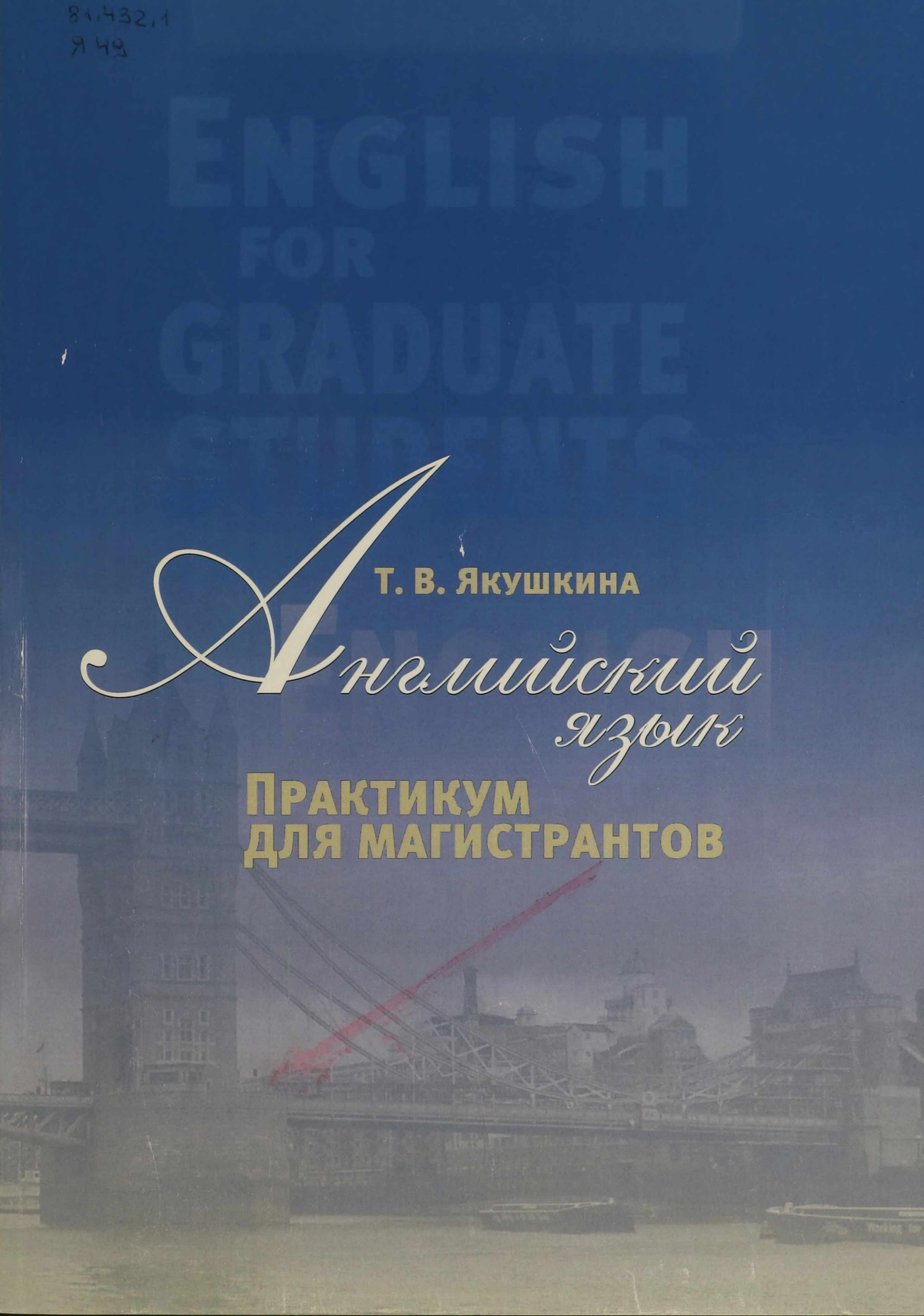
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Я 49

ENGLISH FOR GRADUATE STUDENTS

Т. В. Якушкина

Английский язык

Практикум для магистрантов



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УНИВЕРСИТЕТ КУЛЬТУРЫ И ИСКУССТВ
Факультет мировой культуры
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Т. В. ЯКУШКИНА

АНГЛИЙСКИЙ ЯЗЫК

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51.04.06 Библиотечно-информационная деятельность

51.03.03 Социально-культурная деятельность

43.04.02 Туризм

51.04.04 Музеология и охрана памятников

51.04.01 Культурология

50.04.03 История искусств

54.04.04 Реставрация

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Практикум предназначен для студентов магистерской программы обучения. Его целью является развитие практических навыков, позволяющих использовать иностранный язык в профессиональной и научной деятельности магистрантов. Практикум состоит из 12 уроков (юнитов), построенных по тематическому принципу, и содержит упражнения на развитие таких видов речевой деятельности, как чтение, говорение и письмо. Практикум может быть также использован в обучении аспирантов.

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CONTENTS

Предисловие 4

UNIT 1
Reading and Discussing Professional Literature 6

UNIT 2
Writing Abstracts and Annotations 16

UNIT 3
Writing a Summary 26

UNIT 4
Bologna Process and Higher Education Reforms in Russia 36

UNIT 5
My Alma Mater 44

UNIT 6
Studying Abroad 54

UNIT 7
Conducting Research 65

UNIT 8
International Professional Associations. 74

UNIT 9
International Professional Contacts: Conferences 82

UNIT 10
Conferences: Delivering a Paper and Joining in Discussions 92

UNIT 11
Master's Thesis: Requirements and Structure. 104

UNIT 12
Employment Problems 115

BASIC VOCABULARY 127

References 136

ПРЕДИСЛОВИЕ

Данный практикум подготовлен в соответствии с требованиями УМК по магистерской программе обучения, разработанными на кафедре иностранных языков Санкт-Петербургского государственного университета культуры и искусств. Основной целью практикума является развитие у студентов практического владения иностранным языком, позволяющим использовать его в профессиональной и научной деятельности. Практикум соответствует образовательным стандартам ФГОС ВПО по направлению подготовки магистра и стратегиям, обозначенным в документе «Общеевропейские компетенции владения иностранным языком». Для того чтобы молодые специалисты могли успешно интегрироваться в деловую среду и осуществлять контакты с зарубежными коллегами, практикум направлен на развитие коммуникативной, когнитивной, информационной, общекультурной, социокультурной и профессиональной компетенций.

Практикум состоит из 12 уроков, в которых представлена основная тематика, связанная со спецификой обучения студентов-магистров: Болонский процесс и высшее образование в России на современном этапе, обучение за рубежом, профессиональные ассоциации, чтение и основные принципы работы с научной литературой, научные конференции и выступление с научным сообщением/докладом, структура и требования к написанию магистерской диссертации, проблемы трудоустройства. В соответствии с требованиями УМК отдельных специальностей, автор включил в данный практикум и такие темы, как «Аннотирование» и «Реферирование научной статьи».

Все уроки построены по тематическому принципу и единому композиционному плану. Каждый урок начинается с упражнений, направленных на предварительное знакомство с темой, обдумывание и обсуждение ряда вопросов, связанных с ее усвоением. В разделе «Vocabulary» дается анализ отдельных лексических единиц или культурологических особенностей, идиоматических выражений; уделяется большое внимание выяснению многозначности слов, сочетаемости языковых единиц, анализу синонимов и особенностям их перевода на русский язык. Все рассматриваемые единицы связаны с рассматриваемой темой и отрабатываются в упражнениях. После такой предварительной работы студентам предлагается текст для чтения. Уроки содержат переработанные (сокращенные или компилированные) оригинальные тексты, заимствованные из англоязычных интернет-источников. Текст к уроку 6 «Моя Alma mater» написан автором. Цель каждого текста – дать студентам основную информацию по теме. Следующий раздел «Language Training» направлен на отработку лексического материала по тексту, расширение вокабуляра обучающихся, а также развитие навыков устной речи в диалогах. Заключительный раздел урока «Skills» представляет собою творческие задания и направлен на закрепление полученной информации и словаря. Устные и письменные задания этого раздела помогают студентам получить навыки устной презентации, поиска информации в интернете, реферирования и аннотирования научной литературы, составления резюме и сопроводительного письма. В уроках 9 и 10 данный раздел представляет собою деловые игры, в ходе которых студенты должны лучше усвоить особенности организации научных конференций, отработать навыки ведения научной дискуссии.

На каждую тему отводится минимум два занятия. Однако в зависимости от учебных целей объем материала позволяет преподавателю варьировать упражнения или использовать их выборочно, ориентируясь на требования учебного плана и уровень подготовки студентов.

В конце практикума дается словарь базовых лексических единиц по каждой рассматриваемой теме. Завершает практикум список использованных источников.

Грамматический материал автор сознательно не включил в данный практикум, предполагая, что его повторение преподаватель будет регулировать самостоятельно в зависимости от уровня подготовки группы.

Практикум проверен работой в Санкт-Петербургском государственном университете культуры и искусств на направлениях магистерской подготовки: «Музеология и охрана объектов культурного и природного наследия», «Культурология», «История искусств», «Библиотечно-информационная деятельность», «Искусство народного пения»; отдельные уроки используются при подготовке студентов-магистров направления «Социология коммуникаций» в Череповецком государственном университете.

Практикум может быть использован не только при подготовке студентов магистерской программы обучения, но и аспирантов.

Автор выражает свою благодарность коллегам по кафедре иностранных языков Санкт-Петербургского государственного университета культуры и искусств за ценные замечания и советы.

UNIT 1

Reading and Discussing Professional Literature

STARTING UP

Ex. 1. Look at these sayings. What do they mean? Which of the ideas do you agree with?

- The reading of all good books is like conversation with the finest men of the past centuries.

René Descartes (1596 – 1650), French philosopher and mathematician

- Some books are to be tasted, others to be swallowed, and some few are to be chewed and digested.

Francis Bacon (1561 – 1626), English philosopher

- Reading is to the mind what exercise is to the body.

Richard Steele (1672 – 1729), British dramatist

- Not all readers are leaders but all leaders are readers.

Harry S. Truman (1884 – 1972), American President

Ex. 2. Which of the adjectives and expressions below would you use to describe an ideal scientific writing? Give reasons for your choice. What adjectives would you add?

stimulating	provocative	insightful	intended for a wide audience
highly readable	succinct	challenging	written in an accessible manner
widely applicable	controversial	sophisticated	explaining cutting-edge developments
well structured	argumentative	competent	provides much supporting material

VOCABULARY

COMMONLY CONFUSED WORDS

Ex. 1. What do we actually mean when we say in Russian «актуальное исследование» or «актуальные задачи»? Look at the entry from *Большой толковый словарь русского языка*[1].

актуальный — ая, ое; лен, льна, льно. [лат. actualis]. Важный, существенный для настоящего момента; злободневный, насущный; современный. *Актуальный вопрос. Актуальная задача, тема. Исследование, актуальное для экологии. Шекспировские пьесы актуальны и сегодня.*

[1] Большой толковый словарь русского языка / под ред. С. А. Кузнецова. – 1-е изд-е: СПб.: Норинт, 1998 // Толковый словарь Кузнецова. 2012. URL: http://www.kuznetsov-dictionary.info/ (дата обращения 8.02.2013).

Can you translate the examples from the entry?

Ex. 2. Read and translate the sentences. Think about the ways of translating Russian «актуальный» into English.

1. This program was initiated to support high quality, independent and **timely** research on gender issues.
2. Our faculty members are involved in innovative, **timely** research projects that change the life of our society.
3. Improving Russian students' knowledge base of environmental issues is as **relevant** as ever.
4. The book highlights **challenging** research issues in modern Russian history.
5. The most recent survey published by the US government has described youth drug abuse as an **acute** social problem.
6. Our Committee latest initiative is dedicated to **urgent** global environmental issues such as appropriate use of the Earth's natural resources and global warming.
7. District libraries regularly discard the books that lost their **topicality**.

Ex. 3. Study the definitions from *Longman Dictionary of Contemporary English*[2]. Complete the chart below with the best possible interpretations from the box. Each English word can match several Russian interpretations.

своевременный	острый, насущный (о проблеме)	срочный
незамедлительный	относящийся к делу/к сегодняшнему дню	уместный
важный	трудный, но увлекательный	подлинный
злободневный	фактически существующий, наличный	серьезный
как таковой	актуальный для своего времени	сам

relevant	directly relating to the subject or problem being discussed or considered	уместный, относящийся к делу/к сегодняшнему дню
acute	serious; quick to notice and understand things	
timely	done or happening at exactly the right time	
urgent	very important and needing to be dealt with immediately	важный, …

[2] Longman Dictionary of Contemporary English // Pearson, 2013. URL: http://www.ldoceonline.com/dictionary/ (дата обращения 8.02.2013).

topical	being of interest at the present time or at a certain period of time	злободневный, ….
challenging	difficult in an interesting or enjoyable way	
actual (only before noun)	used to emphasize that something is real or exact	подлинный, ….
the actual something	used to introduce the most important part of an event or activity.	как таковой, сам

Ex. 4. Use the definitions from ex. 3 to complete the sentences. Translate them into Russian. DON'T CONFUSE RUSSIAN *актуальный* WITH ENGLISH *actual*!

1. The fight ended only with the *e.g.* **timely** (своевременный) arrival of the police.
2. The …… (относящийся к делу) documents were presented in court.
3. We received all the …… (важный) information.
4. I am not joking. Those were his …… (подлинный) words.
5. Youth unemployment is one of the most ……. (острый) problems in the UN countries.
6. The report called for …… (незамедлительный) action to reduce air pollution.
7. The threat posed by climate change is a global problem. It is a …… (злободневный) issue which generates heated debates among governments and environmentalists.
8. Praised by Lenin as "a very …… (своевременный) book", Gorkiy's novel *Mother* described the beginning of the revolutionary movement in Russia.
9. *New Literary Observer* publishes …….. (злободневный) issues from the many international and interdisciplinary projects which are undertaken in literary criticism and cultural studies.
10. There is currently no issue in Russia that is more ……. (насущный), and of greater importance, than that of climate change.
11. Shakespeare's language was entirely appropriate and …… (актуальный, соответствующий своему времени) to the day, however, today it is hard to be understood.
12. Why is an average student still studying Shakespeare today? Because his plays written four centuries ago are still …….. (актуальный, имеющий отношение к сегодняшнему дню)!
13. The show starts at 19 p.m. but the …….. (сам) performance of our band doesn't start until 20.30.
14. The origin of species remains one of the most …… (интересный, но трудноразрешимый) problems in biology.

READING

Reading a Scientific Paper[3]

Why bother reading scientific papers?

If you are considering doing original scientific research, reading the scientific literature is a *must!* Scientific papers contain the most up-to-date information about a field. So if you have a topic you are interested in studying, reading the scientific literature in that field will help you understand what has already been discovered and what questions remain unanswered. The great thing about science is that every time one question is answered, the answer unlocks twice as many new questions. This means that once you have read the literature and know what people have already discovered, you will probably be able to see what still needs to be done in the field and use that to design your own relevant research project.

Two Types of Scientific Papers Containing Two Types of Information

There are two types of scientific papers: review articles and primary research articles. **Review articles** give an overview of the scientific field or topic by summarizing the data and conclusions from many studies. These types of articles are a good starting place for a summary of what has been happening in the field. And they often contain more background information than primary research articles do, which means if at any point you are confused while reading the primary literature, it will help to go back and look at reviews. It is also wise to read several reviews by different authors for a well-rounded perspective of the field; individual authors have their own biases and you want to make sure you are exposed to as many different points of view as possible before you settle on your own conclusions.

Primary research articles contain the original data and conclusions of the researchers who were involved in the experiments. These articles also contain details about how the experiments were done. Or, in the cases of some journals, they might contain web addresses for "supplemental data" found online, which detail the methods used by the authors. In general, primary research articles should be consulted any time you need to get more information about how an experiment was carried out, or if you need to review the original data, or to evaluate for yourself the validity of the authors' conclusions. Primary research articles are also useful for seeing how experts in that scientific field visually represent their data.

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[3] Based on: How to Read a Scientific Paper // Science Buddies. URL: http://www.sciencebuddies.org/science-fair-projects/top_science-fair_how_to_read_a_scientific_paper.shtml (дата обращения 30 марта 2013) and Teaching and Learning Resource (TLR). A Guide to the Critical Reading of Scientific Research Papers. URL: http://w3.gre.ac.uk/~bj61/talessi/tlr51.html (дата обращения 30 марта 2013)

The Parts and Uses of Research Articles

In order to make them instantly recognised and easily understood, research papers always follow a standard format, each part of which has a specific function.

Abstract

The abstract is a summary of the paper. It summarizes, usually in less than 300 words, the area of interest, methodology and principal results of the work. It should let the reader get a good impression of what the paper contains. Reading the abstract will help you decide if the article was what you were looking for, or not, without spending a long time reading the whole paper.

Introduction

The introduction describes the state of knowledge in the relevant area, with reference to work already published, and shows why the work in the paper was necessary. It should clearly state what hypotheses are being tested in the paper, and why the chosen research method is appropriate. Reading the introduction is a test of whether or not you are ready to read the rest of the paper; if the introduction does not make sense to you, then the rest of the paper will not either.

Materials and Methods

This section describes how the research was carried out. It covers everything relevant to the actual experimental procedure, and also how the data collected were analysed. Reading the methods section is helpful in understanding exactly *what* the authors did. An important criterion when assessing the methods section is to ask, 'does the author(s) give enough information to allow me to repeat the experiment?' If the answer to this is no, then the methods section is not detailed enough.

Results

The results section represents a summary and analysis of the data. Usually graphs and tables will be included here. The accompanying text contains verbal descriptions of the pieces of data the authors feel were most critical. Note that the results section should simply present the results of the work described, without discussing them.

Three types of information can be extracted from the results section: data from the experiments, ideas about how to improve the methods, and an understanding of how to represent similar data. Clearly, this is the section of the paper you refer to if you need to know exactly what the researchers found out, particularly if you need data to compare with your own findings, or to use to build your own hypothesis. The results section is also useful for understanding whether the methods of an experiment worked well.

Discussion

This is the most 'open' section of the paper. It is where the authors draw conclusions about the results. They may choose to put their results in the context of previous findings and offer theories or new hypotheses that explain the sum body of knowledge in the field. Or the authors may comment on new questions and avenues of exploration that their results give rise to. The purpose of discussion sections in papers is to allow the exchange of ideas between scientists. However, this section is often a good place to get ideas about what kind of research questions are still unanswered in the field and thus, what types of questions you might want your own research project to tackle.

References

Throughout the article, the authors will refer to information from other papers. These citations are all listed in the references section, sometimes referred to as the bibliography. Regardless of the type of source, there will always be enough information (authors, title, journal name, publication date, etc.) for you to find the source at a library or online. This makes the reference section incredibly useful for broadening your own literature search.

Give a Book a Good Critical Reading

By the time a paper is published, it has usually been through a process of quality control, called peer review. This involves a small number of people (the referees) not involved in the research project reading the paper and deciding if it is suitable for publication. The editors of the journal are usually also involved in the reviewing process. However, this does not mean it will be perfect. Many published papers contain factual and statistical errors, and statements which are really assertions disguised as objective fact. Given this, and the fact that scientific knowledge is often provisional and changing, the proper attitude when reading scientific papers is one of scepticism; it is the task of the reader to judge whether the authors' conclusions are justified.

Ex. 1. Answer the questions.

1. What is a standard format of a scientific article?
2. What information does an abstract contain? What is its purpose?
3. In your opinion, which of the sections in a research paper is the most informative?
4. What is a peer review?
5. Can you agree that the more questions researchers answer, the more new questions they receive?

Ex. 2. Which of the two types of scientific articles.

- gives an overview of the data in the field?
- gives a review of the original data?

- summarizes the data and conclusions from many studies?
- is a better starting place for a summary of what has been happening in the field?
- contains more background information?
- contains the original data and conclusions about experiments?

LANGUAGE TRAINING

Ex. 1. Fill in the correct word from the list:

carry out, specific, follow, build, exchange, background, factual and statistical, review, well-rounded, original, reference, contain.

1. .....an experiment	**7.** .....a standard format
2. .....function	**8.** .....a hypothesis
3. .....errors	**9.** .....of ideas
4. .....information	**10.** .....perspective
5. .....section	**11.** .....data
6. .....articles	**12.** .....up-to-date information

Ex. 2. Fill in the correct preposition, then choose any item and make up a sentence.

To be involved ..... smth; to be interested ..... smth; to be exposed .... smth; to be useful .... doing smth; to be helpful .... doing smth; to be extracted ..... smth; to comment .... smth; to refer .... smth; to be listed .... ; to be suitable ....; to be prone .... smth.

Ex. 3. Look up the word *bias* in an English-English dictionary. Translate the sentences below and learn some meanings of the word.

1. The statistics have a bias due to inaccuracy in data.
2. Abraham Lincoln freed America from slavery but he didn't free it from racial biases.
3. Any form of discrimination based on gender can be identified as a gender bias.
4. Avoiding or at least eliminating personal bias in research is very important.
5. As Robert J. MacCoun states, in 1990-s the psychological research literature in America was criticized for being biased toward a Western individualist world view[4].

[4] Robert J. MacCoun. Biases in the Interpretation and Use of Research Results. URL: http://ist-socrates.berkeley.edu/~maccoun/ar_bias.html (дата обращения 8.02.2013).

Ex. 4. Study the examples of some book reviews[5]. Give the reasons why you think the books might be worth reading.

1. This book presents some of the key economic concepts that have guided economic thinking in the last century and identifies which concepts will continue to direct economic thought in the coming decades. It is written in an accessible manner and is intended for a wide audience with little or no formal training in economics. This treatment will interest economists who want to reflect on the direction of the discipline and to learn about achievements in other subfields. The author imparts his enthusiasm for the economic way of reasoning and its wide applicability. Through the abundant use of illustrations and examples, he makes concepts understandable and relevant. Clearly, cogently, and cleverly introducing the structure of economic analysis without mathematics, the author presents a challenging and comprehensive guide to how to think about the general problems that we face in the broad realm of politics, economics, and policy.

2. The main thesis statement in the book, which is also the main point of argument, is whether hustling, personal determination and individual strategies can lead to an individual's success in the United States of America. In this aspect, the author argues in support of the fact that hustling, personal determination, entrepreneurship, and other individual strategies can actually deliver an individual away from the starting point in terms of success.

3. The book is a good guide for those individuals who want to ultimately understand the negotiation process. It provides a step by step guidance of undertaking a negotiation process. The book also gives the various tactics that can be used in undertaking negotiation. It also provides the various scenarios of how negotiation tactics can be employed. The book also leaves the reader motivated and inspired by a drive to achieve greatly. The books provide inspiring case studies of the negotiating process. After reading such successful stories, the reader gets overwhelmed with a desire to negotiate and have their deal closed.

4. This book is designed to introduce doctoral and graduate students to the process of scientific research in the social sciences, business, education, and related disciplines. It is based on the author's lecture materials developed over a decade of teaching the doctoral-level class on Research Methods at the University of South Florida. The target audience for this book includes graduate students, junior researchers, and professors teaching courses on research methods, although senior researchers can also use this book as a handy and compact reference.
The book is succinct and compact by design. The author focuses only on essential concepts, and not fill pages with clutter that can divert the students' attention to less relevant or tangential issues. This book is designed to summarize all important concepts in one compact volume, rather than burden students with a voluminous text on top of their assigned readings.

[5] From: Bhattacherjee, Anol. Social Science Research: Principles, Methods, and Practices. 2012. URL: http://scholarcommons.usf.edu/cgi/viewcontent (дата обращения 8.02.2013); Critical Book Review of Negotiate to Close Essay samples, help; A Book Review of Making it in America by Liverirs Essay samples, help // SupremeEssay.com. Specialized Custom Essay Writing Service. URL: http://www.supremeessays.com/samples/Book-Review.html (дата обращения 8.03.2013); Минакова Т.В. Английский язык для аспирантов и соискателей. 2005. URL: http://window.edu.ru/library/pdf2txt/357/19357/2569/page5 (дата обращения 24.03.2013).

What aspects of book reviewing does each of examples cover? Make up appropriate questions. Complete the chart.

1, 3, 4	the intended audience	*e.g.* Who is the intended audience?
	the author's style, whether it is formal or informal	
	the quality of the writing style by using some of the following standards: coherence, clarity, originality, forcefulness, conciseness, correct use of technical words, fluidity, fullness of development, etc.	
	illustrations, charts, etc. used and how these are to be evaluated	
	the thesis of the author or some general points which emerge from the book	
	how useful the book might be to a specialist in the field, a student or a common reader	

Ex. 5. How do you read scientific books? What factors are important to you to enjoy reading? Read some students' opinions[6]. Discuss yours with your partner.

I enjoy the books written in a very readable and understandable prose. But there are not so many writers who can make arid topics highly enjoyable. Only the real greats can do that!

I am a bit romantic. Reading is like a great adventure for me. Starting a book is always a great thrill, and I want the author to carry me off to new, unknown ideas, ideas I've never thought before.

I wish someone could tell me why as soon as I've been reading a book for a bit, I fall asleep. I always start off with the best intentions, but after a few pages my eyelids come down and I'm snoozing. When I start reading again, I don't remember where I was, so to pick up the thread, I've got to back a few pages. So I read, and then I snooze again! It means I'm always on the same page!

I love it when a nonfiction book reads like a novel, when it does not try to "impress", but to bring difficult subjects to the non expert. I always look forward to the moment when I can curl up in an armchair and go on with such a book. I don't like it when my family disturbs me in such moments.

I like reading as long as it is something short. Otherwise, I can't follow what is happening, I don't understand anything, and get bored. Honestly, I prefer short papers: you can finish them quickly.

[6] Based on: Кошманова И.И., Сидорова Н.А. Topics for discussion. Устные темы по английскому языку. – СПб.: Союз, 1999. – С.192–193.

SKILLS

Make a review of a research paper you would like to recommend to your fellow students. Use the questions[7] below as a plan for your review.

1. Who was the paper written by?
2. What is the title of the paper?
3. What are the year and the place of its publication?
4. What is the target audience of the research?
5. What is the overall purpose of the research?
6. How does the research fit into the context of its field? Is it, for example, attempting to settle a controversy/show the validity of a new technique/open up a new field of inquiry?
7. Do the title, abstract, key words, introduction and conclusions accurately and consistently reflect the major point(s) of the paper?
8. Do you agree with the author's rationale for studying the question in this way?
9. Are the methods appropriate/current/described clearly enough so that the work could be repeated by someone else?
10. Were the measurements appropriate for the questions the researcher was approaching?
11. Are all tables and figures clearly labeled/well planned/too complex/necessary?
12. Point out any errors in technique, fact, calculation, interpretation, or style.
13. Do you agree with the conclusions drawn from the data?
14. Are these conclusions over-generalized or appropriately careful?
15. Give your comments on the list of references. Is it complete/accurate? Does it include the latest materials on the topic of research?
16. What is the major contribution of the paper?
17. What are its major strengths and weaknesses?
18. What portions of the paper should be expanded/condensed/combined/deleted? Please, be specific!
19. Is the writing concise/easy to follow/interesting?

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[7] Based on: McNeal, Ann. How to Read a Scientific Research Paper – a four-step guide for students and for faculty // Reading Professional Literature. URL: http://word-crafter.net/CompII/ReadingStrategies.html (дата обращения 04.04.2013) and Critiquing Scientific Papers. URL: http://www.ent.orst.edu/insect_ecology/Web%20pages/critiqui.htm (дата обращения 04.04.2013).

UNIT 2

Writing Abstracts and Annotations

STARTING UP

Ex. 1. Look at these sayings. What do they mean? Which of the ideas do you agree with?

- Not that the story need be long, but it will take a long while to make it short.

  Henry David Thoreau (1817 – 1862), American author

- Words are a lens to focus one's mind.

  Ayn Rand, (1905 – 1982), Russian-American novelist

- I can't write five words but that I change seven.

  Dorothy Parker, American poet and writer (1893 – 1967)

Ex. 2. Read the information and answer the questions below.

Do you know how many new books were published May 10, 2013, the day this unit is being updated? 6,532. And how many new books have been published in 2013 by May 10? 859,249. Look at the data on books published displayed on the Worldometers' counter which is based on statistics published by UNESCO. This is the list of the top ten countries with the number of new titles per year as of the latest year available:

the United States (2010) 328,259 (new titles and editions)
the United Kingdom (2005) 206,000
China (2010) 189,295 (328,387 total)
the Russian Federation (2008) 123,336
Germany (2009) 93,124
Spain (2008) 86,300
India (2004) 82,537 (21,370 in Hindi and 18,752 in English)
Japan (2009) 78,555
Iran (2010) 65,000
France (2010) 63,690 (67,278 total) [8]

1. How can a reader sail this ocean of books?
2. How can a researcher stay on top of new research in his field?
3. What resources can help a person to browse a large amount of publications? Think about book reviews, reader's digests, Google Scholar Alert option[9] and others.

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[8] WORLDOMETERS. Real Time World Statistics. URL: http://www.worldometers.info/books/(дата обращения 10.05.2013).

[9] How to create email alerts and set your preferences in Google Scholar. URL: http://www.youtube.com/watch?v=TRkBl2T8Mgo (дата обращения 10.05.2013).

VOCABULARY

COMMONLY CONFUSED WORDS

Ex. 1. Infer or imply? Read the information[10] in the box and underline the correct word in the sentences below.

Infer means "to deduce, reason," and **imply** means "to hint at, suggest."

A speaker or writer implies, a hearer or reader infers; implications are incorporated in statements, while inferences are deduced from statements. *Imply* means "suggest indirectly that something is true," while *infer* means "conclude or deduce something is true". Remember that *imply* and *infer* can be used to describe the same event but from different points of view. Compare: 1. He **implied** that the General had been a traitor. [presented from the writer's/speaker's perspective who doesn't actually *claim* that the General had betrayed his country]. 2. I **inferred** from his words that the General had been a traitor. [presented from the listener's perspective who deduced from the General's words that he was in fact a traitor]

To *infer* is used in the construction 'to infer something from something'. To *imply* is normally followed by a clause.

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1. I **inferred/implied** from what my advisor said that I had failed the test.
2. Are you **implying/inferring** that I was responsible for handing out the conference invitations?
3. The reader can easily **infer/imply** from the first ten pages that the protagonist will have been killed by the end of the novel.
4. Am I right to **infer/imply** you think my husband owns the gun that killed the policeman? Is that what you're **implying/inferring**?
5. The report **implies/infers** that the number of children with autism might double in five years.
6. I did not mean to **imply/infer** that there is any reason to justify his behavior.
7. From the speech of the President, the audience can **infer/imply** that Russia will improve its position globally in the nearest future.
8. "Reading between the lines" is what we usually mean by **inferring/implying**.

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[10] Based on: Thesaurus. com URL: http://thesaurus.com/browse/infer (дата обращения 10.05.2013) and Imply or infer? // Oxford Dictionaries. The world's most trusted dictionaries. URL: http://blog.oxforddictionaries.com/2011/10/imply-or-infer/(дата обращения 10.05.2013).

Библиотека Санкт-Петербургского Государственного университета Культуры и искусств

READING

Abstracts and Annotations[11]

What is an Abstract?

An abstract is a short statement about your research article, thesis, review, conference proceeding or project designed to give the reader a complete, yet concise, understanding of your paper's research and findings. It gives a thorough overview of your paper or project. In journal articles, research papers, and patents, an abstract is a short summary placed prior to the introduction, often set apart from the body of the text, sometimes with different line justification (as a block or pull quote) from the rest of the article.

Scientific literature takes widespread advantage of the abstract as the abbreviated style of choice in order to aptly communicate complex research. In science, an abstract may act as a stand-alone entity in lieu of the paper as well. As such, an abstract is used by many organizations as the basis for selecting research that is proposed for presentation in the form of a poster, podium/lecture, or workshop presentation at an academic conference. Most literature database search engines index abstracts only as opposed to providing the entire text of the paper. Full-texts of scientific papers must often be purchased because of copyright and/or publisher fees, and therefore the abstract is a significant selling point for the reprint or electronic version of the full-text.

Abstracts are not public domain or open-source unless stated by the publisher. Therefore, abstracts are afforded protections under copyright law in many states just as any other form of written speech is protected. However, publishers of scientific articles invariably make abstracts publicly available, even when the article itself is protected by a toll barrier.

What Should Be in an Abstract?

A well-prepared abstract allows a reader to quickly and accurately identify the basic content of your research or project. Readers should be able to read your abstract to see if the related research is of interest to them.

A model abstract should contain the following elements:

- a statement of the purpose of your study
- the research methods/methodology used to arrive at your results and/or conclusions
- the results observed
- the conclusions drawn from your study and their significance

Abstracts are not evaluative and must not include your personal opinions.

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[11] Based on: Abstract Guidelines // Commonwealth Honors College. URL: https: // www.honors.umass.edu/abstract-guidelines (дата обращения 10.05.2013); How to Write Abstracts and Annotations // The Myrin Virtual Library. URL: http://myrin.ursinus.edu/help/resrch_guides/annotate.htm (дата обращения 10.05.2013).

How to Structure an Abstract

Abstract length varies by discipline and publisher requirements. Typical length ranges from 100 to 500 words, but very rarely more than a page. An abstract may or may not have the section title of "abstract" explicitly listed as an antecedent to the content, however, it is typically sectioned logically as an overview of what appears in the paper. Usually an abstract is no more than 250 words.

1. PURPOSE: **Explain the purpose of your study/paper.** Ideally in 1-3 sentences, state the primary objectives and scope of the study or the reasons why the document was written. Also state the rationale for your research. Why did you do the research? Is the topic you are researching an ignored or newly discovered one? Why is it significant? Here you should include your hypothesis if appropriate.

2. METHODS: **In terms of methodology (research methods), clearly state the techniques or approaches used in your study.** For papers concerned with non-experimental work (such as those in the humanities, some social sciences, and the fine arts) describe your sources and your use/interpretation of the sources.

3. RESULTS: **Describe your results (the findings of your experimentation), the data collected, and effects observed as informatively and concisely as possible.** These results may be experimental or theoretical, just remember to make note of that in your abstract. Give special priority in your abstract to new and verified findings that contradict previous theories. Mention any limits to the accuracy or reliability of your findings if appropriate.

4. CONCLUSION: **Your conclusions should in essence describe the implications of the results:** Why are the results of your study important to your field and how do they relate to the purpose of your investigation?

SAMPLE ABSTRACT

Inequalities Embedded in the Unites States Legal System through the Lens of Tribal Governments

Jessica Arthur Kathleen

ABSTRACT

Through the past 500 years, American Indians have been subjected to inequalities through the United States legal system as a result of the federal government's jurisdiction in Indian country, thus making tribal governments less powerful in Indian country and further expanding a jurisdictional void. Using scholarly literature accessed through the University of Massachusetts Amherst library database, law reviews, congressional legislation, and Supreme Court holdings this paper examines how the tribal government's power continues to be chipped away by

Congress, through jurisdictional decisions and legislation, which develop in favor of the federal government. The three sovereign entities that have jurisdiction in Indian country are the federal government, tribal governments, and state governments. However, this judicial framework is complex and depends on the following: location, the crime, who committed the crime (the perpetrator), and whom the crime was committed against (the victim). Therefore, due to criminal jurisdiction in Indian country being based on the political status of American Indians it exemplifies inequalities in the United States legal system. In order to preserve and protect the economic, social, and cultural attributes of American Indians, tribal justice systems need to maintain their power. By taking away power from tribal government and allowing federal and state governments to prosecute crimes, it sends a message that tribal governments lack authority and are inferior to handle certain crimes. More importantly, the basic right of allowing tribal governments to maintain law within their reservations is fundamental to their survival as a community.

What is an Annotation?

An annotation is a brief description of a book, article, or other publication, including audio-visual materials. Its purpose is to characterize the publication in such a way that the reader can decide whether or not to read the complete work.

How to Write an Annotation

1. Begin with the complete bibliographic entry.
2. Include some or all of the following:
    a. Authority and qualifications of the author, unless extremely well known.

    e.g. "Based on twenty years of study, William A. Smith, professor of history at XYZ University..."

    b. Scope and the main purpose of the text. Do not try to summarize the whole work.

    e.g. "Discusses the positive impact of Medicare on the psychiatric profession."

    c. Any bias that you note.

    d. Audience and level of reading difficulty. Such a comment warns readers of writings that are too elementary or scholarly for their purposes.

    e.g. "Swift addressed himself to the scholar, but the concluding chapters will be clear to any informed lay person."

    e. The relation, if any, of other works in the field.

    e.g. "This corroborates the findings of George Brown's Revolution."

    f. Summary comment.

    e.g. "A popular account directed at educated adults."

3. Do not repeat the words of the title, give the same information in different phrasing, or offer information that an intelligent person could readily infer from the title.

4. Be concise.

Two Types of Annotations

Annotations vary according to their intended use and their content. Descriptive Annotations describe the content of a book or article and indicate distinctive features. Critical Annotations, in addition to describing the contents, evaluate the usefulness of a book or article for particular situations.

SAMPLE DESCRIPTIVE ANNOTATION

London, Herbert. Five Myths of the Television Age. Television Quarterly 10(1) Spring 1982: 81-89. The author explains how television contradicts five ideas commonly believed by most people, using specific examples seen on television, such as the assassination of John Kennedy, to demonstrate his points. His examples contradict such truisms as "seeing is believing", "a picture is worth a thousand words", and "satisfaction is its own reward." London uses logical arguments to support his ideas, and doesn't refer to any previous works on the topic: the article is his personal opinion.

SAMPLE CRITICAL ANNOTATION

London, Herbert. Five Myths of the Television Age. Television Quarterly 10(1) Spring 1982: 81-89. Herbert London, a Dean at New York University and author of several books and articles, explains how television contradicts five ideas commonly believed by most people, using specific examples seen on television, such as the assassination of John Kennedy, to demonstrate his points. His examples contradict such truisms as "seeing is believing", "a picture is worth a thousand words", and "satisfaction is its own reward." London uses logical arguments to support his ideas, and doesn't refer to any previous works on the topic: the article is his personal opinion. His style and vocabulary would make the article of interest to any reader. The article clearly illustrates London's points, but does not explore their implications, leaving the reader with many unanswered questions.

Ex. 1. Answer the questions.

1. What is the purpose of an abstract? And of an annotation?
2. How would you translate the two words into Russian? Think about such Russian words and collocations as *реферат, конспект, аннотация, краткое изложение содержания, резюме.*
3. What types of annotations do you know? What is the difference between them?

Ex. 2. Which of these statements are true? Correct the false ones.

		TRUE	FALSE
1	An abstract is a summary in your own words, of an article, chapter, or book		
2	An abstract is evaluative and must include your personal opinions.		
3	The purpose of an abstract is to give a reader sufficient information for him or her to decide whether it would be worthwhile reading the entire article or book.		
4	An abstract should aim at giving as much information as possible. The number of words is unlimited.		
5	Normaly, we write an abstract about a document written by somebody else.		
6	Annotations, unlike abstracts, are protected under copyright law.		

LANGUAGE TRAINING

Ex. 1. Fill in the correct word from the list. Then choose any item and make up a sentence:

short, thorough, level of, electronic, distinctive, collected, primary, concise, unanswered, publicly, sectioned, complete, commonly, verified.

1. .....overview	**8.** .....available
2. .....understanding	**9.** .....logically
3. .....statement	**10.** .....data
4. .....version	**11.** .....findings
5. .....bibliographic entry	**12.** .....features
6. .....reading difficulty	**13.** .....believed
7. .....objectives	**14.** .....questions

Ex. 2. Fill in the correct preposition.

To take advantage ..... smth; to be proposed ..... smth; to be concerned ..... smth; in favor ..... smth; to depend ..... smth; due ..... smth; to be based ..... smth; in order ..... do smth; to be directed ..... smth; in addition ..... smth; to refer ..... smth.

Ex. 3. Fill in the gaps using the words from the list:
criteria, in conformity, summary, outline, scope, provide, conclusion, dissertations.

An abstract is usually a 1)..... provided for a specific purpose in an academic context. For example, at most universities students submitting 2)..... have to provide an

abstract, too. This has to conform to specific, given 3)..... . Similarly, when scholars and scientists send papers to scientific periodicals they are often required to 4)..... an abstract, again 5)..... with specified criteria. An abstract should give an 6)..... of the hypothesis and the 7)..... and should indicate the 8)..... of the dissertation or article[12].

Ex. 4. Fill in the table with an appropriate verb from the list:

contradicts, provides, uses, refers to, states, gives.

1.	a solid rationale for choosing the topic
2.	logical arguments to support his ideas
3.	some commonly believed ideas
4.	any previous works on the topic
5.	the primary objectives and scope of the study
6.	special priority to verified findings

Use expressions from the table to talk about a book or paper you have recently read.

e.g. *This paper provides the rationale for developing students' intercultural competencies.*

Ex. 5. Read the following book notes published in *The New York Review of Books* (January 10 – February 6, 2013). Underline the words related to the word *book*. Fill in the gaps in the table below.

Prose of the World

Modernism and the Banality of Empire

Saikat Majumdar

"An enormously compelling and vivid study… an ambitious, timely, and eloquent account of the relationship between early twentieth-century fiction and the contemporary global novel in English."

Rebecca L. Walkowitz

[12] What Is the Difference Between Abstract and Summary? // Answers. URL: http://wiki.answers.com/Q/What_is_the_difference_between_abstract_and_summary (дата обращения 10.05.2013).

The Scandal of Reason

A Critical Theory of Political Judgment

Albena Azmanova

"[An] original and incisive book… This is a major contribution to theories of judgment and is also written with flair and humor"

Seyla Benhabib

Hospitality of the Matrix

Philosophy, Biomedicine, and Culture

Irina Aristarkhova

"Beautifully written and full of insight, Aristarkhova's book not only examines but also refigures the notion of matrix/maternal within western intellectual history".

Kelly Oliver

Confronting Postmaternal Thinking

Feminism, Memory, and Care

Julie Stephens

"[The book] offers a perceptive and revealing way of putting our current debates over mothering and feminism into perspective."

Anne Manne

The Untold History of the United States

Oliver Stone, Peter Kuznick

"Thought-provoking, massively documented, it's a necessary antidote to the mainstream media's celebration of American triumphalism."

Jon Wiener

"The book is beautifully illustrated, well argued, and compellingly written."

Marilyn Young

"As riveting, eye-opening, and thought-provoking as any history book you will ever read, it achieves what history, at its best, ought to do…"

Glenn Greenwald

Paleopoetics

The Evolution of the Preliterate Imagination

Christopher Collins

"A brilliant book. Its argument is careful and convincing and its presentation is erudite and elegant. It presents the history of the co-development of humanity and arts as mutually reinforcing and defining, ranging from deep pre-history to current concerns of arts and literary study."

Peter Stockwell

Clandestine Marriage

Botany and Romantic Culture

Teresa M. Kelley

"Richly documented and deeply researched, *Clandestine Marriage* displays a wide conversancy with literary criticism and the history of science."

Alan John Bewell

[Книга] захватывающая, увлекательная	riveting
смелая, своевременная и ярко написанная	ambitious, timely, and eloquent
	original
	eye-opening
написанная с особым талантом и чувством юмора	written with flair and humor
	deeply researched
проницательная/глубокая	full of insight
резкая, критическая, бескомпромиссная	incisive
тонкая/поучительная	perceptive and revealing
	erudite and elegant
	careful and convincing
	compellingly written
основанная на большом количестве документов	richly/massively documented
красиво иллюстрированная	
убедительно написанная	well argued
стимулирующая к размышлению	

Ex. 6. In pairs, speak about a research book/paper you have enjoyed. Use the exercise above to fill in the gaps.

A. Have you read the latest book by …..? I've heard so much about it.
B. Yes, I have. My advisor lent it for me.
A. What is your opinion of the book?
B. I think this is a …… book. I think you must read it by all means.
A. What did you like so much about it?
B. Well, it gives the best overview…….
A. Sounds interesting. Tell me more!
B. The author takes particular interest in …

SKILLS

Write an abstract for your bachelor paper and a critical annotation for a book or article recently read. Follow the instructions given in the text above.

UNIT 3

Writing a Summary

STARTING UP

Ex. 1. Look at these sayings. What do they mean? Which of the ideas do you agree with?

- Don't try to figure out what other people want to hear from you; figure out what you have to say. It's the one and only thing you have to offer.

  Barbara Kingsolver (b.1955), American novelist

- Quality is not an act, it is a habit.

  Aristotle (384 BC – 322 BC), Greek philosopher

- Great is the art of beginning, but greater is the art of ending.

  Henry Wadsworth Longfellow (1807 – 1882), American poet

VOCABULARY[13]

POLYSEMANTIC NOUNS

Ex. 1. What is a point? Study some meanings of the noun. Translate the sentences below using the most suitable Russian translation from the list:

пункт, момент, вопрос, точка, главное, суть, смысл, «соль».

point

1. any small dot or mark on a surface *(e.g. a full point, a decimal point)*
2. the essential thing, the most important thing (in a speech, story, etc.)
3. a detail, question, item

1. I can easily see your point.
2. His temperature is 38.1.
3. I'm sorry you've missed the whole point.
4. Now – another point. Have you supported your dissertation with an abstract?

[13] Based on: Матюшкина-Герке Т.И. и др. : учебник англ. яз. Для II курса ин-тов и фак. иностр. яз. – М.: Высш. школа, 1974. – С. 31–38.

IDIOMS

Ex. 2. Study some word combinations with *point.* Match Russian translations to the English phrases. Translate the sentences below.

to come to the point – to pass over to the main topic	мнение, точка зрения
to keep/be to the point – to speak directly referring to the subject	собираться сделать что-либо, быть на грани
to be on the point of (doing smth) – to be about to do smth	говорить по существу, кстати, уместно
a point of view – *fig.* opinion	дойти до главного, до сути дела

1. Your answer is not to the point.
2. Will you keep to the point, please?
3. I wish he would come to the point at once.
4. I was on the point of leaving when the telephone rang.
5. I'd like to hear your point of view about it.

PHRASAL VERBS

Ex. 3. Fill in the gaps with a suitable Russian translation from the list:
***вмешиваться в, прерывать, выключить, отключить, кроить, перестать, исключить, бросить делать ч-л.* Translate the sentences below.**

to cut down	to make smaller or shorter	сократить
to cut in	to interrupt	перебивать, …, ...
to cut off	• to separate, to interrupt, to stop abruptly	разъединять, прерывать
	• to turn off, to switch off	…, …
to cut out	• to omit, to leave out	сократить, выбросить, ...
	• to remove or shape by cutting	вырезать, …
	• to stop (or give up) doing or using smth	…, ...

1. I wish I could cut out smoking.
2. Children like to cut out pictures from books and magazines.
3. "I might cut out *love* and just leave *kisses*. After all, she knows that I love her", thought Briggs filling in the telegram form. "So why waste threepence writing it?"
4. Jennifer was raptly listening to what he was telling her when her husband cut in.

5. In the middle of their conversation they were suddenly cut off.
6. The rope was too long, so we cut off about two feet of it.
7. Why have you cut out so many details?
8. Because of the storm the electricity was cut off for several hours.

Ex. 3. Insert a preposition and translate.

1. I was …… the point …… submitting my dissertation when I received an e-mail from my advisor where he asked me not to do it.
2. I'll have to cut …… eating so much bread, I'm afraid. I'm putting ……. weight.
3. He has been speaking …… ten minutes but hasn't come ……. the point yet.
4. If he goes ……. speaking so slowly, he will never come ……. the point.
5. When we say "You must cut ….. smoking" it means you must stop smoking, when we say "You must cut ….. smoking", it means you must smoke less.
6. You are not keeping ……. the point but, please, don't begin your story from the very beginning. It is too long.
7. From a common point …… view, master students are more motivated ……. their research than bachelor students.
8. For how long was the water cut …… yesterday? – For a whole day, and though they warned us, we were very annoyed …… it.
9. Cut the story …… to two or three short paragraphs. I'll give you about ten minutes….. it.
10. Bobby has spoiled the book again! He has cut …… several illustrations.

READING

How to Write a Summary[14]

A summary is a condensed version of a larger reading. The purpose of a summary is to give the reader a clear, objective picture of the original text. A good summary makes the author's ideas clear, perhaps even clearer than in the original.

A summary, which is generally much shorter than the original text, is not a rewrite of the original piece. It should be written in your own words to give the basic ideas of the original reading while eliminating most of supporting details, such as examples and illustrations. While reading the original work, take note of what or who is the focus and do your best to answer the question: What is the reading about and what does the author want to communicate?

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[14] Based on: Writing a Summary. URL: http://homepage.smc.edu/reading_lab/writing_a_summary.htm (дата обращения 22.03.2013); How to Write a Summary. URL: http://depts.washington.edu/owrc/Handouts/How%20to%20Write%20a%20Summary.pdf (дата обращения 22.03.2013); Bauer-Ramazani, Cristine. How to Write a Summary with In-Text Citations. URL: http://academics.smcvt.edu/cbauer-ramazani/AEP/EN104/summary.htm (дата обращения 22.03.2013).

Sometimes, the central idea of the piece is stated in the introduction or first paragraph, and the supporting ideas of this central idea are presented one by one in the following paragraphs. Always read the introductory paragraph thoughtfully and look for a thesis statement. Finding the thesis statement is like finding a key to a locked door. Frequently, however, the thesis, or central idea, is implied or suggested. Thus, you will have to work harder to figure out what the author wants readers to understand. Use any hints that may shed light on the meaning of the piece: pay attention to the title and any headings and to the opening and closing lines of paragraphs.

Preparing to Write:

Here are some preliminary steps in writing a summary.

1. Skim the text, noting in your mind the subheadings. If there are no subheadings, try to divide the text into sections. The author's use of paragraphing will often be a useful guide.
2. Read the text, highlighting important information and taking notes.
3. In your own words, write one-sentence summaries for each section or paragraph.
4. Write down the key support points for the main topic, but do not include minor details.
5. Write a thesis: a one-sentence summary of the entire piece. Remember: the thesis expresses the central idea of the piece.
6. Go through the process again, making changes as appropriate.

For example:

Global Implications of Patent Law Variation

A patent is an exclusive right to use an invention for a certain period of time, which is given to an inventor as compensation for disclosure of an invention. Although it would be beneficial for the world economy to have uniform patent laws, each country has its own laws designed to protect domestic inventions and safeguard technology. Despite widespread variation, patent laws generally fall under one of two principles: the first-to-file and the first-to-invent. The first-to-file principle awards a patent to the person or institution that applies for a patent first, while the first-to-invent principle grants the patent to the person or institution that was the first to invent – and can prove it. Most countries have adopted the first-to-file system. However, the United States maintains the first-to-invent system, despite obvious shortcomings. A result of countries employing different patent law principles is inconsistency of patent ownership.	This first sentence is a general definition. It may be safe to assume that your audience is already familiar with patents; thus you do not have to include it in your summary. This is the main idea The classification of the two principles is important. Ignore specific details about the different principles. The terms are self-explanatory. It is important to point out that most of the world follows one system and the United States another.

Patent ownership is not recognized globally. On the contrary, ownership may change depending on the country. It is not uncommon for an invention to have two patent owners – one in the United States and one in the rest of the world. This unclear ownership often has economic consequences. If a company is interested in using a patented invention, it may be unable to receive permission from both patent owners, which in turn may prevent manufacture of a particular product. Even if permission is received from both owners, pay royalties to both may be quite costly. In this case, if the invention is useful enough, a company may proceed and pass on the added cost to consumers.	Include a description of the main problem which is variation in patent laws. Provide some support/explanation for the problem, but not all the details.
International economic tension has also been increasing as a result of differing policies. Many foreign individuals and companies believe that they are at a serious disadvantage in the United States with regard to patent ownership because of the logistical difficulties in establishing the first-to-invent status. Further, failure of the United States to recognize patent ownership in other countries is in violation of the Paris Conventions on Industrial Properties, which requires all member nations to treat all patents equally. The conflict surrounding patents has prompted the World Intellectual Properties Organization (WIPO) to lobby for universality in patent laws. WIPO maintains that the first necessary step involves compelling the United States to reexamine its patent principle, taking into account the reality of a global economy. This push may indeed result in more global economic cooperation.	Describe this other problem associated with different patent principles. Provide some explanation, but not all the details. Describe the action taken to solve the problem.

Writing the Summary

When writing the summary, you should follow some basic requirements:

1. The summary should cover the original as a whole.
2. The material should be presented in a neutral fashion.
3. The summary should be a condensed version of the material, presented in your own words.
4. Do not include anything that does not appear in the original.
5. Do not include your own comments or evaluation.

6. Begin with a good introductory sentence – in one sentence identify your source (the author, title, date and place of publication) and provide a general overview of the article.

7. Remember: the length of the summary depends on how long the original document is. Usually it is about one third of the length of the original article.

Sample one-paragraph summary:

In his paper *Global Implications of Patent Law Variation*, Koji Suzuki (N.Y., 1991) states that lack of consistency in the world's patent laws is a serious problem. In most of the world, patent ownership is given to the inventor that is the first to file for a patent. However, the United States maintains the first-to-invent policy. In view of this, patent ownership can change depending on the country. Multiple patent ownership can result in economic problems; however, most striking is the international tension it causes. The fact that the United States does not recognize patent ownership in other countries, in violation of the Paris Convention on Industrial Properties, has prompted the World Intellectual Properties Organization (WIPO) to push the United States to review its existing patent law principles.

For a **multi-paragraph summary**, discuss each supporting point in a separate paragraph.

Ex. 1. Have you learnt the differences between *abstract*, *annotation*, and *summary*? Test yourself. Answer the questions and tick the right box.

Which of three	**abstract**	**annotation**	**summary**
… is written in your own words?			
… is evaluative and must include your personal opinion?			
… is protected under copyright law?			
… does not include minor details?			
… begins with the complete bibliographic entry?			
… does not include any bibliographic data?			
… is aimed at helping the reader to decide whether or not to read the complete work?			
… is aimed at giving the reader a condensed version of the whole piece?			
… can be descriptive in its style?			
… characterizes only your personal piece of writing?			
… can be of several pages long?			

LANGUAGE TRAINING

Ex. 1. Fill in the correct word from the list. Choose any phrase and make up a sentence.

Objective, in your own, opening and closing, original, thesis, one, shed, multi-paragraph, condensed, supporting, preliminary, minor.

1. *e.g.* ***condensed****.....*version	**7.** .....text
2. .....picture	**8.** ..... ideas
3. .....words	**9.** .....by one
4. .....details	**10.** .....statement
5. .....lines	**11.** .....light on
6. .....summary	**12.** .....steps

Ex. 2. In a summary, what verbs can we use speaking about an author? Group the verbs in the list according to the headings. Be sure you know all the verbs.

Claim, state, argue, contend, suggest, report, explain, discuss, criticize, recommend, maintain, argue against, illustrate, posit, write, insist, emphasize, point out, mention, go on with, stress, examine, analyze, inform, conclude, propose, reveal, focus.

STRONG ARGUMENT...*e.g.* ***claim*** .....

NEUTRAL ...*e.g.* ***state.***.....

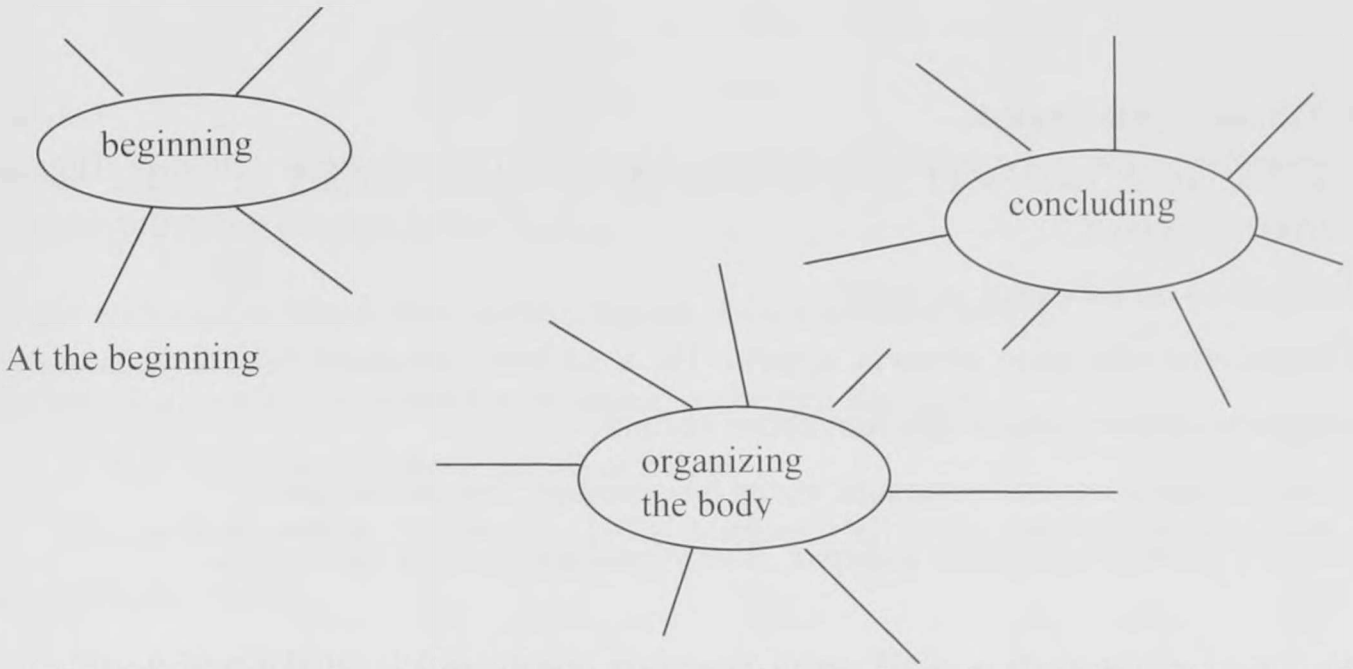
COUNTERARGUMENT .....

SUGGESTION .....

CRITICISM.....

Ex. 3. What introductory words and phrases can we use in a summary? Group the words in the list around the bubbles according to the headings.

At the beginning; first; at the end ; in the first part; in the final part/section; in the next part; in the main part; in the introduction; then; afterwards; at last; moreover; in (the) conclusion; in addition to that; next; finally; summing up his /her thoughts.



Ex. 4. Study the examples. Using the words and phrases from the exercises above, make up sentences according to the frames[15].

e.g. The article "Gold and Silver" by Joe Lawrence, found in the September 3, 2002 issue of *Newsweek* on pages 29-32, states that gold and silver are still the precious metals to invest in because their value never goes down.

In the article "Gold and Silver" (*Newsweek*; September 3, 2002; pp. 29-3), Joe Lawrence states that gold and silver are still the precious metals to invest in because their value never goes down.

In conclusion, the author makes several assumptions of silver and gold investment growth in the nearest future.

1. The article _____ by _____, found in the _____ issue of
(title) (author's last name) (date: M/D/Y)

_____ on pages _____, states that _____ .
(name of the journal) (main idea)

2. _____'s article on _____ (year) discusses the _____.
(author's last name) (topic) (main idea)

3. _____, in his/her article, "_____" argues that _____.
(author's last name, year) (title of the article) (main idea)

4. According to _____ (year), _____.
(author's last name) (main idea)

5. In the article _____ (_____),
(title of the article) (title of the journal; date of issue M/D/Y; pgs)

_____ states that _____.
(author's last name) (main idea)

6. _____, the author/researcher/scientist/reporter _____ that…
(introductory word) (any appropriate verb)

_____

[15] Based on: How to Write a Summary // Maria College. URL: mariacollege.edu/wp-content/uploads/2010/08/HOW_TO_WRITE_A_SUMMARY.doc (дата обращения 22.03.2013).

Ex. 5. Translate into English.

1. Я сократила свой реферат до 30 страниц, и все-таки он еще очень длинный. Придется выпустить детали.
2. Наконец-то он добрался до сути!
3. Я знаю, что мне надо бросить курить. Но я не могу отказать себе в удовольствии выкурить сигарету после еды или после лекции.
4. Не перебивайте своего товарища, когда он отвечает. Это невежливо.
5. Боюсь, я не смогу написать реферат. Я не уловила главное в этой статье.

Ex. 6. Play out a dialogue with your partner combining the remarks from the table.

A	Why, Ann! What a pleasant surprise!	• Never expected to see you here. • What's brought you here?
B	Hello, Kate! Glad to see you!	• Fancy meeting you here. • It is a small world. • It's good to see you.
A	How are you getting on with your article (conference paper, summary, thesis)? Remember when we met last time, you were working hard on it.	
B	Fine, thank you. I've finished it.	• I'm nearly through with it. • Not too well, I'm afraid. • Got stuck, you know. • Nothing to boast off. • Could be better.
A	My congratulations. I knew you would manage it.	• Sorry to hear that. Can I be of any help? • I am sorry. Well, if the worst comes to the worst, you can speak to Harry but don't put it off till the last moment. You know Harry… • Take it easy. All in good time. I'm sure you will make it.
B	Thank you. I must be going (running) at the moment. Hope to see you soon.	• Not really. Thank you. I feel like doing it myself. • I must be off. It's been nice meeting you. • I've got things to do. See you later. • I've got an appointment with my advisor. See you soon.
A	Keep in touch.	• Keep well. • Take care of yourself. • Hope we meet again.

SKILLS

Find an article in English related to the topic of your thesis and write its one-page summary following the tips below[16].

1. Begin with a good introductory phrase. See ex. 4 for a possible model.

2. Be sure to give a full reference for the article in the first sentence.

Follow the examples above (ex. 4) or below:

for printed article: Serwer A (1997) Michael Dell Turns the PC World Inside Out. *Fortune* VI (8): 76–86.

for on-line article: Disney, Sears. Walmart Clothes Made at Bangladeshi Factory Where Fire Killed 112. (2012, November 28). *Fox News.com*. Retrieved from http://www.foxnews.com/world/2012/11/28/disney-sears-clothes-made-at-bangladeshi-factory-where-fire-killed-112/

3. Mention the **major** aspects/factors/reasons that are discussed in the article. Discuss each supporting point in a separate paragraph. Introduce it in the first (topic) sentence.

Example: The first major area in which women have become a powerful force is politics.

Other phrases to use:

- The author goes on to say that ...
- The article (author) further states that ...
- (Author's last name) also states/maintains/argues that ...
- (Author's last name) also believes that ...
- (Author's last name) concludes that…

[16] Bauer-Ramazani, Cristine. Op. cit.

UNIT 4

Bologna Process and Higher Education Reforms in Russia

STARTING UP

Ex. 1. Look at these sayings. What do they mean? Which of the ideas do you agree with?

- Education is not preparation for life; education is life itself.

John Dewey (1859 – 1952), American philosopher

- Education is a progressive discovery of our own ignorance.

Will Durant (1885 – 1981), American historian

- The only person who is educated is the one who has learned how to learn and change.

Carl Rogers (1902 – 1987), American psychologist

Ex. 2. Read through the passage out of the book *University Life Uncovered* [17] and discuss the questions below.

> Traditionally the university has been held to be guardian of "knowledge and the pursuit of learning for their own sake". Its scholars encouraged development of the individual through the pursuit of knowledge and by means of one methodology. Association with skills and training was through the professions. In a postmodern, market-driven world the concept of higher education has become quite different. The conception that education at every level is a precondition to economic growth and success is no longer current. Universities have entered the global marketplace and along with schools and colleges vie for individual clients or customers.
>
> Education is treated as a valuable commodity with students as consumers of this commodity. Learning is commodified, and in this pervasive market context the learner is seen as a customer. The idea of a student as a consumer or a stakeholder, which some would argue, is gaining popularity. In their discussion of learner autonomy, the researchers stress that in the context of New Labour Ideology "learners should have a real say in their learning process. Learners are stakeholders and have a right to negotiate and to choose, what, when and how they study".

1. Will the traditional university survive in the 21st century?
2. Can you agree with the author that in the 21st century "Learning is commodified, and the learner is seen as a customer"?
3. Should the university serve the needs of societies/industries/governments or provide non-vocational studies for elites?

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[17] From: Lawson, Hilary. Learning, Identity, and Learning about Identity: the Role of Connectedness // University Life Uncovered: Making Sense of the Student Experience. – SWAP, 2008. – P. 9-10.

4. Should all the countries have the same system of higher education and what would be the pros and cons of such a system if it was realized? Think about
   - mobility and employability
   - cultural and economical inequalities and traditions of research

VOCABULARY

COMMONLY CONFUSED WORDS

Ex. 1. Affect or effect? Efficient or effective? Read the information in the boxes[18] and underline the correct word in the sentences below

Affect and **effect** are often confused even by native speakers of English. The most important thing to remember is that **affect** as a verb and **effect** as a noun are similar in meaning, signifying 'influence', 'impact' or 'change'. **Effect** as a verb is used only in very formal English, meaning to 'carry out' or to 'cause something to happen'.

1. The really hot weather **affected/effected** everybody's ability to work.
2. I know my neighbours play loud music late at night, but that doesn't **affect/effect** me. I can sleep through anything.
3. The number of tourists travelling to Britain this year has not been **effected/affected** by the strength of the pound.
4. The tablets which he took every four hours had no noticeable **effect/affect** on his headache.
5. My words of comfort had little **affect/effect**. She just went on crying and wouldn't stop.
6. When you **effect/affect** a situation, you have an **effect/affect** on it.
7. What **effect/affect** does pollution have on the atmosphere?

Being **efficient** means to work in a well-organised way, without wasting time or energy.

To be **effective** means to work well and produce the results that were intended.

1. She was **efficient/effective** in everything she did and was frequently commended for exemplary service to the organization.
2. He hasn't made very **efficient/effective** use of his time in revising for these exams: he has made no notes and his concentration spans appear to last for no longer than ten minutes.

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[18] From: Learning English // BBC World Service. URL: http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv64.shtml (дата обращения 22.03.2013).

3. This engine is really **efficient/effective**, it can run for 30 km on only 1 litre of fuel.
4. These tablets really are **effective/efficient**. My headache's much better now.
5. The only **effective/efficient** way to avoid hay fever at this time of the year, if you are a sufferer, is to stay indoors.
6. **Effective/efficient** postgraduate researchers can get the most out of their PhD.

READING

The Bologna Process and the European Higher Education Area[19]

The overarching aim of the Bologna Process is to create a European Higher Education Area (EHEA) that promotes mobility; attracts students and staff from Europe as well as from other parts of the world; and is internationally competitive. It aims to do this by facilitating greater comparability and compatibility between the diverse higher education systems and institutions across Europe and by enhancing their quality. Starting from a non-binding agreement at European level (the 1999 Bologna Declaration), the Bologna Process has initiated reforms in higher education across Europe. Today, 49 European countries participate in the Bologna Process. They are all party to the European Cultural Convention and committed to the goals of the European Higher Education Area. Russia joined the Bologna Declaration in 2003.

An important characteristic of the Bologna Process – and a key to its success – is the close cooperation between governments, higher education institutions, and quality assurance agencies.

What Are the Reforms All about?

The Bologna Process is probably best known for its objective to structure higher education along three cycles (Bachelor-Master-PhD), converging formerly very diverse higher education structures in Europe and bringing them in line with international standards. In 2005, Ministers adopted an overarching Framework for Qualifications in the European Higher Education Area comprising three cycles and they agreed to develop national qualifications frameworks that are compatible with this overarching framework.

Access to the second cycle (Master) usually requires successful completion of the first cycle studies (Bachelor), lasting a minimum of three years. The degree awarded after the first cycle should also be relevant to the European labour market as an appropriate level of qualification. Countries are currently defining learning outcomes for qualifications in each of the three cycles, using the Framework for Qualifications in the European Higher Education Area as a common

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[19] Based on: The European Higher Education Area // Towards the European Higher Education Area. Bologna Process. Published and printed by Austrian Federal Ministry of Science and Research. URL:http://www.eurireland.ie/_fileupload/2010/Bologna%20Booklet.pdf (дата обращения 22.03.2013).

reference point. Work to define learning outcomes is also a significant component in the broader move towards student-centered learning and teaching.

Doctoral education – generally corresponding to a workload of 3–4 years full time – was introduced to the Bologna Process as the third cycle by Ministers in 2003, when they agreed that:

- The core component of doctoral training should be the advancement of knowledge through original research;
- Doctoral programmes should promote interdisciplinary training and the development of transferable skills to meet the needs of the wider labour market.

Joint Degrees

The Bologna Process has paved the way for a growing number of joint degree programmes. The following key features are usually associated with qualifications described as joint degrees:

- the programmes leading to them are developed jointly by several institutions;
- students spend significant periods of time at partner institutions;
- periods of study and exams passed at the partner institution(s) are recognised by all the institutions involved;
- students who have completed the full programme should obtain a degree which is awarded jointly by the participating institutions, and is fully recognised in all the countries.

Mobility

Facilitating mobility is one of the main objectives of the creation of the European Higher Education Area. Intra-European and international student and staff mobility has become an essential part of European higher education culture. More than 5600 higher education institutions in Europe offer a great variety of degree programmes for domestic and international students.

Recognition of Qualifications

The purpose of recognition is to make it possible for learners to use their qualifications in another education system or country without losing the full value of those qualifications. Each country of the EHEA has a national information centre where students, employers and others can obtain information about recognition. Tools that facilitate the recognition of qualifications are the European Credit Transfer and Accumulation System (ECTS) and the Diploma Supplement. The ECTS balances a programme's average workload with the learning outcomes and competences to be achieved. The Diploma Supplement describes the qualification in an easily understandable way, relating it to the overarching qualifications framework.

Quality Assurance

In higher education, the term quality assurance refers to all the policies, ongoing review processes and actions designed to ensure that institutions, programmes and qualifications meet

specified standards of education, scholarship and infrastructure. The Standards and Guidelines for Quality Assurance in the European Higher Education Area adopted by Ministers in 2005 and commonly referred to as the European Standards and Guidelines (ESG) provide guidance on quality assurance to agencies and institutions. The European Quality Assurance Register for Higher Education (EQAR) set up in 2008 is designed to list those agencies which operate in accordance with the European Standards and Guidelines and the appropriate national legal provisions.

Social dimension

The European Higher Education Area aims at providing learners with equal opportunities in higher education, fostering social cohesion and maximising the potential of individuals in terms of their personal development and their contribution to a sustainable and democratic knowledge-based society.

Employability

Employability has been one of the main objectives of the Bologna Process from the very start. Each cycle of higher education should be relevant to the labour market.

Lifelong Learning

Lifelong learning has been recognised as an essential element of the European Higher Education Area since 2001. It is inherent in all aspects of the Bologna Process and is furthered by improving the recognition of prior learning, including non-formal and informal learning and allowing learners, for instance, to alternate between work and study.

The basic priorities of the European Higher Education Area provide a common strategic framework to which all stakeholders in the European Higher Education Area can make their full contribution, building on a wide variety of existing and new initiatives.

Ex. 1. Answer the questions.

1. What is the aim of the Bologna process?
2. What are the basic principles of the European Higher Education Area?
3. What is the purpose of recognition of qualifications?
4. Do you like the idea of a joint degree? In your understanding, what might be the basic requirement for joining such a programme?

LANGUAGE TRAINING

Ex. 1. Fill in the correct word from the list. Choose any phrase and make up a sentence.

Common, non-binding, promote, relevant, interdisciplinary, close, facilitate, initiate, programme's, student-centered, obtain, quality.

1. .....training	**7.** .....cooperation between governments
2. .....mobility	**8.** .....comparability and compatibility
3. .....agreement	**9.** ..... assurance agencies
4. ..... reforms	**10.** .....average workload
5. ..... a degree	**11.** ..... to the European labour market
6. .....reference point	**12.** ... . learning and teaching

Ex. 2. Match the words with their definitions. Complete the sentences below[20].

1. to facilitate	**a.** to supply or make available
2. to promote	**b.** capable of existing together in harmony
3. to enhance	**c.** the quality or state of being comparable
4. comparability	**d.** to help bring into being
5. compatible	**e.** to increase or improve in value, quality, desirability, or attractiveness
6. to provide	**f.** to make easier

1. The moderator's role is to ..... the discussion by asking appropriate questions.
2. Mediators were present to ..... dialogue.
3. You can ..... the flavor of the dish by using fresh herbs.
4. There's little ..... between the two vehicles: one is basic transportation and the other is a luxurious salon on wheels.
5. They are two people with ..... personalities.
6. The Web site ..... users with information about local activities.

Ex. 3. Fill in the correct preposition, then choose any item and make up a sentence.

To operate in accordance ... smth/smb; to pave the way ... smth; to be introduced ... smb; to be relevant ... smth; to be compatible ... smth; to be known ... smth; to be committed ... smth; to meet the needs ... smb; to provide smb ... smth; to bring smth in line ... smth.

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[20] From: Merriam-Webster Dictionary 2013. URL: http://www.merriam-webster.com/(дата обращения 22.03.2013).

Ex. 4. Match these sentence halves[21] and translate.

1	Knowledge changes so fast that	**a**	in order to understand better one's career preferences.
2	If we are able to make Russian degrees fully recognizable,	**b**	will automatically make Russian universities competitive.
3	To compete successfully in the global education market	**c**	it is necessary to improve the content and quality of university programs.
4	It would be wrong to assume that the adoption of the two-tier system	**d**	the simple memorization of texts and formulae is perfectly useless.
5	In light of the sharp demographic challenges Russia faces in the coming years	**e**	it is crucial to offer them the chance to change course and even institution.
6	It is very useful to gain work experience before commencing a master's degree	**f**	many people will in fact return to Russia.
7	As students move from bachelor's to master's,	**g**	it is extremely important to attract foreign students to our universities.

Ex. 5. Complete the text[22] using the correct alternatives.

While the calls for the "urgent modernization" of Russian higher education are not new, the key question is whether recent reforms will have a positive 1) ..... on the sector in the current economic and social climate. Russia has been striving to make up the loss in higher education that occurred during the severe 2)..... during the post-Soviet transition period. Although a number of initiatives have been implemented, such as the creation of federal universities and national research universities, 3)..... on education as a percentage of gross domestic product has not changed considerably since 2005. But today, international pressures are contributing to the 4)..... of the need for reforms. Concentrating finance on developing flagship universities could alleviate regional higher education 5)..... and provide resources to strategic research initiatives, as well as setting them on the road to becoming internationally prominent institutions. However, attention should be paid to the development of other, non-status universities and to the quality of working conditions for teaching and research 6)..... in the higher education system. Whether the proposed plans for Russian higher education will turn into reality will depend on the 7)..... of these reforms and on Russia's economic situation. The 8)..... seems positive.

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[21] Based on: Guriyev, Sergei. How Will Russia Handle the Bologna Process? // The Moscow Times. Career Center. 12/21/2012. URL: http://www.themoscowtimes.com/careercenter/JC/417853/eng/article/417892.html#no (дата обращения 22.03.2013).

[22] From: Luchinskaya, Darya. Russia: Modernising the higher education system // University World News. The Global Window on Higher Education. Issue 192. 09 October 2011. URL: http://www.universityworldnews.com/article.php?story=20111007130249809 (дата обращения 22.03.2013).

1	**a)** impact	**b)** affect	**c)** influence	**d)** uproot
2	**a)** slump	**b)** recession	**c)** stagnation	**d)** recovery
3	**a)** cost	**b)** disbursement	**c)** expenditure	**d)** tariff
4	**a)** emergency	**b)** topicality	**c)** extremity	**d)** urgency
5	**a)** inequalities	**b)** distinctions	**c)** contrasts	**d)** differences
6	**a)** workforce	**b)** staff	**c)** contingent	**d)** folks
7	**a)** introduction	**b)** promotion	**c)** implementation	**d)** penetration
8	**a)** horizons	**b)** future	**c)** perspective	**d)** outlook

SKILLS

Write a for-and-against article on Bologna process in Russia[23] for your university newspaper. The Introduction has already been given for you. In the main body develop three four points with your justifications and/or examples. In the conclusion write a balanced consideration of the topic or give your own opinion. Don't forget to provide your article with a good title.

INTRODUCTION

Russia joined the Bologna Process in 2003 and is in the process of actually transforming its higher education system to make it compatible with Bologna principles. In particular, Russia has essentially moved to the two-tier, bachelor's-master's or four-plus-two year system. The actual transformation is yet to happen, but all the legal foundations are in place. Universities that want to build internationally competitive, and internationally compatible, undergraduate and masters programs have all the necessary tools. However, Russia's integration into the Bologna Process often receives criticism from inside the country.

MAIN BODY

PARA 1. One major problem that people cite is that the Russian job market is not yet ready to consider four-year programs as "complete" higher education.

PARA 2. The opponents of the system warn that the two-tiered system will lead to the destruction of the traditional Soviet model, which has proven to be excellent.

PARA 3. Another argument goes something like this: If the experiment succeeds and Russian degrees are recognized in the West, this will lead to brain drain and the degradation of Russian academia and education.

PARA 4. However, the main argument in favor of the Bologna Process is that it is better predisposed to the realities of the contemporary world — characterized by high uncertainty and dynamism.

PARA 5. What is more, the Bologna Process gives Russian universities an instrument for bilateral student exchanges and therefore wakes them up to the realities of the European educational system.

PARA 6. Also, the Bologna Process provides Russian universities with opportunities to create new programs, both broad undergraduate programs and specialized master's programs.

CONCLUSION

To sum up/All in all, Russia's integration into the Bologna Process…

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[23] Based on: Guriyev, Sergei. How Will Russia Handle the Bologna Process? // The Moscow Times. Career Center. 12/21/2012. URL: http://www.themoscowtimes.com/careercenter/JC/417853/eng/article/417892.html#no (дата обращения 22.03.2013).

UNIT 5

My Alma Mater

STARTING UP

Ex. 1. Look at these sayings. What do they mean? Which of the ideas do you agree with?

- The roots of education are bitter, but the fruit is sweet.

  Aristotle (384 BC – 322 BC), Greek philosopher

- One of the greatest problems of our time is that many are schooled but few are educated.

  Thomas More (1478 – 1535), English author

- In the first place, God made idiots. That was for practice. Then he made school boards.

  Mark Twain (1835 – 1910), American author

Ex. 2. Have you ever heard the expressions *alma mater* and *university alumni*? Do you know what they mean? Read the entries from Wikipedia[24] and answer the questions.

Alma Mater (UK [ˌælmə ˈmeɪtə] orUS [ˌɑ:lmə ˈmɑ:tə]; Latin: "nourishing mother") was used in ancient Rome as a title for various mother goddesses and in Christianity for the Virgin Mary. In the modern language in North America, it is often any school, college, or university at which one has studied, and usually, from which one has graduated. The term may also refer to a song or hymn associated with a school.

An **alumnus** (masculine, plural 'alumni') or **alumna** (feminine, plural 'alumnae') is a graduate of a school, college, or university. An alumnus can also be a former member, employee, contributor, or inmate, as well as a former student. If a group includes both sexes, even if there is only one male, the male plural form **alumni** is used.

1. What University would be considered your alma mater: the one where you were awarded a Bachelor's degree or/and the University where you are studying for your Master's degree at the moment?
2. Can you name some notable alumni of the two universities?
3. Do you stay in touch with the alumni of your first University? Would you like to be a university alumni association member? Why?

Ex. 3. How did you choose the university for receiving your higher degree? Speak to your partner about the criteria that determined your choice. Which of the criteria below do you think to be the most important? Why?

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[24] Alma mater; Alumnus // Wikipedia. The Free Encyclopedia. URL: https: // en.wikipedia.org/wiki/Alma_mater;
https: // en.wikipedia.org/wiki/Alumnus (дата обращения 05.05.2013).

- ✓ the quality of teaching and research
- ✓ versatile and flexible system of education
- ✓ excellent programs across all disciplines
- ✓ emphasis on building a theoretical base along with developing practical, employment-related skills
- ✓ the level of technology and scientific techniques available to students
- ✓ the opportunity to tailor your Master program to meet specific career/academic aspirations
- ✓ a very positive reputation of the university in the national/international job market
- ✓ a diverse choice of academic, cultural and athletic activities
- ✓ the visual impression the university makes, its history and location
- ✓ a good support system to fresh-comers
- ✓ the opportunity to combine part-time or temporary work and study
- ✓ low tuition fee

VOCABULARY

LATIN WORDS IN ENGLISH

GRAMMAR TIP

Nouns borrowed from Latin and Greek retain their foreign plural. A few, however, have an Americanized plural form (it is given in parentheses below)

Ex. 1. In academic English we often use Latin and Greek words. Do you remember how they form plural? Read the Grammar Tip and complete the table. Reasoning from analogy can make a good help for you.

singular	plural
1. symposium	symposia
2. formula	formulae (formulas)
3. alumna (fem.)	……..
4. alumnus (mas.)	……..
5. ……	stimuli
6. syllabus	……..
7. ……	data
8. curriculum	……(curriculums)
9. hypothesis	……
10. ……	theses
11. analysis	……
12. ……..	phenomena
13. criterion	……(criterions)

Ex. 2. Now match the nouns to their meanings

1. the subjects that are taught by a school, college etc, or the things that are studied in a particular subject:.....
2. a plan that states exactly what students at a school or college should learn in a particular subject:.....
3. an idea that is suggested as an explanation for something, but that has not yet been proved to be true:.....
4. former students of a school, college etc.: .....
5. a formal meeting in which people who know a lot about a particular subject have discussions about it:.....
6. something that happens or exists in society, science, or nature, especially something that is studied because it is difficult to understand:.....
7. a long piece of writing about a particular subject that you do as part of an advanced university degree such as an MA or a PhD:.....

READING

Saint Petersburg State University of Culture and Arts[25]

Saint Petersburg State University of Culture and Arts (SPbSUCA) is one of the largest educational centers in Russia which offers the whole range of courses on culture. The University enrolls about 10.000 students who are given instruction at 9 faculties and educational centers. Among them are the faculty of arts, the faculty of library and information studies, the faculty of world culture, the faculty of social and cultural technologies, the center of directing and producing, foreign languages educational center and others. The University provides different forms of education (full-time, part-time and extramural) on a state-financed and fee-paying basis. The staff of the University comprises almost 1000 people, including nearly 600 teachers who represent 39 departments. More than half of the faculty members hold their academic degrees and titles. While some of the professors are renowned national leaders in research, others are known as distinguished artists who combine teaching with individual creative activity. All of this contributes to a vibrant environment for learning and creativity that the University is famous for. The University is proud of the accomplishments of its graduates. Among the notable SPbSUCA alumni are the artists Valeriy Leontyev, Vyacheslav Polunin, Tatiana Bulanova, Sergey Rogozhin and others.

Founded in 1918, Saint Petersburg State University of Culture and Arts is the oldest institution of culture in Russia. For 95 years it has been training highly qualified specialists for various areas related to culture, and it seems symbolic that the institution is situated in one of the most beautiful places of the city, on the bank of the Neva, in the buildings that remember different

[25] Санкт-Петербургский государственный университет культуры и искусств (official website). URL: http://www.spbguki.ru/(дата обращения 8.02.2013).

historical and cultural events. The two-storey mansion near Troitskiy Bridge was designed by the famous architect Giacomo Quarenghi. In 1812 the Emergency Committee elected M. Kutuzov to be the Commander-in-Chief of the Russian Army in this building. In the 1830-40s there was a famous salon led by Dolly Fikelmon, Kutuzov's grand daughter and an Austrian diplomat's wife. The salon was often visited by Alexander Pushkin. The institution moved in the palace in 1924. Another building on the embankment, the Oldengburgsky palace, became a part of the university in 1962. The famous Russian fable-writer Ivan Krylov lived in it for several years. In 1986 the University received one more building which is a small palace by Francesco Bartolomeo Rastrelly in 7 Millionnaya Street. Adorned by a sculpture group of three muses, the palace belonged to the farther of the Russian poet Antioch Kantemir in the early 18th century. Today it houses the faculty of library and information studies. Three other university buildings are scattered about the city.

The University occupies the 15th position in the list of top universities of culture in Russia. It runs 54 educational courses grouped into three levels: Bachelor's, Master's and Doctoral. The students can get a degree in such areas as Theatrical Performances and Festivals Directing, Museum Science and Objects of Heritage Preservation, Music Instrumental Art, Conducting, Art of Folk Culture, Music Stage Art and Jazz, Folk Singing Art, Cinema and Television Directing, Actor's Art, Art History, Restoration, Political Science, Applied IT, Business IT, Design, Advertising and Public Relations and others. Whatever course students decide upon, they receive balanced education in humanities and all necessary skills for their future profession.

As the society is changing, the syllabi are being renewed and the new programmes and subjects are being introduced. Undergraduate students can pursue a variety of pre-professional programmes. As a first- and second-year student, you will take predominantly arts and science classes including literature, history, psychology and/or sociology, one of foreign languages, computers, and PE. In most cases, pre-professional curricula do not require a student to major in a particular discipline, but rather follow a prescribed set of courses spanning several disciplines.

Your professional education generally begins in your third year (when you choose your major) and includes a set of core courses in a certain area (e.g. library studies, museum studies, stage directing). The rest of your third and final year courses will focus on your specific major, electives, and a course of practical training.

Academically talented students can continue their studies at postgraduate level. If you think about gaining an extra qualification, specializing in a particular field, or conducting research for a career in academia, Master's program is the best choice for you. Since 2011 the University has been running 24 Master's courses. Having obtained a Master's degree, you can apply for a

doctorate programme and achieve even a higher academic level. This programme is very demanding and often leads to careers in academia.

As a house for about twenty academic and creative schools, Saint Petersburg State University of Culture and Arts takes part in some inter-institutional projects, such as Laboratory of Pedagogic Culturology of the Russian Academy of Sciences, and runs a number of international schools, seminars, and conferences. The university welcomes two large international conferences, *Culture on the Eve of the XXI Century* and *Internet and Education*, which attract a great number of specialists from Russia and foreign countries. The University regularly organizes meetings with renowned Russian and foreign art workers, cinematography evenings (Club "CultDoc"), different educational trips and a great number of other interesting events.

The University has everything to enjoy studies, hobbies and research: IT classes and free Wi-Fi, a good library, rehearsal halls, two training theatres, sports facilities, different clubs, the University newspaper and a scientific journal. In addition, the University dormitory provides housing with a complete list of amenities for non-resident students.

The University's high-quality teaching and modern resources along with the city's cultural environment, help students make the most of their time here.

Ex. 1. Answer the questions.

1. How old is the University?
2. What are the University buildings like?
3. What programmes does the University run?
4. What can you say about the University academic staff?
5. What facilities does the University possess?
6. What are the advantages of studying at SPbSUCA?

LANGUAGE TRAINING

Ex. 1. Fill in the correct word from the list. Choose any phrase and make up a sentence.
Achieve, prescribed, high-quality, sports, balanced, academically, gain, inter-institutional, renowned, highly qualified, get, rehearsal.

1.	.....teaching	**7.**	.....a higher academic level
2.	.....halls	**8.**	.....an extra qualification
3.	.....facilities	**9.**	.....talented students
4.	.....art workers	**10.**	.....set of courses
5.	.....projects	**11.**	.....education
6.	.....specialists	**12.**	.....a degree

Ex. 2. Fill in the correct preposition, then choose any item and make up a sentence.
To apply…. smth, to lead … smth/smb, to take part …. smth, to focus ….. smth, to major ….. smth, to be proud ….. smth/smb, to contribute ….. smth, to be related ….smth/smb.

Ex. 3. British and American academic terminology differences[26]. Do you agree with George Bernard Shaw that *England and America are two countries separated by a common language?* Fill in the gaps with the words from the list:

timetable, President, профессор, резюме, vacation, Assistant Professor, thesis, faculty, postgraduate student, semester, university teacher, 3rd year/final year student.

Gr. Br.	USA	RF
academic/teaching staff	faculty	профессорско-преподавательский состав
	professor	преподаватель
Chancellor/Vice-chancellor		ректор
Deputy vice-chancellor for academic affairs/research	Vice-president for	проректор по учебной/научной работе
Professor	Full Professor	
Reader/Senior Lecturer	Associate Professor	доцент
Lecturer		старший преподаватель
Assistant Lecturer	Instructor	ассистент
	graduate student	магистр/аспирант (a student taking a higher degree)
dissertation		диссертация
CV	resume	
	college/school	факультет
course (the entire degree programme a student takes at university)	course/class/module (individual subject a student takes at university)	курс/программа
school (place of primary or secondary education)	school (any educational institution including university)	школа/учебное заведение
programme (unless referring to computers)	program	программа
1st year student/1st year undergrad	freshman	студент-первокурсник
2nd year student/2nd year undergrad	sophomore (student)	студент-второкурсник
	junior (student)/year	студент-третьекурсник/3-й курс
(doesn't exist as the British universities usually have three years in total)	senior (student)/year	студент четвертого курса/4-й курс
	schedule	расписание
term		семестр
holiday		каникулы (time taken off from school)

[26] Based on: Academic Terminology Differences // Fulbright Commission. URL: http://www.fulbright.org.uk/pre-departure/academics/academic-terminology-differences (дата обращения 8.02.2013).

Ex. 4. Using the exercise above, substitute the underlined words in the text with their American equivalents.

Ex. 5. Fill in the gaps with words from the list and answer the questions below.

Instructor, degree, native, conversation, incorporate, dissertations, rank, master's degree, Ph.D., tenure, lifetime, faculty, scholars, lectures, curriculum.

The lowest rank in American universities is 1)..... . He/she teaches anything an institution needs. For instance, a private institution can have a 2)..... speaker who teaches some 3)..... courses. He may have no advanced 4)..... whatsoever. The assistant professor is the next low 5)..... . A person who is an assistant professor is usually hired only to deliver 6)..... in a certain course or set of courses. Assistant professors usually have a 7)..... but they can be people who are writing their 8)..... or are close to a Ph.D. An associate professor is a person who has his/her 9)..... . Associate professors design 10)..... and teach classes in their area of specialty. Having full professor stature means having tenure.

Tenure positions are 11)..... positions. When an instructor is tenured, he or she is a permanent member of the 12)..... , and typically cannot be fired. Earning 13)..... both protects the professor's job, and his or her ideas. A professor who is tenured has institutional support to carry out a unique research agenda, and has the freedom to 14)..... new ideas into classes without fear of termination. Many people see tenure as a way of preserving the university as a place where ideas flow freely, and individual 15)..... have the liberty to pursue their own interests[27].

1. How does a promotion ladder look like in American universities?
2. Can you match the university teachers positions in America to their equivalents in Russia?
3. What have you learned about a tenure position in America? Does a tenure position exist in Russian universities?

Ex. 6. Translate the sentences below using the samples in the box.

to be at university = to be a university student = to study at (any) university
to be at Saint Petersburg State University (more common)/to study at/to be a student of
to be in ..... faculty/department
to be in the/one's first/final year

[27] Based on: What Is Tenure Track? and What Does an Associate Professor Do? // wiseGEEK. Clear Answers for Common Questions. URL: http://www.wisegeek.com/what-is-tenure-track.htm and http://www.wisegeek.com/what-does-an-associate-professor-do.htm (дата обращения 05.05.2013).

to get/receive a degree = to be awarded a degree to take one's degree = to study for a degree to take a course in smth

1. – Ты работаешь или учишься?
– Я учусь в университете.

2. Я учусь в Санкт-Петербургском государственном университете культуры и искусств.

3. – Вы на каком факультете?
– На библиотечном

4. Он учится на отделении музееведения и охраны памятников культурного наследия.

5. – На каком вы курсе?
– На третьем.

6. Я получила степень бакалавра в Санкт-Петербургском государственном университете, а степень магистра хочу получить в Сорбонне.

7. В нашем университете есть возможность пройти курс «Русский как иностранный» он-лайн.

Ex. 7. Work in pairs. Ask your partner:

- what university has she/he graduated from?
- when was it founded?
- what faculties does it contain?
- what professors does the University boast?
- what famous people were among its students?
- what facilities does the University provide for its students?
- what is your friend's university major?
- why has she/he chosen this major? Is it a sense of vocation?
- what subjects did she/he study for her/his major?
- what was the topic of her/his graduation (diploma) paper?
- why did she/he apply for a Master's programme?
- what is she/he majoring in now?

Ex. 8. Play out a dialogue with your partner combining the remarks from the table.

A	I say, who's that man is the dark grey suit over there?	• Do you know that man? • Here comes Dr. Brown. Do you know him?
B	Very well indeed. This is Dr. Brown, Full Professor of Art History and Cultural Studies, the State University of New York. I can introduce you to him, if you like.	• Would you like to meet him? This is Dr. Brown, Reader in Art Criticism, University of Strathclyde.
A	Please, do. I'd be very glad to meet him.	
B	Dr. Brown, let me introduce Mr. Petrov from Russia. He is taking his Master's degree at … and writing a dissertation paper on …	• Hi, Jack! Meet my friend from Russia, Alexander Petrov. • Dr. Brown, may I introduce/may I present to you Alexander Petrov, Master student from Russia?
A	How do you do, Mr. Petrov? Pleased to meet you.	• It's nice to meet you. Excuse me, but aren't you that Petrov who published a very interesting article on … in our journal last year? I was sure you have already made your Ph.D. • Hi! Nice to meet you.
B	How do you do, Dr. Brown? It's my pleasure to meet you.	• Nice to meet you, too.
A	Pardon me, but what is the theme of your research, you said?	• What can I do for you?
B	I am interested in Native American art history and museum representation of Native peoples	• I am working on…
A	Then you must be familiar with the book by Dr. Sergeyeva. She is from Russia, too.	• Then you must have read the last paper by Dr. Sergeyeva who is a good specialist in representing cultural identity in museum setting.
B	Dr. Sergeyeva is my thesis supervisor.	• Dr. Sergeyeva is an Associate Professor of Exhibition Planning and Design at my University. • Dr. Sergeyeva is chair of Museum Studies department, which I am in.
A	Really? Has she been conferred her higher doctorate degree yet?	• This is a small world. I met her last year at our annual conference and I should say her paper impressed me very much. How is she getting on with her second thesis? She was very much involved in her research.
B	Well, you know, our procedure is more formal and different from conferring a Ph.D. degree in Western universities. She successfully defended her research work at the dissertation committee of Saint Petersburg State University five moths ago but the final decision comes from the Higher Attestation Commission in Moscow. Usually it takes about a year.	

SKILLS

Give a 5-7-minute talk on the University you graduated from (its foundation, history, buildings, structure, subjects studied, famous graduates and teachers). Begin with some personal information like in the example:

Let me introduce myself. My name is..... I'm twenty-five and unmarried. I was born in ....., small town in Rostov region, but when I was two my parents moved to Saint Petersburg, where I grew up and attended school.

In 20... I was admitted to the Herzen University to study French, with English as a subsidiary subject. I graduated three years ago with the Diploma of Education and the qualification of a secondary school teacher. A year after graduation I realized that I don't have any vocation for teaching, and a two-year work experience for *Intourist* assured me to go back at the university studying a completely new subject in a different department. This is how in October I began a two-year Master program in museum studies at Saint Petersburg State University of Culture and Arts.

Now let me tell you in brief about the University I am graduated from. The Herzen University was founded in....

UNIT 6

Studying Abroad

STARTING UP

Ex. 1. Look at these sayings. What do they mean? Which of the ideas do you agree with?

- An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you know and what you don't.

  Anatole France(1844 – 1924), French novelist

- Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught.

  Oscar Wilde (1854 – 1900), Irish author

- Education is the most powerful weapon which you can use to change the world.

  Nelson Mandela (b.1918), South African statesman

Ex. 2. Have you ever thought about going to study abroad? Think about pros and cons of studying overseas. Discuss the given ideas with your neighbor.

• exploring new cultures • meeting new people • traveling • independence and self-reliance • new opportunities for seeking job after graduation	• personal adaptability to a new environment • food • language • different style of instruction • absence of worldwide standard for higher education degrees

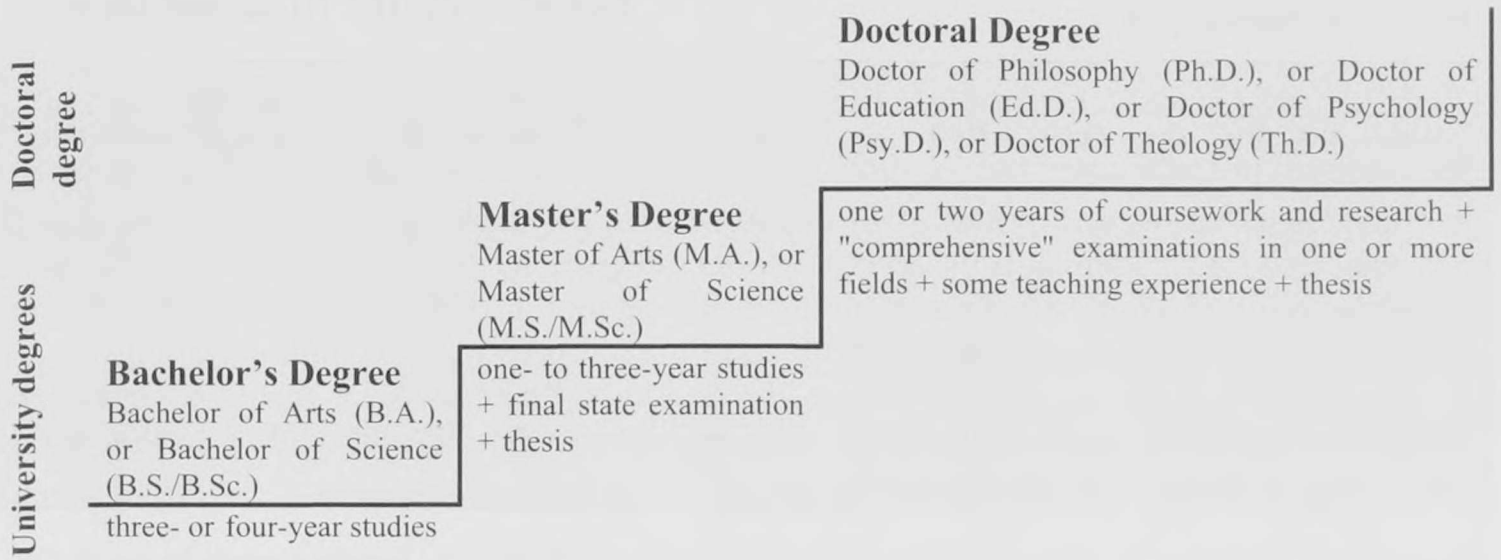
VOCABULARY

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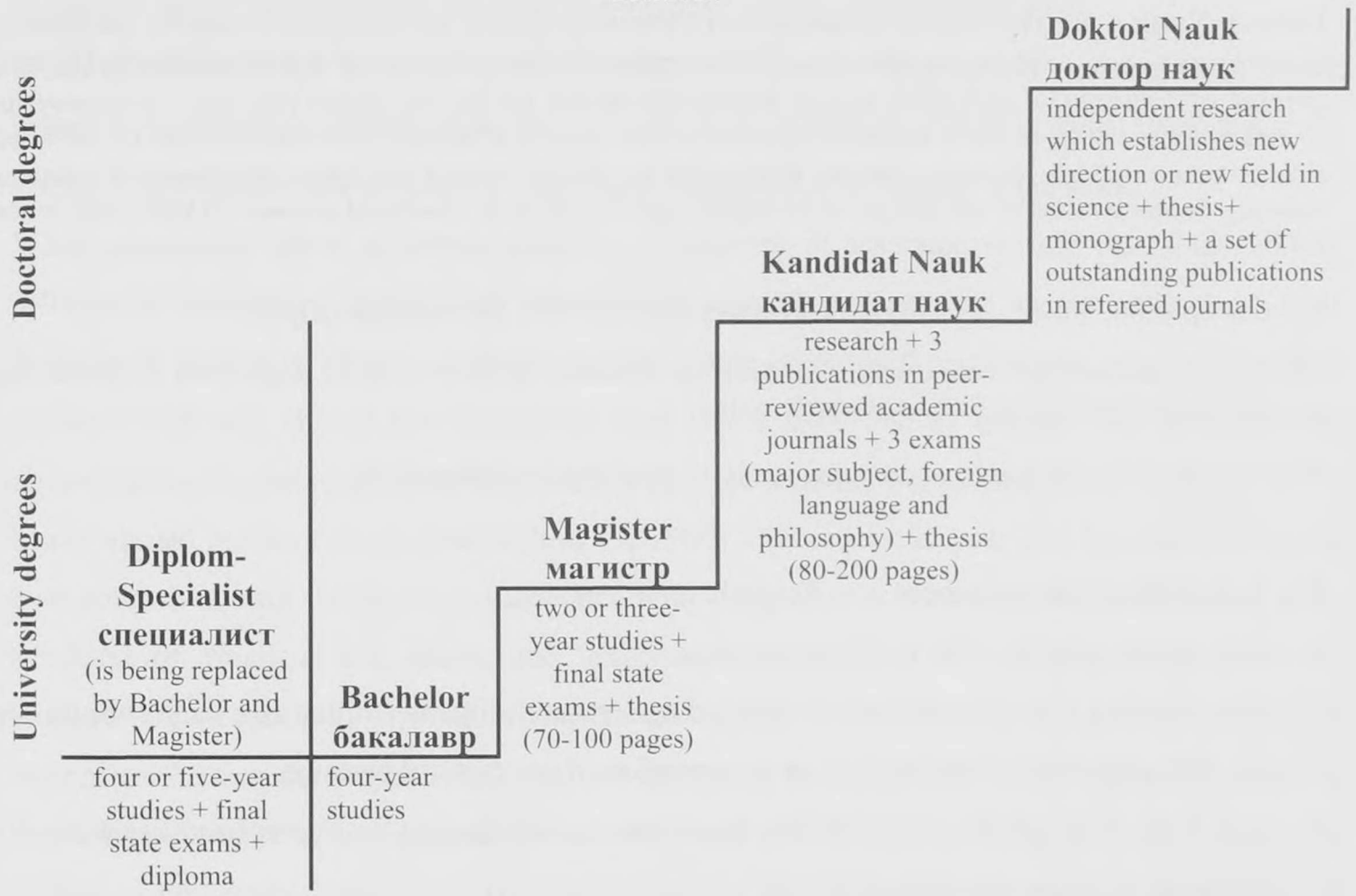
Candidate of Sciences/Kandidat Nauk and Doctor of Sciences/Doktor Nauk vs Ph.D.

Ex. 1. The system of academic degrees, as well as academic rank titles, is very complicated and highly variable from one country to another, from one institution to another, and even within a single institution. In Europe academic degrees are being harmonised through the Bologna process based on the three-level hierarchy: Bachelor, Master, and Doctor. Although 49 countries have already become Bologna Process member states, not every country has implemented the Bologna Accords yet. Russia is one of such countries and is gradually replacing its Soviet system.
Compare the tables below and answer the questions.

Most European Countries and the USA



Russia



1. What is the highest academic degree in Russia? and in Europe/the USA?
2. Which Russian academic degrees have equivalents in European and US academic systems?
3. Compare the doctoral degrees. Which of the systems can be called a two-tier system of doctoral degrees?
4. What does a "Doctor of Sciences" degree require? Is it equivalent to a Doctoral degree in European and US academic systems?

5. How can we translate Russian degrees into English? The information from the box below can be of some help to you.

Guidelines for the recognition of Russian qualifications in the other countries[28]

In countries with a two-tier system of university degrees, the degree of *Diplom-Specialist* should be considered for recognition at the level of Master's degree; the degree of *Kandidat Nauk* should be considered for recognition at the level of the first doctoral degree; the degree of *Doktor Nauk* should be considered for recognition at the level of the second doctoral degree.
In countries with only one doctoral degree, the degree of *Kandidat Nauk* should be considered for recognition as equivalent to this degree; the degree of *Doktor Nauk* should be considered for recognition at the level of this degree.

Study some possible variants:

Kandidat Nauk – ***Ph.D.***
Doktor Nauk – ***Ph.D.; Doctor Habilitatus*** (in Germany, Austria, and Switzerland academic qualification earned by writing a second thesis); ***Doctor of Philosophy*** (DPhil), ***Doctor of Science*** (DSc/ScD), and ***Doctor of Letters*** (DLitt/LittD) or just ***higher doctorate*** (in the UK, Ireland and some Commonwealth countries higher tier of research doctorates awarded on the basis of a formally submitted portfolio of published research of a very high standard); ***Senior Doctorate*** (in the UK, Ireland and some Commonwealth countries honorary degree awarded in recognition of an original contribution to or substantial advance on knowledge in the field).

In your opinion, which of the terms correlates the best with the Russian degree?

NB: to omit possible confusion, *Doctor of Sciences* and *Candidate of Sciences* can be used if only the person you are talking to is familiar with Russian academic system.

Whichever term you might choose, be ready to give some explanations.

Ex. 2. Translate the sentences into English.

1. I am working on my PhD in cinema studies.
2. John was my PhD student and we carried out research together in the Russian museum for his PhD dissertation that focused on preservation of our cultural heritage.
3. Ann feels very proud of herself. She has overcome challenges and completed her Master's degree in museum management.
4. Chelsea will receive her higher doctoral degree in learning technologies in May 2015.
5. International students seeking master's degree programs should apply through the Office of International Programs.

[28] Education in Russia for Foreigners // Ministry of Education and Science of the Russian Federation. URL: http://en.russia.edu.ru/edu/inostr/prizn/900/(дата обращения 1.06.2013).

The Benefits of Study Abroad[29]

The first large-scale survey to explore the long-term impact of study abroad on a student's personal, professional, and academic life shows that study abroad positively and unequivocally influences the career path, world-view, and self-confidence of students. The Institute for the International Education of Students (IES) surveyed alumni from all IES study abroad programs from 1950 to 1999. Regardless of where students studied and for how long, the data from the more than 3,400 respondents shows that studying abroad is usually a defining moment in a young person's life and continues to impact the participant's life for years after the experience.

When asked about personal growth, 97 percent said studying abroad served as a catalyst for increased maturity, 96 percent reported increased self-confidence, 89 percent said that it enabled them to tolerate ambiguity, and 95 percent stated that it has had a lasting impact on their world view.

When questioned about intercultural development, 98 percent of respondents said that study abroad helped them to better understand their own cultural values and biases, and 82 percent replied that study abroad contributed to their developing a more sophisticated way of looking at the world.

When questioned about academic pursuits, 87 percent of respondents said that study abroad influenced subsequent educational experiences, and 63 percent said that it influenced their decision to expand or change academic majors. Three-quarters of respondents asserted that they acquired skill sets abroad that influenced their career path, and 62 percent said that studying abroad ignited an interest in a career direction pursued after the experience.

Study abroad reached its all-time high in the 2007-2008 academic year and has been declining ever since. Not only are expenses associated with study abroad increasing, but at the same time, scholarships, financial aid, grants, and fellowships that used to be available to study abroad students are decreasing, as well. In March 2012, IES Abroad surveyed 1,008 study abroad alumni to "assess the impact study abroad has on a recent graduate's prospects in securing employment and/or attending graduate school directly after earning a degree from a four-year college or university in the U.S." The key findings of the 2012 study showed that nearly 90% of study abroad alumni secured a job within the first six months after graduation; 50% felt the overseas experience helped them acquire their first jobs; 84% felt that studying abroad helped them develop valuable job skills such as foreign language knowledge, cultural training, tolerance

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[29] Based on: Dwyer, Mary M. and Peters, Courtney K. The Benefits of Study Abroad. New Study Confirms Significant Gains; Bohrer, Isabel Eva. Study Abroad Increases Professional Job Prospects Never More So Than in Times of Crisis // Transitions Abroad.com URL: http://www.transitionsabroad.com/publications/magazine/0403/benefits_study_abroad.shtml; http://www.transitionsabroad.com/listings/study/articles/study-abroad-increases-professional-job-prospects.shtml (дата обращения 05.05.2013).

for ambiguity, adaptability, communication, and more; and 90% were admitted into their first or second choice graduate or professional school.

For many years, conventional wisdom in the study abroad field has been that "more is better"– the longer students study abroad, the more significant the academic and cultural development and personal growth benefits are. According to the survey results, the "more is better" idea holds true. However, the results of the study also suggest that programs of at least six weeks in duration can also be enormously successful in producing important academic, inter- and intra-personal, career, and intercultural development outcomes. These findings are significant considering the current increase in students attending shorter programs. Students attending full-year, semester, and summer programs all report the following benefits:

Foreign language fluency. Whether you are translating archives at a museum or plan on corresponding with businesses worldwide, being fluent in languages other than your native can be very useful.

International knowledge base. Your acquired knowledge is especially useful for careers in international affairs, government service or international business, but can be applied to any field.

Cross-cultural communication. In addition to speaking the actual language, study abroad can help you hone in on other communication skills.

Analytical skills. As you interact with locals abroad, you will learn to analyze situations with more precision.

Teamwork. Interacting with all kinds of locals and fellow foreigners abroad, will strengthen your ability to work as a team player and even take on leadership roles where appropriate.

Flexibility. Study abroad involves adapting to new circumstances, which is often critical when you have to solve problems back home.

Ability to manage finances. As a studying abroad student, you will have to manage your money effectively, which includes understanding the financial aid process and how to reduce your general expenses abroad best.

Independence. When living on your own, you will have to learn to become independent. As you mature in the process, you will also learn to become more self-confident.

The IES Abroad study reaffirms that both employers and graduate schools value all of the above skills. The economic crisis is resulting in more and more job layoffs. While it is impossible to generalize that less qualified staff is laid off first, it is valid to conclude that having a competitive edge will increase your job prospects. Studying abroad, increasing your cross-communication skills, and becoming fluent in a foreign language will make you stand out from many other candidates applying for any open position. If employers see that you can adapt to difficult situations in a foreign country, there are chances that you can solve problems back home, and problem solving has become a more treasured skill in almost all professions.

Ex. 1. Answer the questions.

1. What are the key findings of the 2012 survey? Did they prove or cancel the findings of the first IES study?
2. How does the duration of a programme affect students' development outcomes?
3. What are the benefits that reported all the students who studied abroad?
4. How can studying abroad increase your job prospects in the period of economic crisis?

LANGUAGE TRAINING

Ex. 1. Fill in the correct word from the list:

competitive, defining, intercultural, long-term, increased, conventional, key, overseas, cultural, academic, personal, communication.

1. .....edge	**7.** .....wisdom
2. .....values	**8.** .....experience
3. .....development	**9.** .....findings
4. .....maturity	**10.** .....pursuits
5. .....growth	**11.** .....moment
6. .....impact	**12.** .....skills

Ex. 2. Fill in the correct preposition, then choose any item and make up a sentence.

To adapt … smth, to stand out … smb/smth, to interact … smb, to hone in … smth, to contribute …. smth, to impact …. smth, to result …. smth/doing smth.

Ex. 3. Match the verbs from the list to the nouns. Some verbs may be used more than once.

Increase, manage, influence, ignite, earn, develop, produce, strengthen, acquire, solve, reduce, attend, lay off, contribute to, adapt to.

1......self-confidence	**9.**.....skills
2......smb's developing	**10.** .....outcomes
3......smb's career path	**11.** .....knowledge
4......an interest	**12.** .....smb's ability
5......school/programme	**13.** .....a problem
6......a degree	**14.** .....smb's money
7......a job	**15.** .....expenses
8......less qualified staff	**16.** .....a difficult situation

Ex. 4. Translate.

1. I got my first degree in philology and then I switched over to the field of museum studies.
2. I have a master's degree in museum management.
3. I left England to go to Canada to be a student of advanced botany. In Canada I earned the degree of Master's of Science and also Doctor of Philosophy.
4. I attended a college in Arizona for my bachelor's degree and my master's degree. Then I got my doctoral degree at the University of Hawaii.
5. I am twenty-six years old and have just completed my master's degree in science. And I'm going to begin my Ph. D. program next September in Canada.
6. I have graduate degrees from the American University and the University of Maiami in Florida.
7. Я имею степень кандидата наук, что соответствует (correspond) степени доктора философии в вашей стране.
8. Я надеюсь получить степень магистра в ближайшие два года.
9. В нашей стране степень доктора наук не является почетной степенью (honorary degree). Она предусматривает (require) написание диссертации и публикацию монографии.
10. В России ученая степень (research degree) доктора наук является высшей. Многие ученые, имеющие эту степень, являются профессорами.

Ex. 5. Read through the vocabulary list and fill in the gaps in the dialogues below.

apply – ask officially for a place at a university/college, a job, a grant, etc.
apply to Saint Petersburg State University of Culture and Arts
apply for a place at Saint Petersburg State University of Culture and Arts
application – the act of applying, or the request itself
to fill in a application form
applicant – a person who applies for smth

be admitted to a university – formal style
be accepted by a university – less formal style
get in to a university – more colloquial.
enter – begin to study in formal style
NB: *enter* is rarely if ever used in the sense of поступать. *Apply* should be used, not *enter*!

1. – My brother didn't get in to the university.
   – Oh, that's a pity. Is he going to ..... next year?
2. – Ann didn't get in to the Day Department.
   – Is she going to .....the Evening Department?
3. – Alex hasn't finished his thesis on time because he was ill for nearly three months.
   – In that case he can ..... an extension.

4. – There's an interesting job advertised in the paper. It's in my field, too.
   – Well, why don't you .....?
5. – I want to work as a guide in summer.
   – Well, be sure to ..... by May 31.
6. – Do you know how I can get an American visa?
   – Yes. You have to go to the consulate and fill in an ..... form.
7. – Jennie can't go to classes because of the baby.
   – Well, she'd better ..... a year off.
8. – Has Peter got the job?
   – Unfortunately, no. There were ten ..... for this position. He failed his interview.
9. – Peter is receiving his master's degree in a week.
   – It's high time! If I'm not mistaken, he ..... the Academy in 2005.

Ex. 6. Replace the underlined words by the appropriate form of *get in (to).*

1. – My sister wants to go to university.
   – Oh yes? Do you think she'll <u>be accepted</u>?
2. Did Peter <u>get a place in</u> Museum Studies Department?
3. John applied to the Royal College of Music but he <u>was unsuccessful</u>.
4. Jennie is very clever. She <u>was accepted</u> the first time she applied.
5. It's very difficult to <u>get a place at</u> the Institute of Foreign Relations, anyway I'd like to apply.

Ex. 7. Play out a dialogue with your neighbor.

A. Why did you apply to the ..... Department?
B. .....
A. Did you get in the first time you applied?
B. .....
A. What did you have to do in order to get a place here?
B. .....(describe the procedure).....
A. What year are you in now?
B. .....
A. How long is your course?
B. .....
A. Would you like to go through a study abroad program? Your English is good.
B. Yes, I would like to study in another country for a semester or two just see the world a little bit but I don't know how I can do it.
A. You should visit the study abroad office at our university to see if they have any specific programs that they work with or make your search in the Internet. Check the European Commission webpage http://eacea.ec.europa.eu/erasmus_mundus/programme/about_erasmus_mundus_en.php or visit http://www.eu-student.eu. Both sites are good to start with.

SKILLS

Step 1. Read the information below about advanced degree programs in the UK and the USA. It will give you the idea of some general requirements for such programs.

Step. 2. Browse the following web sites:
http://www.masterstudies.com/
http://www.findamasters.com
http://studylink.co.uk/
Choose one of the master's programs that match your professional interests.

Step 3. Using the official website of the college which runs the selected program, prepare a short presentation of five to seven minutes about the program. Use the following plan:

- Name of the program and the university/college it runs (give reasons for your preference)
- Program description
- Duration and price
- Admission process
- Curriculum

Postgraduate programs in the UK[30]

The wide range of UK postgraduate courses on offer gives students great flexibility. They can start by enrolling on a postgraduate diploma course (PG Dip), then transfer to a master's degree, or begin by taking an MRes (master of research), which could lead on to a PhD. The decision is always theirs.

If a student's qualifications or English language skills do not quite match the standard required for a UK master's degree, he/she may need to take a pre-master's course. It can last from one term to a complete academic year and cover academic study, cultural instruction and language training.

Full-time postgraduate courses in the UK vary from one year to four years, depending on the type of course a student chooses. *Postgraduate certificates and diplomas* (PG Cert/Dip) are one-year taught postgraduate courses that don't usually involve research. They are often accepted as professional qualifications. *Taught master's courses* (MA, MSc, etc.) generally last for one year and consist of two elements. Students should complete a number of modules (attending lectures and seminars, writing essays and taking examinations) and produce a dissertation from original research. On a *master's degree by research* (MRes, MPhil) in the UK, students typically do not attend lectures; instead they devote the entire year to research. The final mark will be determined by the quality of a submitted dissertation.

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[30] Based on: UK Postgraduate Study // British Council. URL: http://www.educationuk.org/USA/Article/USART21UK-postgraduate (дата обращения 05.05.2013).

A PhD, also known as a doctorate, takes three to four years to complete, during which time students work on a single research project. In their final year, they should present a dissertation of approximately 100,000 words.

Whatever UK postgraduate course you study, most of the work you do will be on your own initiative, which really develops your thinking and research skills. On taught courses, postgraduate tutors and lecturers provide the framework of the course, but students are encouraged to pursue their own interests. Within postgraduate research programs, the principal teaching method is original research, completed under academic supervision.

Postgraduate programs in the US[31]

The M.A. and other professional Master's degrees require a minimum of one academic year. More often 18 months or two years are needed. Although requirements for advanced degrees vary far more than for the Bachelor's degree, some number of course credits are always required. The Master's degree will usually require a minimum of about 30 credits up to a maximum of 60 credits, and an average grade of "B."

The Doctorate Degree covers many fields of specialization and requires a minimum of two to four years of study after the Master's degree. Most graduate schools do not require that a student fulfill the specific requirements for the Master's degree before becoming a candidate for the Doctor's degree, although many students find it desirable to do so. Doctorates in Education, Science and Law are sometimes labeled Ed.D., Sc.D., Jur.D., but most doctorates are known as Ph.D. (Doctor of Philosophy) degrees.

To obtain a Ph.D. degree or other doctorate the university generally requires that a student:

- Earn a certain number of credits in a required distribution of courses.
- Maintain an average grade of B.
- Pass a qualifying comprehensive examination after completion of the required courses.
- Pass examinations in one or more foreign languages.
- Present and defend a thesis which is the result of original research.
- Pass an oral examination.

Students wishing to take courses without enrolling for a degree may apply to register as "special students". Non-degree students do not have access to all the facilities that degree students are able to use, such as limited access to library and computer facilities, and often there is a limitation on the number of credits they can take.

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[31] Based on: Study in the U.S. // Fulbright. Belgium. URL: http://www.fulbright.be/study-in-the-us/(дата обращения 05.05.2013).

American degrees, both undergraduate and graduate, are earned on the basis of the number of courses successfully taken. Each course earns "credits" or "units", which are known as credit hours. The number of credits earned by each course relates to the number of hours of classroom work involved, but does not necessarily correspond exactly. For instance, a course meeting three times a week for an hour (actually 50 minutes) each time may be expected to give a student three hours credit for the semester or term. On the other hand, an intensive seminar may meet once a week for two hours and also be a three-credit course. The graduate student program, known as an "academic load", is normally 9-12 units.

Students are graded on course work completed, and most colleges and universities use letter grades as follows: A (= 4.0) being excellent or outstanding; B (= 3.0) means above average; C (= 2.0), average; D (= 1.0), below average; and F, failing. Some schools may also use the "Pass/Fail" grading system in which there are only two possible grades. The student either passes and receives credit for the course or fails and receives no credit. Many schools combine both the "Pass/Fail Option" with the conventional grading system. In this case, a student may take a certain number of courses for a Pass or Fail grade, and his other courses using the conventional A – F grading system.

UNIT 7

Conducting Research

STARTING UP

Ex. 1. Look at these sayings. What do they mean? Which of the ideas do you agree with?

- Scientific research consists in seeing what everyone else has seen, but thinking what no one else has thought.

  Albert Szent-Györgyi (1893 – 1986), Hungarian physiologist

- If we knew what we were doing, it wouldn't be research.

  Albert Einstein (1879 – 1955), German physicist

- To write it, it took three months; to conceive it three minutes; to collect the data in it all my life.

  Francis Scott Fitzgerald (1896 – 1940), American writer

Ex. 2. Which of the words and phrases below express your idea of research best?

reliable	original	academic	helpful to the society
time-taking	expensive	high-risk	complicated
challenging	useful	accurate	applicable to market problems

Ex. 3. Discuss the questions.

1. How do people become scientists? Do many people become scientists? Why so? What features should a scientist possess? Use the following words to help you

inquisitive	explorative	intelligent	analytical	creative	persistent

2. Think about human curiosity? Does it have limits? Should it have? Who is more curious – a scientist or a child?
3. What is the difference between a scientist and a researcher? Is a researcher also a scientist or is a scientist a researcher? Is a researcher something more than a scientist, or just a type of scientist?
4. Should societies support and care in a special way about these two categories of their members? Why?

VOCABULARY

COMMONLY CONFUSED WORDS

Ex. 1. Scientist, Researcher or Scholar? Read the information in the box[32] and underline the correct word in the sentences below.

- A scientist is also a researcher as he tests hypothesis and verifies observations and facts. Usually an expert in a science, especially physical or natural sciences.
- A researcher is a generic term for a person who may study a subject for a better understanding of facts, and he may be a scientist or a scholar in his field.
- If a person conducts research not in sciences but in the field of religion, law or liberal arts, he is called a research scholar and not a research scientist.
- A scholar is also used for someone who has been awarded scholarship.

1. **A scientist/researcher** is a person with advanced knowledge of one or more sciences.
2. IIASA's (International Institute for Applied Systems Analysis) annual 3-month Young Scientists Summer Program (YSSP) offers research opportunities to talented young **researchers/scientists** whose interests correspond with IIASA's ongoing research on issues of global environmental, economic and social change.
3. IBM computer **scholars/scientists** have been at the forefront of scientific and technological innovation in a broad range of research areas.
4. **Scientists/scholars** perform research toward a more comprehensive understanding of nature, including physical, mathematical and social realms.
5. A Visiting **Scholar/Researcher** is generally a Professor of Law at another institution; a Visiting **Scientist/Researcher** is generally someone who is working towards a graduate degree or doing postgraduate work at another institution.
6. Scholarships are awarded by Buransky Research Foundation to recognize outstanding **researchers/scholars** specializing in food engineering and sensory science.
7. One of the most famous **scientists/scholars** in genetics, Frederick Sanger established the amino acid sequence, which identified a greater understanding of the polypeptides of insulin.

Ex. 2. What is the difference between

- **basic research and action research?**
- **basic research and applied research?**

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[32] Adapted from What is the Difference Between scientist and Researcher? URL: http://www.differencebetween.com/difference-between-scientist-and-vs-researcher (дата обращения 08.02.2013).

- **extensive research and intensive research?**
- **effective research and efficient research?**

Use an English-English dictionary to help yourself. Fill in the correct word.

1… ……research (обширное = охватывающее большое количество данных и информации) is empirical and concrete. Large samples are taken to capture variabilities.

2……research (интенсивное = требующее многих усилий, больших вычислений, активных действий), unlike extensive research, is much more in depth and often leads to case studies research.

3. According to Sayer (Sayer 1992, 241-251), the distinction between intensive research versus extensive research is more along the scale of depth versus breadth. …….. research (интенсивное) is concerned with causal process and how it works out in a certain number of cases. …… research (обширное), which, according to Sayer is more common, concerns itself with finding out common properties and patterns of a certain phenomenon taken as a whole.

4…… (экспериментальное) research is carried out to prove a scientific issue.

5…… research (базовое = фундаментальное, теоретическое) is carried out for the sake of increasing knowledge, such as how and why a specific reaction occurs and what the properties of a substance are.

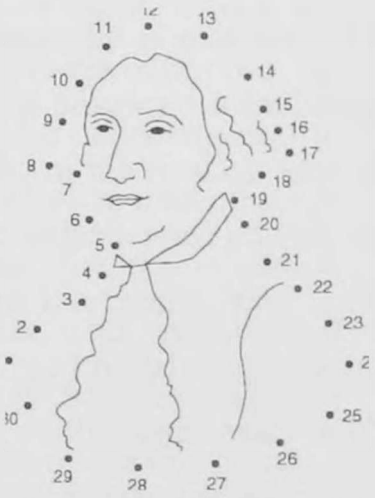
6. An ……research (эффективное = успешное, результативное) gains the results that were intended.

7. An ……research (эффективное = продуктивное, хорошо организованное) is carried out in a well-organized way, i.e. in the least amount of time and effort necessary.

8. ……research (фундаментальное) is one that adds to the already present body of knowledge in a subject of study, while …… research (прикладное) seems to be more useful for us as it helps in the creation of new, improved goods, drugs or any other thing that is helpful in a way for us.

IDIOMS

Ex. 3. What does *connecting the dots* mean? You must have tried to do it. Actually, it's a popular children's activity in which a picture can be seen when you draw lines to connect numbered dots. Read the abstract from the Commencement speech delivered by Steve Jobs, former CEO of Apple Computer Co, in 2005[33]. Can you guess the meaning of the expression? Compare your answer to the dictionary entry.



"You can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in

[33] Jobs, Steve. 'You've got to find what you love,' Jobs says: a prepared text of the Commencement address delivered by Steve Jobs, CEO of Apple Computer and of Pixar Animation Studios, on June 12, 2005 // Stanford. News. URL: http://news.stanford.edu/news/2005/june15/jobs-061505.html (дата обращения 12.02.2013).

something — your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life".

connect the dots

to understand the relationship between different ideas or experiences[34]

READING

The Research Process

By Anol Bhattacherje [35]

Thinking Like a Researcher

Conducting good research requires first retraining your brain to think like a researcher. This requires visualizing the abstract from actual observations, mentally "connecting the dots" to identify hidden concepts and patterns, and synthesizing those patterns into generalizable laws and theories that apply to other contexts beyond the domain of the initial observations. Research involves constantly moving back and forth from an empirical plane where observations are conducted to a theoretical plane where these observations are abstracted into generalizable laws and theories. This is a skill that takes many years to develop and cannot be taught in graduate or doctoral programs.

Overview of the Research Process

The first phase of research is **exploration**. This phase includes exploring and selecting research questions for further investigation, examining the published literature in the area of inquiry to understand the current state of knowledge in that area, and identifying theories that may help answer the research questions of interest.

The first step in the exploration phase is identifying one or more **research questions**. Research questions are specific questions about a behavior, event, or phenomena of interest that you wish to seek answers for in your research (e.g. how can we make high school students more creative, or why do some people commit terrorist acts). Research questions can delve into issues of what, why, how, when, and so forth. More interesting research questions are those that appeal to a broader population (e.g. "how can firms innovate" is a more interesting research question than "how can Chinese firms innovate in the service-sector"), address real and complex problems, and where the answers are not obvious.

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[34] McGraw-Hill Dictionary of American Idioms and Phrasal Verbs. 2002 // The Free Dictionary by Farlex. URL: http://idioms.thefreedictionary.com (дата обращения 8.02.2013).

[35] Bhattacherjee, Anol. Social Science Research: Principles, Methods, and Practices. 2012. URL: http://scholarcommons.usf.edu/cgi/viewcontent (дата обращения 8.02.2013).

The next step is to conduct a **literature review** of the domain of interest. The purpose of a literature review is three-fold: (1) to survey the current state of knowledge in the area of inquiry, (2) to identify key authors, articles, theories, and findings in that area, and (3) to identify gaps in knowledge in that research area. A literature review is commonly done today using computerized keyword searches in online databases. Once a shortlist of relevant articles is generated from the keyword search, the researcher must then manually browse through each article, or at least its abstract section, to determine the suitability of that article for a detailed review. Literature reviews should not be restricted to a few journals, a few years, or a specific methodology. A well-conducted literature review should indicate whether the initial research questions have already been addressed in the literature, whether there are newer or more interesting research questions available, and whether the original research questions should be modified or changed in light of findings of the literature review.

The third step is to identify one or more **theories** that can help address the desired research questions. While the literature review may uncover a wide range of concepts or constructs potentially related to the phenomenon of interest, a theory will help identify which of these constructs is logically relevant to the target phenomenon and how. Theories must be carefully selected based on their fit with the target problem and the extent to which their assumptions are consistent with that of the target problem.

The next phase in the research process is **research design**. This process is concerned with creating a blueprint of the activities to take in order to satisfactorily answer the research questions identified in the exploration phase and includes selecting a research method and operationalizing constructs of interest.

Operationalization is the process of designing precise measures for abstract theoretical constructs. This is a major problem in science research, given that many of the constructs are hard to define, let alone measure accurately. Simultaneously with operationalization, the researcher must also decide what **research method** he wishes to employ for collecting data to address their research questions of interest. Such methods may include quantitative methods such as experiments or survey research or qualitative methods such as case research or action research, or possibly a combination of both. For complex, uncertain, and multifaceted phenomena, multi-method approaches may be more suitable, which may help leverage the unique strengths of each research method and generate insights that may not be obtained using a single method.

At this stage, it is often a good idea to write a **research proposal** detailing the research questions you wish to study and why, the prior state of knowledge in this area, theories you wish to employ along with hypotheses to be tested, how to measure constructs, what research method to be

employed and why. Funding agencies typically require such a proposal in order to select the best proposals for funding. Also, a proposal may serve as a useful vehicle for seeking feedback from other researchers and identifying potential problems with the research project before starting data collection. This initial feedback is invaluable because it is often too late to correct critical problems after data are collected in a research study. Having decided who to study (subjects), what to measure (concepts), and how to collect data (research method), the researcher is now ready to proceed to the research execution phase.

The final phase of research involves preparing the **final research report** documenting the entire research process and its findings in the form of a research paper, dissertation, or monograph.

Ex. 1. Answer the questions.

1. What does it mean to think like a researcher?
2. How should we choose our research questions?
3. What are the purposes of a literature review? What steps should precede a literature review?
4. Which should go first – data collecting or elaborate planning? Why?

LANGUAGE TRAINING

Ex. 1. Fill in the correct word from the list:

invaluable, generate, address, multifaceted, shortlist, satisfactorily, current state, target, detailed, manually, question, conduct.

1. ..... feedback	**7.** ..... insights
2. ..... problem	**8.** ..... phenomena
3. ..... review	**9.** ..... answer
4. ..... browse	**10.** ..... complex problem
5. ..... of interest	**11.** ..... of knowledge
6. ..... of relevant articles	**12.** ..... research

Ex. 2. Fill in the correct preposition, then choose any item and make up a sentence.

To identify smth ..... smth; to employ smth ..... doing smth; to be concerned ..... doing smth; to fit .....smth; to be relevant ..... smth; suitability of smth ..... smth; to be related ..... smth; be restricted ..... smth; to appeal ..... smb; to delve ..... smth; to seek ..... smth/smb.

Ex. 3. Match the words to their synonyms.

1. dissertation	**a)** scientific magazine
2. journal	**b)** device
3. coworker	**c)** collaborator
4. instrument	**d)** thesis
5. data	**e)** to collect
6. to gather	**f)** to finish
7. significance	**g)** information
8. to be through with	**h)** importance
9. to be engaged in	**i)** publications
10. scientific papers	**j)** to be busy with
11. investigation	**k)** research

Ex. 4. Read the following text[36] and fill in the correct word derived from the words in bold. What do you think about theory/practice proportion in a research? Discuss it with your partner.

People not familiar with 1)..... (**science**) research often view a theory as a 2)..... **(speculate**) or the opposite of fact. For instance, people often say that teachers need to be less 3)..... (**theory**) and more practical or factual in their classroom 4)..... **(teach**). However, practice or fact are not opposites of theory, but in a scientific sense, are 5)..... (**essence**) components needed to test the 6)..... (**valid**) of a theory. A good scientific theory should be well supported using 7)..... (**observe**) facts and should also have 8)..... **(practice)** value, while a poorly 9)..... (**define**) theory tends to be lacking in these dimensions. Famous organizational researcher Kurt Lewin once said, "Theory without 10)..... **(practical)** is sterile; practice without theory is blind." Hence, both theory and facts (or practice) are essential for scientific research.

[36] From: Bhattacherjee, Anol. Social Science Research: Principles, Methods, and Practices. – P. 14.

Ex. 5. Ask your friend:

- … what the subject of his/her thesis is.
- … if he/she is going to publish any articles.
- … where and when he/she is going to publish them.
- … if there is much or little material published on the subject of his/her investigation.
- … if he/she is going to take part in a scientific conference for young researchers.
- … if he/she is engaged in making an experiment.

Ex. 6. Work in pairs. Agree or disagree with the statements adding any ideas of your own. Use expressions like:
You are right; You are quite (absolutely) right; It is quite true that …; What you say is correct…; I agree entirely with you…; You are definitely right when saying that …; I'm afraid you are wrong (mistaken); What you say seems to be general opinion, but…; I agree with you to a certain extent, but…; I disagree with your assessment…

e.g. *A: I think writing an MA dissertation is a challenge as it must be based on independent research.*

B: You are absolutely right. In addition, it must be an original piece of work structured in accordance with the certain regulations.

- Cultural Studies is a field of academic studies that has been rapidly developing in the last four decades.
- MA students are not supposed to take their examination in a foreign language.
- Before submitting their dissertations, MA students must publish several papers in scientific journals.
- Students choose their dissertation topic without consultation with their supervisors.
- MA students should not discuss the obtained data with their research advisers.

SKILLS

Prepare a short presentation of five to seven minutes about your studies (undergraduate and postgraduate) and research. Follow the plan below.

1. Where and when did you get your bachelor degree?
2. Why did you decide to enroll into a master program?
3. What are you majoring in?
4. What research are you doing now?
5. Does the present research have any connection with your undergraduate studies? What was the theme of your graduation (diploma) paper?

6. How did you arrive at the idea of your research subject?/Who encouraged your interest in the problem?
7. What problems are you particularly interested in?
8. Who is your scientific adviser? Is he/she a distinguished scientist?
9. Have you already made a detailed study of these problems?
10. Have you already made a literature review/collected and arranged the necessary data?
11. Do you take part in scientific conferences?
12. Have you already got any articles published?
13. What other activities are you engaged while in MA program?
14. When did you start your research and when are you planning to finish it?
15. What degree are you going to obtain?

UNIT 8

International Professional Associations

STARTING UP

Ex. 1 Look at these sayings. What do they mean? Which of the ideas do you agree with?

- The key is to keep company only with people who uplift you, whose presence calls forth your best.

  Epictetus (55 – 135 AD), Greek philosopher

- Competition is the whetstone of talent.

  (popular saying)

- You can't build a reputation on what you are going to do.

  Henry Ford (1863 – 1947), American industrialist

Ex. 2 What is a professional association? Which of the definitions below expresses your idea of professional association?

a nonprofit organization seeking to further a particular profession, the interests of individuals engaged in that profession, and the public interest (Wikipedia)

"a group of people in a learned occupation who are entrusted with maintaining control or oversight of the legitimate practice of the occupation" (Harvey 2004-2013)

a body acting "to safeguard the public interest" (Harvey 1995)

a trade union (Harvey 1995)

an organization which "represents the interest of the professional practitioners" and "acts to maintain their own privileged and powerful position as a controlling body" (Harvey 1995)

Ex. 3. Have you already become a member of a professional organization? If not yet, think about the benefits of joining a professional organization. Discuss your ideas with your neighbor. Make together a list of possible advantages. Compare your list with the opinion of an expert[37].

REASONS TO JOIN A PROFESSIONAL ORGANIZATION:

- meet great like-minded people
- opportunity to showcase your experience through peer to peer discussions or public speaking.
- bullet item on your resume

[37] From: Willson, Dean. Ten Reasons to Join a Professional Organization // Practical Business Improvement. Observations, Tips, Experiences, and Musings. URL: http://practicalhoshin.blogspot.ru/2010/02/ten-reasons-to-join-professional.html (дата обращения 8.02.2013)

- see what opportunities and challenges are in the industry[ies]
- access to experts in the field – speakers, other members, sponsors
- discounts or free books, magazines, access to webinars, e-learning, certification exam vouchers
- references from other than your sister's husband
- free or almost free training – most of the organizations have meetings focused on educational content
- meet your competition
- exclusive or early notification of job opportunities

VOCABULARY

IDIOMS

Ex. 2. Read the entries from *McGraw-Hill Dictionary of American Idioms and Phrasal Verbs*[38] and complete the sentences below. Translate them into Russian:

think outside the box *also* **think out of the box**

Fig. to think freely, not bound by old, nonfunctional, or limiting structures, rules, or practices. (As if thinking or creativity were confined in or limited by a figurative box. Compare this with think inside the box).

Etymology: based on the idea that limiting your thoughts is like thinking inside a box which can contain only a certain number of ideas

think inside the box
Fig. to think in traditional fashion, bound by old, nonfunctional, or limiting structures, rules, or practices.

1. You won't come up with good ideas until you think .....
2. You won't come up with good ideas if you think only .....
3. These guys are incredibly creative – they really know how to .....
4. You, guys, only think ..... and will never find a better solution.
5. Let's think ..... for a minute and try to find a better solution.

Ex. 3. Translate from Russian into English. Pay attention to the expressions in bold:

1. Мы ориентируем наших научных сотрудников на **поиск нетривиальных решений**.
2. Среди вас есть студенты, которые могут **мыслить нестандартно**?
3. Если мы хотим справиться с этой проблемой (cope with), то должны **подойти к ней по-новому**.
4. Если ты хочешь заниматься исследовательской работой, старайся **мыслить нестереотипно**.
5. Все говорят «надо **мыслить нестандартно**», а как этому научиться?

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[38] McGraw-Hill Dictionary of American Idioms and Phrasal Verbs. 2002 // The Free Dictionary by Farlex. URL: http://idioms.thefreedictionary.com (дата обращения 8.02.2013).

Ex. 4. Read and translate the abstract from the article *11 Ways to Think Outside the Box* by Dustin Wax[39]. Pay attention to the ways the author plays with the word *box*.

We're told to "think outside the box" all the time, but how exactly do we do that? How do we cultivate the ability to look at things differently from the way we typically look at things? Thinking outside the box starts well before we're "boxed in" – that is, well before we confront a unique situation and start forcing it into a familiar "box" that we already know how to deal with. If you would like to develop your out-of-the-box thinking skills, make an effort to push your thinking up to and beyond its limit every now and again – the talents you develop may come in handy the next time you face a situation that "everybody knows" how to solve.

READING

Value of Professional Organizations

By Laura Raines[40]

When employment goes down, membership in industry associations and professional organizations generally goes up. Job seekers come to meetings to meet new contacts and possible employers and market their skills.

"Some people wait until they get a [termination] notice to reach out and build a network. Then it's almost too late," said Elizabeth Wysong, director of human resources technology for Children's Healthcare of Atlanta. "People shouldn't wait for a career crisis to join", she said. "You want to get involved and start building your network all along, because there are so many benefits from it. Membership is an investment in yourself and your career."

When Wysong started her career in human resources at St. Thomas University in Miami, a colleague suggested she join the Society for Human Resource Management (SHRM) as a way to network and build knowledge about her profession. "I found it to be a tremendous opportunity to meet people who were similarly focused and wanted to learn the same things I did," Wysong said. "I have not found a better vehicle [than associations] to build up my body of knowledge and establish great relationships in the community," she said. "When I had challenges at work, I knew people who had done that and who could give me a different perspective and advice."

She has also found it a great way to hone and display her skills. "I've only worked for three employers, and my last two career moves came from my direct involvement with local SHRM chapters," said Wysong, who has worked in human resources in education, banking and health care.

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[39] Wax, Dustin. 11 Ways to Think Outside the Box // Lifehack. URL: http://www.lifehack.org/articles/productivity/11-ways-to-think-outside-the-box.html (дата обращения 8.02.2013).

[40] Based on: Raines, Laura. The Value of Professional Organizations. Keeping a network of contacts current is an investment in yourself. URL: http://www.fernley.com/bestpractices/membership_recruitment/The_Value_of_Professional_Organizations.pdf (дата обращения 8.02.2013).

"I never had to market myself to find a job. Opportunities came to me," she said. "Because they came from people I trusted, it was easier to leap into a new organization and industry. An association is a great place to be mentored in whatever skills you need to learn," she said.

Career development

A lot of people join an association the way they do a church, said Paul Terlemezian, president of iFive Alliances LLC, an Atlanta firm that helps companies make strategic alliances. "They go to a service and notice that other people seem to know each other and be getting more out of it," Terlemezian said. "People tell me that they are waiting for their career to get better and I say, 'Why are you waiting?' Be proactive. If you want to grow and increase your value, join an association and get involved." "It's a great place to get to know people and be known. You can sell your product or your skills, find a job and make friends. Associations often offer low-cost ways to sharpen your skills, stay abreast of industry trends, and earn certifications needed to advance in your career," Terlemezian said.

Terlemezian joined the American Society of Training and Development because it gave him a chance to learn about emerging technologies, to gain leadership experiences, and take that knowledge back to his company. "When the 6,000-member Technology Association of Georgia speaks, it is representing industry interests. People listen," Terlemezian said.

Seek roles that match

"When you join an organization, be intentional about your involvement and seek out roles that match your skills and abilities, or ones where you can learn new skills. If you're not intentional, you may get a volunteer job and then you'll just check out of participating. Think about what goals you want to accomplish. There's no reason why benefits shouldn't go both ways when you volunteer time and talent for an organization. I've had business development and career opportunities because people have told me that they liked the way I volunteered in an organization," Terlemezian said.

Follow your passion

"As long as I've had my career, I've been interested in associations. In fact, I started my business at an association meeting," said Peggy Hutcheson, president of the Odyssey Group, an HR consulting firm. She was talking to a friend about wanting to start her own consulting business at an organization meeting, when a corporate project manager passed her his card. "When you decide to do that, call me. I've liked what I've seen you do here," he told her. "I had led a couple of volunteer projects and in his mind that validated my skills," she said.

Hutcheson started with the Greater Atlanta chapter of ASTD while working in internal communications at Rich's. When the group needed a newsletter, she knew how to do that and volunteered. She took her passion for career development to the national level of ASTD and ended up serving on the board. "I met people that I would never have met otherwise – people whose books and articles I'd read in graduate school, became friends."

A client suggested that she think outside the box because IEEE, an engineering, technology and telecommunications organization, could use her skills. "As chair of their employment and career services committee, I've run conferences and developed a Webinar series. I was also asked to be part of their steering committee on innovation," she said. Last year she spoke at a global conference in Quebec and led a career fair in London. "As a small business person, I would never have had access to this level of leadership were it not for the association," she said.

Hutcheson admits to being a "radical" advocate for association membership and involvement. "Let people see what you can do, and as long as you're learning something you'll see career growth," she said. "Start by committing to short-term projects where you can see results and then follow your passion."

Ex. 1. Answer the questions.

1. How did a membership in a professional association help Elizabeth Wysong to build up her career?
2. What did Terlemezian get out of volunteering for the American Society of Training and Development?
3. Why did Peggy Hutcheson become a "radical" advocate for association membership?
4. What did you learn from their experiences?

Ex. 2. Develop the following statements:

- Membership is an investment in yourself and your career.
- An association is a good place to learn the skills you need.
- A professional association is a great place to get to know people and be known.
- If you want to increase your value, join an association and get involved.

LANGUAGE TRAINING

Ex. 1. Learn the following phrasal verbs. Fill in the gaps below.

end up	to finish by becoming
reach out	to try; make an effort to inform or persuade smb
check out	to examine to see if it is suitable or good
get the best/most out of	to gain as much as possible from smth/smb

1. In spite of the people's opinions, she ..... the winner.
2. After ..... several colleges, Karen decided on Iowa State University.
3. You will ..... students by respecting their views.
4. ..... our new website!
5. The course was really good – I ..... it.
6. The publisher is .....to young people in an effort to convince them that being sexy does not mean being successful.
7. The general began his army life as a soldier and ..... as ruler of his country[41].

[41] Courtney, Rosemary. Longman Dictionary of Phrasal Verbs. Moscow: Russky Yazyk Publishers, 1986; Longman Phrasal Verbs Dictionary: over 5000 phrasal verbs. New York: Longman, 2009.

Ex. 2. Match these words and expressions with their definitions.

1. to be proactive **2.** a career fair **3.** to mismatch **4.** to get the most out of **5.** a newsletter **6.** a chapter **7.** to reach out **8.** a steering committee	**a)** a local branch of an organization, such as a club or fraternity **b)** an exposition for employers, recruiters and schools to meet with prospective job seekers. **c)** a printed report giving news or information of interest to a special group **d)** to match unsuitably or inaccurately **e)** to make an attempt to communicate **f)** to act in advance to deal with an expected difficulty **g)** a committee to arrange the order of business for some larger body **j)** to achieve the greatest output of work, effort, etc., out of someone or smth

Ex. 3. Match these sentence halves.

1.A website is a good way to keep members informed plus **2**. Professional associations provide a resource for people who **3**. An association may offer career information, **4**. Starting and running a professional organization **5**. A professional organization often publishes **6**. Some people join a professional organization	**a)** to make friends in the business and meet potential client **b)** can be challenging, but rewarding. **c)** provide information to potential members. **d)** earning opportunities, support and networking. **e)** a monthly or quarterly newsletter or magazine for its members. **f)** share a common interest, usually career-related.

Ex. 4. Choose the most appropriate word in the box to complete the text[42].

requirement	**benefits**	**solve**	**credibility**
membership	**reasons**	**joining**	

There are several 1).....for joining a professional organization. In some professions, it's a 2)..... for licensing. Professional organizations offer 3)..... to their members, making it easier to do their jobs and 4)..... common problems for members. Most importantly, 5)..... a professional organization instantly associates you with the most serious people in the industry and adds to your 6)..... as a professional. 7)..... in a professional organization isn't a luxury, it's respected and important enough to be deemed as a legitimate tax write-off .

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[42] From: Russell, Lisa. Why Do People Join Professional Organizations? // eHow. Discover the Expert in You. 1999-2013. URL: http://www.ehow.com/about_5091063_people-join-professional-organizations.html (дата обращения 8.02.2013).

Ex. 5. Work with a partner. Discuss the benefits of joining a professional organization using the ideas below[43].

A

Member Newsletter and Web Forums

A professional organization often publishes a monthly or quarterly newsletter or magazine for its members. All of the articles and advertisers (if any) are specifically tailored to the needs of that industry. Keeping up with industry news alerts you to changes in legislation and innovative new products that can help you work smarter. Additionally, some professional organizations have special web forums for their members, where visitors can ask questions of others in their industry and communicate freely and openly with other members. Access to printable documents and the ability to chat with others are benefits to many professional organizations members.

Networking

Many professional organizations, like chambers of commerce, give members the opportunity to mingle with others who do business in the same industry or locale. Some people join a professional organization so that they can make friends in the business and meet potential clients. Whether you are looking for clients, an internship, professional advice or a business partner for your next venture, it is good to have friends in business.

B

Conferences and Conventions

Professional organizations usually hold annual and sometimes quarterly regional conferences for their members. Seminars, workshops and vendors that cater specifically to the needs of the members make conventions a great way to learn more about the industry. In addition to being a tax write-off, many conferences and conventions are held in vacation destinations, so you can relax and network while improving your craft or adding to your business knowledge base.

Member Discounts

Professional organizations are able to offer bulk discounts to their members for things like insurance, financial services and other industry-specific services. Some people join a professional organization because it helps them save money annually on things they already need. Additionally, if you are going to school to work in a specific field, you may be able to join at a discounted rate. This is a great way to get an edge up on your classmates and find an internship or make wiser decisions as you start off.

Ex. 6. Read the information about ALA[44]. Find the right heading for each paragraph (see the box). Discuss with your partner the advantages of being an ALA member.

Membership	Governing structure	Conferences
Activities and published periodicals	History	Introduction

[43] From: Russell, Lisa. Why Do People Join Professional Organizations?

[44] Based on: American Library Association // Wikipedia, the free encyclopedia. URL: http://en.wikipedia.org/wiki/American_Library_Association (дата обращения 8.02.2013.)

American Library Association

1).....

The American Library Association (ALA) is a non-profit organization based in the United States that promotes libraries and library education internationally. It is the oldest and largest library association in the world, with more than 62,000 members.

2).....

It was founded in Philadelphia in 1876 during the Centennial Exposition. At the end of the meeting, the register was passed around for all to sign who wished to become charter members. 90 men and 13 women signed the resolution, making October 6, 1876 to *(-)* be ALA's birthday. The aim of the Association was "to enable librarians to do their present work more easily and at less expense." The Association has worked throughout its history to define, extend, protect and advocate for equity of access to information.

3).....

ALA is affiliated with regional, state, and student chapters across the country. The membership is open to any person or organization, though most of its members are libraries or librarians. Most members live and work in the United States, with international members comprising 3.5% of total membership.

4).....

The ALA is governed by an elected council and an executive board. Policies and programs are administered by various committees and round tables. One of the organization's most visible tasks is overseen by the Office for Accreditation, which formally reviews and authorizes American and Canadian academic institutions that offer degree programs in library and information science.

5).....

The official purpose of the association is "to promote library service and librarianship." Members may join one or more of eleven membership divisions that deal with specialized topics such as academic, school, or public libraries, technical or reference services, and library administration. Members may also join any of seventeen round tables that are grouped around more specific interests and issues than the broader set of ALA divisions. The ALA organizes conferences, participates in library standards development, and publishes a number of books and periodicals. The ALA publishes the magazines *American Libraries* and *Booklist*.

6).....

The ALA and its divisions hold numerous conferences throughout the year. The two largest conferences are the annual conference and the midwinter meeting. The latter is typically held in January and focused on internal business, while the annual conference is typically held in June and focused on exhibits and presentations. The ALA annual conference is notable for being one of the largest professional conferences in existence, typically drawing over 25,000 attendees.

SKILLS

From the list of Professional Associations based in the USA[45] choose one of the associations that matches your professional interests. Using its official website, prepare a short presentation of five to seven minutes following the plan from the exercise above.

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[45] Category: Professional associations based in the United States // Wikipedia the Free Encyclopedia. URL: http://en.wikipedia.org/wiki/Category:Professional_associations_based_in_the_United_States (дата обращения 8.02.2013).

UNIT 9

International Professional Contacts: Conferences

STARTING UP

Ex. 1. Look at these sayings. Which of the ideas do you agree with?

- Intelligence without ambition is a bird without wings.

Salvador Dali (1904 – 1989), Spanish artist

- Professionalism: It's NOT the job you DO. It's HOW you DO the job.
- If there are no stupid questions, then what kind of questions do stupid people ask? Do they get smart just in time to ask questions?

Scott Adams (b. 1957), American cartoonist

Ex. 2. What are the purposes of professional conferences? Think about the following:

- information
- making contacts
- meeting colleagues
- delivering new ideas
- sharing and discussing ideas
- sightseeing

Ex. 3. Discuss the questions.

1. How much does a conference cost? What does a conference budget cover? Who pays for a conference?
2. Should conference committees charge participants for coffee breakes? Why do they do it? What is the role of informal contacts during a formal event?

VOCABULARY

COMMONLY CONFUSED WORDS

Ex. 1. Every day we hear similar meaning words such as *workshops, summits, symposiums, seminars* and *conferences* and easily get confused as the terminology is rather confusing. Complete the sentences[46] using the correct word in brackets and learn the difference.

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[46] Based on: Hamby, Jenny. What's the Difference Between a Seminar, Workshop and Conference? // SelfGrowth.com. 1996-2013. URL: http://www.selfgrowth.com/articles/what_s_the_difference_between_a_seminar_workshop_and_conference (дата обращения 8.02.2013).

Seminars are .....(educating, educative, educational) events that feature one or more subject matter experts delivering information primarily via lecture and discussion.

Workshops tend to be smaller and more ..... (intensative, intensive, intense) than seminars. This format often involves students practicing their new skills during the event under the watchful eye of the instructor.

Hands-On Workshops typically involve ..... (participants, participates, participles) doing work on a particular issue during the program. The promise is that when they leave, they will have at least a rough plan or tools in place to address the challenge.

Conferences often features keynote presentations delivered to all ..... (attendees, attendants, attended) as well as multiple break-out sessions. ..... (Attendees, attendants, attended) often expect to receive information about industry trends and developments.

A **Symposium** is typically a more formal or ..... (academical, academician, academese, academic) gathering, featuring multiple experts delivering short presentations on a particular topic.

A **Summit** is a ..... (gather, gatherer, gathering) of the highest level of leaders and experts.

READING

Conferences: Why to Attend and How to Benefit

by Shanna E. Smith and Caroline T. Rankin[47]

According to a recent survey, most graduate students feel conferences are useful as a method of meeting people who are interested in similar research areas, and cite the low-key and close-knit atmosphere of professional conferences as a primary motivating factor for their attendance. Many new graduate students, however, may be unsure about whether a particular conference is worth the time and money, the anemia of traveling to an unknown place, and the anxiety of meeting new people. In order to encourage them, we discuss some of the benefits of conference attendance, and offer advice on how to get the most from these professional meetings.

Why are Conferences Useful?

Conference presentations require you to set research deadlines

Between the demands of classwork, teaching assistantships, and family obligations, it may sometimes seem as though your research is slipping through the cracks. To keep your research "on the front burner," it is useful to set deadlines for yourself, and a conference presentation

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[47] Smith, Shanna E. and Rankin, Caroline T. Conferences: Why to Attend and How to Benefit. URL: http://www.iarr.org/storage/newprofessionals/conferences.pdf

provides an excellent way to do this. Do not feel that you cannot present at a conference until you have completed your entire dissertation. On the contrary, a small slice of your eventual dissertation will be easier for you to prepare, will create a more focused presentation, and will serve as an effective motivator for you to tackle the next research hurdle. If you do not feel comfortable presenting a paper in front of a large audience, you can submit a poster presentation; this will force you to complete just as much research, without raising the spectre of public speaking.

Conferences help you feel integrated with the academic community

At conferences, you will meet people who are interested in the same topic of research and discuss theoretical and methodological ideas. You will talk to participants about their own schools and departments, gathering information about places where you might eventually wish to work. You will learn more about famous names in your field, and find that they, too, are normal human beings, who were once graduate students like you. You will attend a variety of presentations and learn more about areas of your discipline that are not researched in your home department. Many presentations will inspire you with new ideas, while a few will be obviously ill-prepared. Both types can be quite useful. You will probably realize that your ideas are more significant, relatively speaking, than you thought. A common reaction is 'I could write a better paper than this!" All these experiences will help you feel as though you are an active, knowledgeable, and valuable member of your professional field.

How Can I Make a Conference Most Useful to Me?

Despite the potential benefits of a conference, a few attendees will feel that the conference was a wasteful or painful experience. As one of the students confesses, "That everyone seemed to squint at my nametag and ostentatiously move on was bad enough; worse was the knowledge that, except for a meal at a wonderful restaurant and an hour perusing the products of university presses, I was lonely and bored, unable to sit through even one panel." Smaller and more informal conferences might fit you better at the beginning as there students are less likely to feel alienated or bored than they might at larger conferences, such as the student describes.

In fact, most of the respondents to the survey noted that conferences are "conducive to networking," "student-friendly," have a "personal and unique feel," and encourage a "closeness of relationships among members." Still, first-time conference attendees may feel intimidated by the prospect of networking and meeting others. The following tips on conference attendance may help you find a comfortable interpersonal niche at conferences.

• **Prepare yourself in advance.** Is there someone you would like to meet at a conference? Send them an e-mail a few weeks in advance to ask about an upcoming publication or exchange research ideas; then ask whether they might be interested in meeting you at the conference.

Alternatively, prepare a question that you will ask an admired person if you should happen to run into them at the airport or in an elevator. If you have a good question in mind when you see the person, you will be less tongue-tied and more likely to approach him or her and introduce yourself. In addition, make sure you have prepared a thirty-second spiel about yourself and your research, to provide ready-made conversational material for anyone you meet.

• **Stay at the conference hotel.** While it is less expensive – and perhaps less socially threatening – to stay with a friend who lives several miles away from the conference, this decision will result in more time with your friend and less time with conference attendees. Being at the conference hotel allows you to: (1) pop up to your room to catch your breath between rounds of social and academic activity, (2) spontaneously accept invitations to extra-conference social activities, and (3) meet new people in the hotel's elevator, lobby, bar, or gym.

• **Act like a host.** At a social gathering, the host is responsible for keeping the guests interested and engaged with other people. Acting like a host will take your mind from yourself and your anxiety, and will help you interact with other people more naturally. Be as socially generous as possible. It almost never 'costs' anything to invite someone along, bring them into a conversation, introduce them to a colleague, connect them to someone of common interests, etc., and these things a) are always remembered, and b) go around and come around.

• **Be kind.** If you are acting like a host, you will be friendly to everyone you meet. Try to extend this principle to people you dislike. Many neophyte conference attendees have committed the capital error of loudly criticizing an individual or his research, only to discover that a bystander is the person's student or colleague.

By attending conferences, students and new professionals have the opportunity to interact with environments that are rigorous and fun, scholarly and social. We hope these guidelines help you get more out of conferences.

Ex. 1. Answer the questions.

1. Have you ever taken part in a conference? What kind of experience did you have?
2. Do you feel comfortable speaking in front of a large audience? Should all people possess this skill? What can we do to develop it?
3. What kind of a thirty-second spiel can you prepare about yourself?
4. If you happen to be a fellow-student of the person whose research someone loudly criticizes in the conference lobbies, what will be your reaction?

LANGUAGE TRAINING

Ex. 1. Match the words to make word partnerships. Then choose any collocation to make up a sentence.

1. a motivating	**a)** deadlines
2. to tackle	**b)** burner
3. on the front	**c)** the most from
4. to get	**d)** factor
5. to set	**e)** the hurdle

Ex. 2. Match the word partnerships in ex. 1 to their definitions.

1. to set the point in time at which something must be completed
2. to obtain from, use to the greatest advantage
3. an external or outside reward which provides satisfaction and pleasure that the task itself may not provide
4. in a position of relatively great importance or high priority.
5. to pass by or over safely an obstacle/difficulty

Ex. 3. Match the word pairs.

1. participant	**a)** to submit a paper
2. accommodation	**b)** attendee
3. speaker	**c)** reporter
4. exhibition	**d)** workshop
5. to take the floor	**e)** review paper
6. to present a paper	**f)** parallel session
7. seminar	**g)** display
8. overview paper	**h)** to speak
9. concurrent session	**i)** convener
10. organizer	**j)** opening ceremony
11. ceremonial session	**k)** housing

Ex. 4. Translate into English using the basic vocabulary (see p. 133).

1. Как магистрант, я собираюсь принять участие в университетской научной конференции аспирантов и молодых преподавателей.
2. На открытии конференции с приветственной речью выступил декан факультета проф. Петров.

3. Мой доклад будет опубликован в материалах конференции.
4. Председатель открыл заседание секции, зачитал повестку дня и представил первого выступающего.
5. Я не успела к указанному сроку представить в оргкомитет конференции свой доклад и аннотацию к нему.
6. Приглашенные докладчики были освобождены от уплаты регистрационных взносов.
7. Инициатива организовать конференцию принадлежала моему научному руководителю, доктору филологических наук, профессору Петрову.
8. Докладчику из России не нужен был переводчик, потому что он свободно говорил по-английски.

Ex. 5. Match the exchanges and play out the dialogues[48].
Dialogue I

A	B
1. When do I have to give my paper, Mr. Chairman? My name is George Brown.	**a.** Not at all.
2. Oh, it suits me fine. Thank you so much.	**b.** Just a minute, Mr. Brown. Let me consult my notes. You know, there were some changes on the program. Yes. You come third on the morning session.
3. I'm sorry to trouble you but is there any chance to put off my talk for the evening session? I need to be somewhere else in the morning and it's very important.	**c.** All right. It can be done. You'll be the first in the evening, at five o'clock to be exact. Does it suit you?

Dialogue II

A	B
1. Congratulations. In our department we are trying not to miss anything interesting in the field of museum studies and I am sure your book will be a real success.	**a.** How do you do, Mr Frolov? Nice to meet you.
2. I'm very happy to be introduced to you, Dr. Brown. I've read some of your papers and books on museum studies and I find them extremely interesting. It's my honour to meet you.	**b.** I hope so. If you'd like, I can send it over to you as soon as it comes out. Leave me your address.
3. Dr. Brown, I'd like you to meet my young colleague Sergey Frolov. He is one of the best young researchers at our university.	**c.** I've just finished a new book. It will be published next year in Germany.

[48] Based on: Минакова Т.В. Указ. соч., с. 42, 46.

Ex. 7. What do you say in the following situations?

- You are in a conference hall waiting for the beginning of the panel. Introduce yourself to the person sitting next to you.
- You have forgotten the name of the person you are talking to. Find out his/her name properly.
- You are in a conference lobby. You want to get away from the person who does not stop talking.

Ex. 8. Talk to your partner about the conferences you have attended. The student reports on International Conference of Students of Systematic Musicology (SysMus)[49] will help you to arrange a dialogue. Don't forget to ask:

- ✓ What scientific conference did your friend take part in?
- ✓ Was it a regional or a national (international) conference?
- ✓ Where and when did it take place?
- ✓ What was the official language of the conference?
- ✓ Did he/she present a paper at this conference?
- ✓ What feedback did he receive?
- ✓ Were there any workshops of general interest held during this conference?
- ✓ Has he/she made new contacts?
- ✓ Was there any reception held after the final session?
- ✓ What is his/her general impression of the conference?

A	B
SysMus11 took place in Cologne this year and for the first time in Germany. Master and PhD students came from all over the world, e.g., from Israel, Brazil, USA, Taiwan and several European countries. They all had the opportunity to present the results of their current work as a poster or talk. All presentations were held in English, which made it possible for non-native speakers of English to practice this important skill. The diversity of research was impressive, both methodologically and in terms of contents, which was also reflected by the invited keynote speakers (Prof. W. Tecumseh Fitch, Dr. Jin Hyun Kim, Prof. Anthony Moore and Prof. Ricarda Schubotz). Aside from their contribution they also gave conference candidates many useful and inspiring hints,	Attending SysMus08 was a refreshing experience. The conference provided a friendly environment to discuss and learn new things. My colleagues and I attended the workshop "Empirical research methods in systematic musicology", which was a great opportunity as we received important feedback on our research and advice on how to deal with some particular issues. Even though it is quite fulfilling to attend big conferences where one has access to a great amount of research, one of the things I enjoyed the most about this conference was that it gathered not too many people. This allowed me to get to know better many of the participants and to discuss each other's work, both in formal situations with a high academic standard, and in informal, one-to-one

[49] Based on: Student Testimonials // SysMus Conference Series. URL: https: // sites.google.com/site/sysmusconference/student-testimonials (дата посещения 23.02.2013).

comments and further suggestions for their research. The conference was also enriched by an extensive social programme, such as a guided tour through Cologne by night, an experimental concert and dinners together with all participants and the keynote speakers. We are all looking forward to next year's conference in Montreal, Canada, which will again be an awesome opportunity to meet the young community of musicologists, share our findings and get an impression of international research in systematic musicology.	reunions. The conference was particularly meaningful for me as it got me into contact with a community of young scholars from Belgium. It was a wonderful and inspiring experience. The organization of the conference was impressively professional. I enjoyed taking part in useful workshops, attending very interesting concerts and investigating the beautiful city of Ghent, as well as meeting old friends and getting to know new ones. I hope we will all meet again at SysMus10 in Cambridge!

SKILLS

CASE STUDY

PREPARING FOR A CONFERENCE

STEP 1. Read the conference announcement. Decide whether you would like to attend the conference. Discuss the benefits of attending such a conference with your partner. Ask your partner if

- he is going to take part in the Annual University Postgraduate Conference. Why?
- he has already submitted the abstract template
- he is through with his conference paper
- he has discussed the subject of his paper with his advisor
- he has decided what concepts he will discuss in his paper
- the paper received any critical remarks of his research adviser
- the summary of the presentation will be published in the Digest of the Convention

STEP 2. WRITING

Fill in the Abstract Template and submit it to the conference committee.

STEP 3. WORK IN GROUPS

Divide the class in two groups – the program and the organizing committees.

GROUP 1. You are members of the Program committee.

- read and acknowledge the abstracts.
- make-up a mailing list of prospective participants and inform them that their abstracts have been accepted.
- discuss who can be invited as a keynote speaker.
- draft a scientific program of the conference.

Annual Postgraduate Conference

The Graduate School of the College of Arts, Celtic Studies and Social Sciences holds an annual conference for all its research postgraduates in which to showcase their research and exchange ideas and network with their fellow postgraduates. This is an important event in the graduate studies calendar in which presenters from across the varied disciplines in the College participate.

Annual Postgraduate Conference

O'Rahilly Building,

10 November 2012

** CALL FOR PAPERS**

The Graduate School of the College of Arts, Celtic Studies and Social Sciences is inviting abstracts from Research Students for the upcoming Annual Postgraduate Conference which will be held on Saturday 10 November 2012. The Conference will be an important event in the Graduate Calendar which aims to bring all postgraduate students together to present and disseminate their research findings, network and socialize with peers and develop appropriate skills and graduate attributes: presentation, discussion, negotiation, abstract writing and chairing. It will also provide an opportunity for new scholars to integrate with the Graduate community.

Proposals are invited covering a range of topics from any of the disciplines within the College. The Conference intends to showcase the high quality of research within the Graduate community in the College of Arts, Celtic Studies and Social Sciences.

Complete the abstract template form below and submit electronically to Ms. Marie O'Donovan at **graduateschool@cacsss.ucc.ie**

For further information and queries regarding the Conference, please contact Dr. Silvia Ross, Associate Dean and Head of the Graduate School at **s.ross@ucc.ie**

Deadline for submissions 10 October 2012

GROUP 2. You are members of the Organizing committee. Discuss:

- venue
- accommodation (if necessary)
- needed funds and sponsors
- coffee-brakes and meals
- audiovisual equipment (slide projectors, videorecorders, closed circuit television, power point and public address systems, computers) and a technical assistant
- a candidate to welcome the attendees at the opening ceremony

Draft a social program of the conference

ABSTRACT TEMPLATE

Graduate School, College of Arts, Celtic Studies & Social Sciences
University College Cork
Postgraduate Conference

O'Rahilly Building, University College Cork
10 November 2012

Name:	
Email Address:	
School/Discipline:	
Title of Paper:	
Abstract: **Please aim for 300 words typed double-spaced (for a 15-minute presentation).** An abstract could include: thesis of the conference paper, context, content outline, sources/methodology, findings/conclusions. **Please consult with your supervisor(s) if necessary.**	
Specific Requirements:	**All submissions must be sent electronically to the following email address Graduateschool@cacsss.ucc.ie by 10 October 2012.**

UNIT 10

Conferences: Delivering a Paper and Joining in Discussions

STARTING UP

Ex. 1. Look at these sayings. What do they mean? How can they relate to the topic of the unit?

- By failing to prepare, you are preparing to fail.

  Benjamin Franklin (1706 – 1790), American politician and writer

- The test of a first-rate intelligence is the ability to hold two opposed ideas in mind at the same time and still retain the ability to function.

  Francis Scott Fitzgerald (1896 – 1940), American author

- Failure is simply the opportunity to begin again, this time more intelligently.

  Henry Ford (1863 – 1947), American businessman

Ex. 2. Discuss these statements. Do you agree or disagree?

- Writing a paper is easier than delivering a paper.
- The conference presentation is also a performance.
- Conference discussions are more valuable than the sessions themselves.
- A discussion is a competition.
- An effective discussion is one in which people listen to each other.

Ex. 3. What are the advantages of conference discussions?[50] Think about the following. Is there anything missing from the list? Discuss it with your partner.

- to understand a subject or topic area more deeply
- to explore ideas
- to exchange information
- to expand and clarify knowledge
- to improve the ability to think critically
- to achieve reasoned mutual understanding
- to show off

[50] Based on: Discussion Skills for Tutorials & Seminars // The Learning Center. Academic Skills Resources. The University of New South Wales, Sydney, 2005-2012. URL: http://www.lc.unsw.edu.au/onlib/disc.html (дата обращения 23.03.2013).

VOCABULARY

IDIOMS

Ex. 1. Read the definition of the idiom and translate the sentences into Russian:

word of mouth

News or rumors that spread from people to people as they socialize[51]

1. It won't take **word of mouth** very long for news of your divorce to get out.
2. If you want your brand to benefit from **word of mouth**, you'd better give your consumers something worth talking about.
3. No problem, **word of mouth** is every business best friend.
4. Did you see our advertisement or did you hear about our business from **word of mouth**?

Do you know other idioms with the same words? Match the idioms to their definitions. Fill in the gaps in the sentences below.

1	to have a word	**a**	tasty food; food that induces hunger on sight
2	a man of his word	**b**	a lasting bad feeling about something or someone
3	a big mouth	**c**	to be able to express one's opinion
4	mouth watering	**d**	to reveal a secret (usually with negation)
5	to get a word in	**e**	a man who always does what he says
6	to breathe a word	**f**	someone who talks much or reveals other's private matters
7	to put money where your mouth is	**g**	to back up the words with actions
8	bad taste in someone's mouth	**h**	to have a conversation

1. My father always keeps his promises. He is …… (человек слова).
2. Don't tell him any of his secrets. He has …… (трепач, болтун).
3. You've been talking about it for months. ……. (докажи свои слова на деле) and do it already!
4. Don't worry! I won't……... (проболтаюсь) of it to anyone.
5. They wouldn't stop talking. I was unable to …….. (вставить слово).
6. My mom makes …… (слюнки текут) cakes.
7. May I …… (переговорить) with you about your son's behavior?
8. The whole business about the missing money left …….. (неприятный осадок у него).

[51] Idiom Quest. URL: http://www.idiomquest.com/learn/idiom/word-of-mouth/(дата обращения 07.03.2013).

READING

The Conference Circuit[52]

Ideally, academic conferences are vehicles for disseminating your research, facilitating intellectual exchange, and forging valuable professional and social networks with peers and established scholars. The relationship between writing thesis chapters and giving conference papers should be a symbiotic one.

Formal sessions usually consist of two or three paper presenters, a chair, and a commentator, who is expected to draw a few links between the papers and offer brief but constructive feedback to each presenter. Usually, paper presenters are asked to submit their written papers to their designated commentator a month or so in advance. At the conference, they are given anywhere from 10 to 30 minutes to present a summary of their paper. Conferences also sponsor panels or roundtables where participants speak briefly to the issue at hand rather than deliver a formal paper. Whatever the format, make sure you follow instructions and stick to time limits.

If you are to read a conference paper, allow ample time to write the best one you can and practise ahead of time. Normally, you will be told exactly how long your presentation should be, so plan accordingly. You can count on reading a page of approximately 250 words in about two minutes, so keep your paper short enough to stay within the time assigned. The person who chairs the session has the duty to cut off presentations after the allotted time has expired. You do not want to be asked to sit down just before you have reached that eloquent climax. Nor do you want to rush madly through a paper that you know is too long: you will lose your audience.

There may be a difference between your written paper and oral presentation. The former should be written in formal, scholarly style with footnotes and full citations and tends to be approximately 25-35 pages, the length of most journal articles. If your panel includes a chair and commentator, submit a copy of your written paper to them in advance. Commentators do vary in style, flexibility, and degree of preparation. Some want the time to compose a polished critique, others are more casual or flexible about deadlines, though that does not mean that the commentary will be casually prepared or presented. You want constructive feedback and intellectual exchange, so do your best to get it. On the other hand, do not get upset if your commentator turns out to be overly harsh. Most commentators offer well-balanced critiques of papers, and those who are overly harsh or unfair actually hurt their own reputations. If that happens, do not get upset or act defensive, but by all means respond forcefully in defense of your

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[52] Based on: Becoming a Historian: A Canadian Manual / Ed. by Franca Iacovetta and Molly Ladd-Taylor with Catherine Carstairs, Dominique Clément, Robert Dennis, Lisa Helps, Rhonda Hinther and Heather Steel. URL: http://www.chashcacommittees-comitesa.ca/becoming%20a%20historian/chapterfive.shtml (дата обращения 20.02.2013).

research. The same applies to fielding questions from the audience. Accept criticism of your work while also emphasizing your positive contributions.

The oral presentation should be written with a listening audience in mind. Remember: you have little time in which to convince your audience that you are doing interesting and important work, so hit the highlights. Take the time to craft a polished paper that effectively summarizes some main arguments and offers interesting illustrations. Use simpler prose than you would do for a written paper you intend to publish; your argument will be easier to follow if your sentences are relatively short and use few subordinate clauses. Avoid the temptation to say too much: do not include too many details, statistics, or disclaimers. This is especially important if you use PowerPoint because it takes more time. Do not let the technology dominate your talk. Too many pictures and too much slide text can be distracting, as can a malfunctioning computer or projector. Be sure to show up early to your session in case any technical problems need to be cleared up. It is perfectly acceptable to assert that the paper covers issues in more detail, or to whet the audience's appetite by focusing on the paper's most dramatic parts or provocative arguments. Of course, you will feel that you have reduced your work to less than a bare bones summary. All of us grow attached to our research (not to mention our phrases and narrative devices!), but you must be brief, clear, and succinct.

Although few people say it, the conference presentation (like the lecture) is also a performance. The quality of your work is the most important thing, but the audience will also evaluate your delivery. Those who are impressed with your performance will want to meet you and possibly invite you to give a talk in their department. Do not underestimate word of mouth. People remember bad performances, whether delivered by a senior historian or a novice. But do not make yourself sick over your first presentation; take precautions to help you get through the hurdles. And remember what one history professor was told following his first conference performance: it is over, you will never again have to deliver your first conference paper, and you will be amazed by how much easier the second and third performances will be.

You should practise your conference presentation in advance – and, if possible, before a fairly large audience. This is especially critical for graduate students. Let colleagues help you improve the presentation; listen to their advice and be prepared to revise. Try to remember that the best criticism often comes from colleagues whose fields and perspectives differ from your own. Also, rehearsals will make the actual performance far less stressful. Practise your presentation, but do not overpractise.

When giving your paper, remember to perform! Learn to project so that your voice could speak in an animated and engaging manner. Look up from your paper, and make eye contact with your audience. Plan to wear an outfit that makes you look and feel both professional and confident.

There is no "right" ensemble – some scholars wear suits (conservative or funky) to conference presentations, while others prefer more casual attire.

People present conference papers for various reasons, including building up their CVs, and accumulating credentials. But surely the most important goal is to share your ideas and receive responses to them from an audience of well-informed scholars. Go into your session prepared for this intellectual give-and-take. But also be prepared for no give-and-take. You may find that your session is not well-attended or that you get few (or even no) questions or comments. Do not take it personally. Even if you have a limited audience, deliver your presentation with gusto. Engage with your fellow panellists during the discussion period. You will still get the practise, and the experience will still end up on your CV. Moreover, smaller sessions can actually offer more of the intellectual exchange we desire and facilitate networking.

For a scholar, there is nothing quite so gratifying as to have your work spark animated discussion and exchange. When it happens, enjoy it!

Ex. 1. Answer the questions.

1. What is the purpose of academic conferences?
2. What is the typical conference format?
3. What should a speaker do not to exceed the allotted time?
4. What are the differences between a written paper and an oral talk?
5. What are the basic tips for giving a paper?

LANGUAGE TRAINING

Ex. 1. Match the words from the list to make word partnerships. Then choose any two collocations and make up sentences.
Receive, disseminate, underestimate, take, well-attended, accept, accumulate, facilitate, forge, field, bare bones, polished.

1..... session	**7**.....responses
2.....credentials	**8**.....word of mouth
3.....precautions	**9**.....summary
4..... criticism	**10.** .....questions
5.....research	**11.** ..... intellectual exchange
6.....critique	**12.** .....professional networks

Ex. 2. Match the expressions from the text to their synonyms. Then choose any you like and make a sentence.

1. to stick to time limits	**a.** well-balanced critiques
2. constructive feedback	**b.** panel attendees
3. fellow panelists	**c.** with enthusiasm
4. to hit (be in) the highlights	**d.** the act of sharing ideas
5. intellectual exchange	**e.** to call attention to yourself
6. with gusto	**f.** to stay within the time assigned

Ex. 3. Cross out the odd words from the lists of synonyms[53]. Translate the sentences below. Pay attention to the ways we use the two words.

highlight, *n*

best part, climax, feature, focal point, disappointment, focus, memorable part, peak

highlight, *v*

accentuate, emphasize, feature, focus attention on, overlook, spotlight, stress, underline

1. Committee members plan to **highlight** problems they see with conference fundraising.
2. The president **highlighted** health issues in his inauguration speech.
3. Dr. Petrov's speech **was the highlight** of yesterday's plenary session.
4. **The highlights** from the conference are published on our website.
5. Could you give me **the highlights** of his report?
6. "Let's recap briefly on some of the **highlights** of our today's discussion", said the chairman.
7. Conference proceedings **provide** the **highlights** from presentations and discussions delivered at conferences.

Ex. 4. Do you remember how we form compound adjectives in English? Read the Grammar Tip and substitute the words in bold with a correct form of a compound adjective. Learn about different types of conference papers[54].

COMPOUND ADJECTIVES IN ENGLISH

GRAMMAR TIP

Compound adjectives are adjectives formed by joining two or more words. A compound adjective can be [numeral + noun] or [noun + participle], or some other combinations. When these words act as a single modifier **preceding** a noun, they are hyphenated. **NB:** the noun in a compound adjective is in the singular form! *E.g. snow-white dress, eight-story* (NOT eight-stories!) *building*

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[53] Based on: English Synonyms Dictionary // Collins Cobuild English Dictionary for Advanced Learners 4th edition published in 2003. URL: http://dictionary.reverso.net/english-synonyms/highlight (дата обращения 07.03.2013).

[54] Based on: What are the different types of conference papers? // Claremont Graduate University Writing Center Conference Paper Guide. Maryland Center for Undergraduate Research. URL: http://www.ugresearch.umd.edu/writingconferencepaper.php#Types (дата обращения 20.02.2013).

1. *Paper with Respondent*. In this type of presentation, a speaker gives a *e.g. thirty-minute paper* (**which is thirty minutes long**). A respondent then gives a .....response (**which is fifteen minutes long**) to the paper. The speaker subsequently gives a ..... reply (**which is fifteen minutes long**) to the response.
2. *Panel Presentation.* Panel sessions include 3-4 speakers, each of whom gives a ..... talk (**which is 15 or 20 minutes long**). Panels may also have a discussant who comments on the papers/presentations individually and as a group.
3. *Roundtable.* A roundtable features five or more speakers, each of whom gives a ..... talk **(which is 5 or 10 minutes long)** followed by a discussion. Roundtables do not have traditional audio-visual aids available.
4. *Workshop* can vary in length from a ..... session **(which is 90 minutes long)** to a ..... session **(which is all day long)**. Workshop presenters give short statements before involving the audience in some type of activity.
5. *Poster Talk/Poster Presentation/Poster Discussion.* All of these involve a visual presentation of ideas. Some presenters choose to display a ..... paper **(which is 3 to 8 pages long)** that explains their project; others may post their hypothesis and an outline of their findings. The most ..... posters (**that cach other people's eyes**) exhibit charts, graphs, photographs, or artwork. Posters can be displayed for the length of the conference or for a single day.
6. *Poster presentations* feature 4-6 posters on a single theme displayed at a specific time. Each ..... participant (**who has created a poster**) gives a short talk on his or her project.

Ex. 5. Translate into English using the basic vocabulary (see p. 134).

1. Участники конференции задали вопросы и обменялись мнениями по поводу услышанного доклада.
2. Культурная программа для участников конференции включала посещение Эрмитажа и встречу с ректором университета.
3. За докладами последовало обсуждение.
4. Я проиллюстрировал свое выступление таблицами и графиками.
5. Конференция продолжалась два дня и закончилась обсуждением за круглым столом.
6. Самые интересные доклады были представлены на пленарном заседании.
7. На заседании нашей секции дискуссию вел проф. Петров.

Ex. 6. Match the sentences halves[55].

1. The conference offers the opportunity for sharing	**a.** were a good feature of the master programme at the Royal College of Music in Manchester.
2. When I had to choose between a more historical or systematic focus of study,	**b.** research interests, various forms of support and beginning new friendships.
3. Frequent personal tutorials with the professor	**c.** so many researchers working on the boundaries of these disciplines were attracted by the call for papers.
4. The conference was a great opportunity to be in close touch with musicians and	**d.** opens the view for different concepts and new developments.
5. The general theme of the conference was Music Psychology and Music Education,	**e.** I got the impression that the methods of German scientific school correspond more with my own questions
6. The very fact that the conferences take place in various institutions	**f.** to start new projects, also in collaboration with the two Manchester universities.

Ex. 7. Match the exchanges and play out the dialogues[56].

Dialogue I

A	B
1. May I have you for a few minutes?	**a.** That would be fine.
2. What about going to a cafeteria? There are still some forty minutes left before the beginning of the session.	**b.** Why, sure. What can I do for you?
3. I've just heard your paper. I'm very interested in your research as we seem to work on the same problem.	**c.** Well, that sounds very interesting, doesn't it? Shall we sit somewhere?

[55] Based on: SysMus Interviews // SysMus Conference Series. URL: https: // sites.google.com/site/ sysmusconference/sysmus-interviews (дата обращения 23.02.2013).

[56] Based on: Минакова Т.В. Указ. соч., с. 42, 45-46.

Dialogue II

A	B
1. My congratulations! Your paper was a real success.	**a.** So, let's find a seat somewhere.
2. Could we discuss some points which are not very clear to me?	**b.** Thank you. I'm very glad it was received so well
3. I understand you had too little time at your disposal.	**c.** Oh, yes. Unfortunately, I had to omit many details.

Dialogue III

A	B
1. I'm sure it will. May I ask you a few questions before they start?	**a.** Thank you. I hope it will be useful to you.
2. I'm looking forward to your paper very much.	**b.** Sure. Perhaps, we'll find an empty room. There are still some twenty minutes left.

Ex. 8. What would you say in the following situations?

- You are at a conference. Introduce two of your colleagues to each other.
- You have listened to an interesting paper of a foreign participant. Start up a conversation with him.
- At a conference you meet the person you met at another conference before.
- One of the conference participants asks you for your visiting card.

Ex. 9. Talk to your partner about the conferences you have attended. The abstracts from the conference reports[57] will help you to arrange a dialogue. Discuss:

- **theme**
- **venue**
- **program**
- **number of attendees**
- **atmosphere**

A

22nd IATEFL[58]-Hungary Conference

The theme of the conference was *INSPIRED – The Pleasure of Learning and Teaching*, and the goal was to discuss how teachers can inspire themselves and learners in the world where everything has to be entertaining, including ourselves.

B

37th Annual Conference of Argentina Teachers of English

Last September some six hundred delegates all over Argentina made their way to San Martin de los Andes for the annual conference. The theme of the conference was *Research on Motivation and Autonomy in English Language Teaching*.

[57] Based on: Voices. January-February 2013. Issue 230. – P.26-27.

[58] IATEFL– International Association of Teachers of English as a Foreign Language.

The two plenary speakers, Michael Carrier and Bonnie Tsai, gave not only inspiring plenary talks, but both of them stayed for the whole weekend, participating in workshops, and were ready to answer questions from the audience at the closing event as well.

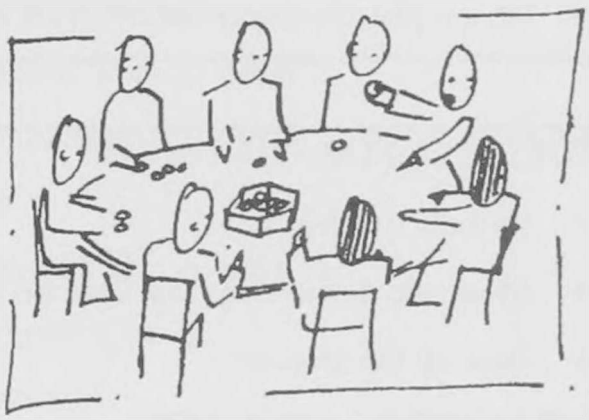
Two features of this year conference were: a strong focus on teaching English to learners with special needs and the online coverage of the event.

Our aim was to let non-participants get a flavour of the warm and lively atmosphere of IATEFL-Hungary conferences, so we shared studio interviews, roving reports, photographs, presentation materials, and reflections by participants.

With 6 plenary speakers, 48 presenters, 18 exhibitors, and over 300 participants from 19 countries, it was an event to remember.

Two of the plenary speakers, Davis Little and Ema Ushioda, gave plenary sessions during the three-day conference. Two other plenary sessions and four semi-plenaries were given. There were also a number of panels, workshops and shorter papers, with a hundred and twenty-five speakers in all.

A star of the conference was the venue itself. San Martin de los Andes is an almost European Alpine village in appearance, popular for skiing, fishing, hunting, and adventure sports. The delegates enjoyed wonderful weather, and the academic events unfolded against a backdrop of glorious sunshine reflected off Lake Lacar, mirroring the crystal clear skies and snow-capped Andean foothills. The conference this year was indeed a huge success.



SKILLS

CASE STUDY
ROUND-TABLE DISCUSSION

STEP 1. WRITING

You are preparing for a conference participating. Choose one of the topics and prepare a five-seven-minute presentation.

- Benefits/problems of conference attendance for MA students
- Benefits/problems of joining a professional association for MA students

Be prepared to give your talk in class using the following expressions. Use them as a plan for your presentation.

Good afternoon, everyone. Thank you for inviting me to speak on …
I'm going to divide/I've divided my talk into … parts.

First, I'll give you some background information/I would like to start by …

Second/Then, I'll tell you …

After that I'm going to talk about…

Lastly/Finally, I'll outline…

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

If you look at the graph/chart …

Let me now move on to …

To sum up/In conclusion, I can say that…

Thank you all for listerning so attentively/Before I sit down, I would like to thank you for…

STEP 2. Divide into two groups according to the topic you have chosen. You are participants of two round-tables and you are holding your meetings. Decide who will chair the discussion at each round-table. Read the *Tips for participating in a group discussion*[59]. Use the expressions from *Useful language* section while debating. Be diplomatic! The chair opens and runs a panel. If you are not making a presentation, be ready to address a question to the speakers.

TIPS FOR PARTICIPATING IN A GROUP DISCUSSION

- listen to each other and don't interrupt
- respond with a polite, intelligent comment
- be prepared to support what you say, and try to avoid making 'empty' points
- stay calm and be polite, even if you feel strong about the topic under discussion
- have a pen and paper handy to jot down any useful ideas

GUIDELINES FOR THE CHAIR

- Introduce speakers
- Moderate discussions and time keeping
- Sum up the session

YOUR USEFUL LANGUAGE

The discussion will focus on the problem of …
Let me introduce Mr. X. He is a specialist in…
I'd like to give the floor to…/The floor goes to…
Next speaker is…
Please, keep within the allotted time/the time limit.
Dr. Y, is there anything you would like to say?
Does anyone have any further comments?
With respect, I don't think that is entirely relevant.
We seem to be losing the sight of the discussing issue.
Could we stick to the subject, please?
Perhaps we could come back to that later.
Are there any further points anyone wishes to make?
To sum up, let me say …

[59] Based on: Tips for participating in a group discussion // My English Guru, 2009. URL: http://www.myenglishguru.com/skills/speaking/group-discussion.html (дата обращения 23.02.2013).

USEFUL LANGUAGE

Agreeing:

You're absolutely right about that.

I think so too.

I agree.

Expressing your opinion:

I believe that ...

From what I understand ...

As I understand it ...

This is due to ...

What I mean by this is ...

Interrupting:

Sorry, do you mind if I say something here?

Excuse me, but could I just say ….

Dealing with interruptions:

Could I just finish what I'm saying?

Hold on. Can I finish the point?

I'd like to finish if I may.

Let X finish, please.

Disagreeing:

I'm sorry, I don't see it that way at all.

I can see your point – however ...

I see what you're getting at/where you're coming from, but ...

I see what you mean – however...

That's not necessarily true because ...

This idea isn't supported by statistics/evidence ...

Asking for an explanation:

Would you mind telling us what exactly you mean by that?

What exactly are you saying?

Sorry, I don't follow you.

Can you explain in more detail?

Would you mind saying a little bit more about that?

Clarifying:

Another point I'd like to make is...

No, I was thinking of…

What I mean is…

To be more specific…

UNIT 11

Master's Thesis: Requirements and Structure

STARTING UP

Ex. 1. Look at these sayings. What do they mean? Which of the ideas do you agree with?

- Research is formalized curiosity. It is poking and prying with a purpose.

  Zora Neale Hurston (1891 – 1960), American Dramatist

- Research is what I'm doing when I don't know what I'm doing.

  Wernher von Braun (1912 – 1977), German scientist

- If you steal from one author, it's plagiarism; if you steal from many, it's research.

  Wilson Mizner (1876 – 1933), American Dramatist

Ex. 2. Discuss the questions.

1. What is the difference between theoretical and applied knowledge?
2. How applicable should be the MA thesis?
3. What is the difference between plagiarism and compilation?
4. When you incorporate into your dissertation long passages of text without references, this is plagiarism. And when you do the same with a sentence or a short passage, is it still plagiarism?
5. Should plagiarism be penalized?

VOCABULARY

COMMONLY CONFUSED WORDS

Ex. 1. What is the difference between

- **quotation and citation?**
- **quotation and paraphrase?**
- **citation and note?**
- **reference list and bibliography?**

Match the words with their definitions. Find a Russian translation for each term from the box.

Список использованной литературы, цитата, примечание/постраничная сноска, библиография (список литературы по теме), изложение (краткий пересказ), примечание/концевая сноска, ссылка/сноска/источник

1. reference	**a)** source used for a paper which usually has the author's last name in parenthesis
2. citation	**b)** assign to a source
3. quotation	**c)** something reproduced word for word
4. note	**d)** list of sources (books, journals etc) mentioned/cited in your paper
5. paraphrase	**e)** list of sources used in your research but not actually quoted in your work
6. bibliography	**f)** somebody's ideas put in your own words
7. reference list	**g)** citation. Can be of two kinds: footnotes (notes at the end of the page) or endnotes (a note on a separate page at the end of the paper)

Ex. 2. For each example choose the best terminological definition from the exercise above.

3,2	**A**	"To be or not to be" (Shakespeare)
	B	Kübler-Ross, Elisabeth. *On Death and Dying*. New York: Macmillan, 1969. Adair, J. *Effective time management: How to save time and spend it wisely*. London: Pan Books, 1988.
	C	Onegin rejects Tatiana when she is free to be his, and only decides he wants her when she is already married (Pushkin, *Eugene Onegin*).
	D	Kübler-Ross, Elisabeth. *On Death and Dying*. New York: Macmillan, 1969. P. 54–56.
	E	[1] Kübler-Ross, *On Death and Dying*. P. 45–60.
	F	According to Barthe, ideology is a subject for scrutiny through its cultural manifestations.

READING

MA Dissertation Guidelines[60]

An essential part of the MA degree is a research, writing and presentation of a dissertation. A student cannot complete the degree without submitting an acceptable dissertation. The MA dissertation is based on independent research of a problem, issue, or subject, using appropriate primary and secondary sources. It must be an original piece of work, and it must be structured and presented in accordance with the regulations for the degree and within the normal standards which include style, argument, citation of sources, and bibliography.

Choosing a topic and working with the Dissertation Supervisor

Essentially, the student chooses his or her dissertation topic, in consultation with a supervisor, and subject to the approval of the Course Director. The student is responsible for coming up with a viable project. This is both a challenge and an opportunity. The dissertation is essentially problem-based: generally, it will take the form of a structured argument leading to a convincing conclusion. It may seek to solve a problem or answer a question; it may look at an old problem in a new way, evaluate the evidence for a particular viewpoint, or use a case-study to illuminate or contest a larger generalisation. It will not be purely descriptive or narrative. The argument will be based on original research, using primary sources – manuscripts, printed editions of original sources, printed texts or documents, published reports, newspapers, or oral history. It must take account of the historiography of the subject, and seek to make an original contribution to it.

A dissertation requires a lot of planning and organisation. You are strongly encouraged to start thinking about your dissertation topic as early as possible once you start the MA degree programme. When you have an idea, do some background reading on the topic first before you talk to a potential supervisor, in order to familiarise yourself with the historiography. Since the supervisor is appointed, he/she ensures that your dissertation topic is appropriate in terms of scope and objective of the MA dissertation. In addition, the supervisor offers guidance on the overall structure of the dissertation, as well as directing you to appropriate primary and secondary sources. It is important to maintain constant contact with your supervisor throughout the degree.

Research and writing

All MA dissertations require you to read widely and draw on both primary and secondary sources. A very wide range of material is now available electronically, from library and archive

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[60] Based on: Dissertation Guidelines. MA Degree Programmes, Department of History, Classics and Archaeology, Birkbeck, University of London. URL: http://www.bbk.ac.uk/history/current-students/postgraduateresources/madissertationguidelines2011.doc (дата обращения 08.02.2013).

catalogues, to bibliographies, on-line journals and abstracts of papers. Some sources are also now available on line. In order to avoid the last-minute problem of chasing up references, you should get into the habit from the beginning of taking meticulous references for all materials gathered and read. Your dissertation needs to be well footnoted. Please pay particular attention to details such as using the correct format for footnotes and bibliography.

The MA dissertation word limit is 15,000 words, +/-10%. The word-limit is *exclusive* of bibliography and documentary appendices, and footnotes or endnotes which are merely citations or references. The final bound copy of the dissertation must include the following:

1. Title page.
2. Abstract.
3. Table of contents.
4. List of abbreviations, if used
5. Introduction.
6. The main body of the dissertation. It will usually be convenient to divide it into sections and sub sections, with numbers or titles.
7. Conclusion.
8. Endnotes (if you are not including references as footnotes).
9. Appendices, if any.
10. Bibliography.
11. Plagiarism statement page: you must submit a signed copy of the plagiarism declaration.

YOU ARE ULTIMATELY RESPONSIBLE FOR MAKING SURE THAT YOUR DISSERTATION IS COMPLETED AND SUBMITTED BEFORE THE DEADLINE, AS WELL AS THAT IT COMPLIES WITH ALL THE PRESENTATIONAL REQUIREMENTS.

Plagiarism

All work submitted by a student as part of the requirements for any degree or examination must be expressed in the student's own words and must incorporate his or her own ideas and judgements. Plagiarism – the presentation of another person's thoughts or words as one's own— must be avoided. **Direct quotations** from the published or unpublished work of others must always be clearly identified as such by being placed inside quotation marks, and a full reference to their source must be provided in the proper form. Remember that a **series of short quotations** from several different sources, if not clearly identified as such, constitutes plagiarism just as much as does a single unacknowledged long quotation from a single source. Equally, if you summarise **another person's ideas or judgements**, you must refer to that person in your text, and include the work referred to in. If you are in any doubt about what is permissible, consult your tutor. Recourse to the services of 'ghost-writing' agencies is strictly forbidden, and students who make use of the services of such agencies render themselves liable for an academic penalty. Simply put, plagiarism is a form of fraud. That is why the University takes it extremely seriously. Even if it was unintentional, plagiarism may, if detected, lead *at the very least* to a

mark of zero on the assessed work and at most to suspension from all further study in the University.

How can you avoid plagiarism?

1. *Always attribute quoted words*. It does not matter if the quote is long or short, every quoted passage taken directly from the work of another should be clearly marked as such by the use of quotation marks. The full reference, including page number, should be given for each quotation, either in a footnote or endnote.

2. *Always give full references for paraphrases of others' ideas or judgments*. Simply rewriting a passage in your own words does not avoid plagiarism. Paraphrases or summaries of the ideas or judgements of others should be referenced fully.

3. *Give references to support purely factual claims where necessary*. Plagiarism is mainly about the appropriation of others' ideas and judgements. Factual references are less sensitive. You certainly do not need to include references for facts that are well established (the date of the battle of Waterloo, for example). However, where the facts are less well known and some other investigator has persuasively established some claim of fact, you should acknowledge this in your references, as a well as the sources for any quantitative data you might use.

4. *Include a reference to any source used in a paragraph in that paragraph*. One way to find yourself sailing rather too close to the wind is to include a single reference at the end of a long passage of more than one paragraph that gives the source for the entire passage. This can give the reader the impression that the reference refers only to the last paragraph or so, rather than the whole passage. If for some reason you wish to avoid repeating references to the same source, then include a statement or footnote early on indicating that the discussion that follows is drawn from such-and-such a source. For example: "Except where indicated otherwise, the account of overseas trade set out in this section is drawn from Davis, *English overseas trade*, pp. 35-42".

5. *Remember that a full bibliography is necessary*. You should be at pains to include every source on which you have relied in your bibliography.

Ultimately, the golden rule should be: *when in doubt, give the reference*. This not only protects you from unintended plagiarism, it is also good manners: *credit should be given to sources where and when they are used*. That is why it is not unusual to find academic articles of 10,000 words or so that have anywhere from 50 to 150 references. Students sometimes worry that giving full references throughout will make it appear as though their papers are just compilations of other people's views. However, even if there are 100-odd references in a medium-length article, the author's own contribution to the discussion should be clear to the reader. If it is not, then the paper is probably not a very strong one. This means that thorough referencing will provide a

good check on the substance of your dissertations: if the finished product looks like nothing more than a cut-and-paste job full of others' ideas and data, it probably needs to be rewritten. Note that you are required to submit a signed statement that you understand what plagiarism is, and have not committed it, and that you agree to make available an electronic copy of your essay for testing by the JISC (Joint Information Systems Committee) plagiarism detection service.

Ex. 1. Answer the questions.

1. How to choose a thesis topic?
2. What the dissertation should consist of?
3. What is plagiarism and why is it penalized as a serious disciplinary matter?
4. How can you avoid the last-minute problem of chasing up references?
5. Students in many countries are supposed to sing up a plagiarism declaration. In your opinion, should we do the same in Russia?

Ex. 2. Which of these statements are true? Correct the false ones.

1. The dissertation requires time and much intellectual effort.
2. Any work found to contain plagiarism will automatically be assigned a mark of zero.
3. It almost always takes some time before the topic of the dissertation finally takes shape.
4. Dissertations must include a full bibliography listing all the sources you have consulted.
5. The copy of the submitted dissertation must have *a* title page, main body, bibliographical apparatus and table of content.
6. It is up to the student to choose his or her dissertation topic and supervisor.
7. Supervised by an experienced faculty member, an MA student is not expected to undertake a lot of individual initiative in conducting research.
8. Plagiarism will normally result in the failure of the dissertation regardless of any merit it may have.
9. Students have extra three days to submit their dissertations for formal assessment after the published deadline.
10. Don't use footnotes in the text of a MA dissertation.

LANGUAGE TRAINING

Ex. 1. Fill in the correct word from the list below. Use the phrases to make sentences.

Medium-length, unintended, 'ghost-writing', bound, meticulous, primary, viable, original.

1. .....article	**5.** .....plagiarism
2. .....sources	**6.** .....agencies
3. .....contribution	**7.** .....copy
4. .....references	**8.** .....project

Ex. 3. Which of the adjectives below would you use to characterize your supervisor as a scholar and which to describe him/her as a person? Give reasons for your choice. What adjectives would you add?

renown	well-known	outstanding	famous
respected	distinguished	prominent	talented
thoughtful	passionate	enthusiastic	engrossed in his research
energetic	charismatic	open/closed	persuasive

Ex. 4. Now, in pairs, talk about your dissertation advisors. Use the adjectives from the exercise above and follow the plan. Begin with the question
- Who is your dissertation advisor?

- Name, title, position
- Sphere of research and main publications
- Position in the academic community
- When did you meet first?
- How often do you meet to discuss your dissertation?

Ex. 5. Match the classes of assessment for the MA dissertation given in the box to their criteria[61].

uncompensated fail, distinction, compensated fail, merit, plagiarism

…… (отлично)	70% and above	Work that shows a high level of conceptual sophistication, intelligence and originality. A convincing argument, based on original research and well supported by the evidence. Demonstrates critical engagement with primary sources and independent thought in relation to the historiography. Intelligently structured, incisively argued, lucidly written. Accurate citation of sources and presentation of bibliographical apparatus
…… (хорошо)	60-69%	Work that demonstrates intelligence and careful thought; well-written with a cogent argument, based on original research and well supported by the evidence, backed up by good understanding of the historiography, as well as critical use of primary sources. Accurate citation of sources and presentation of bibliographical apparatus.
…… (удовлетворительно)	50-59%	Work that shows diligence and competence; clearly written with a structured argument, based on original research and adequate knowledge of the evidence, backed up by familiarity with the historiography. Satisfactory citation of sources and presentation of bibliographical apparatus.

[61] Based on: Dissertation Guidelines. MA Degree Programmes, Department of History, Classics and Archaeology, Birkbeck, University of London. URL: http://www.bbk.ac.uk/history/current-students/postgraduateresources/madissertationguidelines2011.doc (дата обращения 08.02.2013).

..... (неудовлетворительно с правом повторного представления диссертации к защите)	40-49%	Work that shows a limited understanding of the topic. Any attempt to produce an independent argument may be incomplete or flawed. Work in this category may display a basic knowledge of primary sources, and limited or overly derivative understanding of secondary literature. Referencing (including quotations, footnotes and bibliography) is presented with minimal reference to departmental criteria.
..... (неудовлетворительно с правом повторного представления диссертации к защите)	0-39%	Work shows a scant understanding of the topic and presents a less than competent response. The work displays erroneous knowledge of the primary evidence and/or lacks an adequate knowledge base, and either fails to present an argument or presents one that is incoherent and/or irrelevant to the question. Makes little or no use of secondary or theoretical literature or uses it inappropriately and derivatively; is heavily reliant on material derived from classes without evidence of independent assimilation or understanding of it. Referencing (including quotations, footnotes and bibliography) is poorly presented according to departmental criteria.
..... (плагиат)		Result in the failure of the dissertation regardless of any merit it may have.

Ex. 6. Substitute the Russian words with their English equivalents from the box. See the exercise above.

Well, good, independent, irrelevant to the question, scant, basic, incoherent, satisfactory, clearly, convincing, lucidly, overly derivative, accurate, cogent, adequate, limited, erroneous, structured

1. **Argument:** убедительная, непоследовательная, несоответствующая [обсуждаемому] вопросу, самостоятельная, хорошо выстроенная, неоспоримая (аргументация)
2. **Understanding:** недостаточное/ограниченное, слишком несамостоятельное/ неоригинальное, ограниченное, хорошее (понимание)
3. **Knowledge:** основное, адекватное, ошибочное (знание)
4. **Citation:** удовлетворительное, тщательное (цитирование)
5. **Written work:** хорошо, ясно, четко (написанная работа)

Ex. 6. Read the text and fill in the gaps with the correct word.

The Final Examination (Oral Defense)

When the advisor believes the thesis is ready for preliminary approval, the student will distribute it to the thesis committee 1)..... (**responsible, liable, chargeable**) for overseeing the

progress of the candidate's thesis. The advisor will designate the time and place of the oral defense and notify all members of the thesis committee. The oral defense should be 2)..... (**scheduled, appointed, prescribed**) to allow a minimum of ten days for all members of the thesis committee to 3)..... (**thumb, review, browse**) the thesis. The final oral defense will be open to the university 4)..... (**assemblage, fellowship, community**). The student should provide copies of the abstract of the thesis to the Departmental Office so that it will be 5)..... (**accessible, available, obtainable)** to interested members of the Graduate Faculty prior to the oral defense to familiarize with the methodology and findings. The student will open the oral defense with a 6)..... (**short, brief, little**) presentation of his or her findings, after which the members of the thesis committee will 7)..... (**ask, quiz, question)** the candidate in an order determined by the advisor. Questions 8)..... (**concerning, related, dealing)** with the substance, meaning and usefulness of the research in the thesis are of greatest 9)..... (**benefit, privilege, priority)**. When, in the judgment of the advisor, members of the thesis committee have had an 10)..... (**adequate, reasonable, satisfactory**) opportunity to question the student, the advisor may open the examination to non-committee members of the graduate faculty, then, as the advisor deems appropriate, to others present. Parliamentary procedure will be followed to 11)..... **(determine, qualify, identify)** the success or failure of the student, with the advisor serving as 12)..... **(facilitator, president, chair)**. The student should be 13)..... **(rated, evaluated, judged)** upon both: the overall quality and significance of his or her thesis, and the oral defense of his or her findings. The student passes the oral defense and becomes a "candidate" for the degree if he or she **passes** with no more than one dissenting 14)..... **(poll, vote, voce).** The advisor and members of the thesis committee will 15)..... **(ratify, sign, autograph)** the Report of Thesis Final Examination form, and each registers his or her vote of "pass" or "fail."[62]

Ex. 7. Are you afraid of being questioned during your oral defense? Read some advice of those who have already defended[63]. Discuss it with your partner and decide which of these items of advice are useful and which are not.

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[62] Based on: Master's Thesis Defense Guidelines. Kent State University. URL: http://www.kent.edu/CAS/grad/upload/Guidelines-Masters-Thesis-Final-Examination-2.pdf (дата обращения 12.02.2013).

[63] Based on: Thesis Defense Tips. Ask MetaFilter. Community Weblog. 1999-2013 MetaFilter Network Inc. URL: http://ask.metafilter.com/29046/Thesis-defense-tips (дата обращения 12.02.2013); How to Prepare for a Graduate Thesis Defense. eHow. 1999-2013 Demand Media, Inc. URL: http://www.ehow.com/how_2038222_-prepare-graduate-thesis-defense.html (дата обращения 12.02.2013) and Ten Tips to Give a Great Thesis Defense. Lab Spaces. Join the Discussion. 2005-2013. LabSpaces Productions, LLC. URL: http://www.labspaces.net/blog/1390/Ten_tips_to_give_a_great_thesis_defense (дата обращения 12.02.2013).

Don't over-answer and don't steer the answer toward territory you don't know anything about.

Don't worry too much about it. It's the only chance you'll have to discuss your work intelligently with people who have actually read it. You'll enjoy this.

Don't be defensive even though it's a defense. Answer the questions fully and to the best of your ability, but admit when the committee members might be right and you might be wrong or if you forgot anything in your analysis.

Talk to others who have already been through it. Ask them what kinds of questions they were given and prepare answers to those questions. While there's no way to know for sure what your committee will say, anticipating possible questions and preparing answers will help you feel more confident.

The best advice I can give someone going into a defense is don't be afraid to say "I don't know." Guessing, or even worse, making something up, is so much worse that admitting you don't know the answer to a question. You'll never know everything about everything so don't be afraid to say "I don't know". On the flip side, don't answer every question with "I don't know"- it's not a get out of jail free card!

The committee members should ask you questions they don't expect you to know the answer to. Don't panic because you don't have the answer! These are the most interesting questions, and now you have the opportunity to discuss how you would go about determining the answer, or speculate wildly. Admit what you don't know, and then have an opinion on the matter. Finally, listen to the whole question before beginning to answer it.

Ex. 8. Play out the same material in a form of a dialogue. Student A is defending his MA thesis in a day, and student B has already gone through it.

A: I am defending my MA thesis in a day and I need a good piece of advice from someone who has already gone through it, especially on Q&A session. I am rather nervous about it.
B: I defended two months ago. If your committee is like mine, they will try to ask you questions.....
A: What can I do if they ask me something I don't know?
B: Yeah, it might be a problem. The biggest thing for me was how unprepared I felt for questions that I didn't know the answers to. The best lesson I've learned from my master's defense .....
A: Is it a good idea to say openly "I don't know"?
B: The best advice I can give.....
A: Is there anything else you can suggest?
B: Don't panic and don't worry too much about it! It's the only chance.....
A: Thanks and wish me a good luck!
B: I'm sure you'll pass! Don't forget to bring a camera and take some pictures. It'll be nice in 20 years to look back at them.

SKILLS

Prepare a short presentation of five to seven minutes about your dissertation. The plan and the dissertation abstract[64] below may come in handy.

- theme of your dissertation
- reasons for such a research (its importance/relevance to the field, applicability)
- scope and objective of your research
- methodology
- problems you are going to cover
- general structure of your dissertation
- what you have already done
- when you are planning to present your dissertation

The development of marketing plans for museums: purpose, practice and programming
Makiya Al-Hajeri

This dissertation studies the development and construction of marketing plans for museums (using the London Transport Museum (LTM) as a case study) and then applies the results to developing a marketing plan for a museum in the United Arab Emirates (UAE).

Chapter 1 discusses and analyses the importance of marketing for museums; defines and distinguishes between museum marketing and other forms of marketing.

Chapter 2 evaluates and analyses the LTM marketing plan in terms of marketing principles. The LTM plan (which runs to 8 pages attached with supporting information) provides a general guide and outline to marketing principles and identifies the main areas needed to compile a marketing plan for museums in general.

Chapter 3 examines the methodology for constructing a marketing plan for the Ajman Museum (UAE) using the LTM marketing plan and other data as a reference point.

In the conclusion both the marketing plans were compared. It is clear that the general principles were transferable; however, some aspects differ between them such as the mission, objectives, target audience and capacity of market place.

I hope this dissertation will contribute something to the museum field in my country (United Arab Emirates)

[64] MA Museum Studies Dissertation Abstracts, 1998. Journal of Conservation and Museum Studies. #6 May 1999. Institute of Archaeology, University College London 1999. URL: http://www.ucl.ac.uk/~ycrnw3c/JCMS/current/mus98.html#alhajeri (дата обращения 08.02.2013).

UNIT 12

Employment Problems

STARTING UP

Ex. 1. Look at these sayings. What do they mean? Which of the ideas do you agree with?

- Fools make researches and wise men exploit them.

H(erbert) G(eorge). Wells (1866 – 1946), English author

- You are educated. Your certification is in your degree. You may think of it as the ticket to the good life. Let me ask you to think of an alternative. Think of it as your ticket to change the world.

Tom Brokaw (b.1940), American journalist

- I'm not impressed by someone's degree... I'm impressed by them making movies.

Richard King, American Director

Ex. 2. Discuss the questions.

1. What are the advantages of a university degree? Is it easier to find a good job if you have a Master's or a Ph.D. degree?
2. Is the number of research and teacher's jobs sufficient for all M.A. graduates?
3. Why do so many young people enter graduate programs (M.A. and Ph.D.) if the job market can't absorb the every newly trained? Should they be provided with the job outcome data before entering a M.A. program?

Ex. 3. Discuss the problem[65] with your partner. Compare your ideas with the rest of the class. Be statesmanlike.

Investing more in research and development is a good growth strategy for any country. It can be good for Russia too as, since the breakup of the Soviet Union, it has been loosing its competitive position in the world. On the other hand, there is a certain imbalance on the job market as the country produces more graduates that the market can absorb. Why is this, and what can we do about it?

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[65] Based on: Golden, Serena. How Economics Shapes Science // Inside Higher ED. URL: http://www.insidehighered.com/news/2012/03/09/interview-author-book-economics-scientific-research (дата обращения 07.03.2013).

VOCABULARY

IDIOMS

Ex. 1. Idioms are a common stumbling block for learners of a language. Can you agree? What is a stumbling block? Read the definition of the idiom[66] and translate the sentences into Russian.

stumbling block

Fig. something that prevents or obstructs progress.

First introduced in 1526 to translate the Greek word "skandalon" with the meaning of spiritual ruin in the New Testament:
"Then let us no more pass judgment on one another, but rather decide never to put a stumbling block or hindrance in the way of a brother" (Romans 14:13).

1. Jim's over sixty. His age is a stumbling block to getting another job.
2. Money is a major stumbling block to realizing a project of this size.
3. Poor English can be a serious stumbling block for Russian students to pursue their studies abroad.
4. His lack of a degree is a real stumbling block to his advancement.

Think about some stumbling blocks you might face in getting a good job after graduation. Make up three sentences. Discuss your ideas with your neighbor.

READING

Alternate Angles

By Sabine Hikel [67]

I sometimes get mail from readers who are at the very beginning of their academic careers. They are looking for advice about how they can situate their research to make themselves as employable as possible when they have finished. This is, of course, a very smart and practical question – but makes the liberal arts lovers among us sigh a little bit. The thing is, these days, it is the students with the greatest passion for the liberal arts who find themselves having to ask the question.

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[66] Based on: McGraw-Hill Dictionary of American Idioms and Phrasal Verbs // The Free Dictionary by Farlex. URL: http://idioms.thefreedictionary.com/stumbling+block (дата обращения 07.03.2013) and Blank,Wayne. Stumbling Blocks // The Church of God Daily Bible Study. URL: http://www.keyway.ca/htm2001/20010814.htm (дата обращения 07.03.2013).

[67] Based on: Hikel, Sabine. Alternate Angles // Inside Higher ED. URL: http://www.insidehighered.com/advice/leaving_academia/hikel5#ixzz2JkvsMKYP (дата обращения 07.03.2013).

I recently heard from someone who is currently in a master's program and is being groomed for a spot in the Ph.D. program. "I enjoy my classes," he wrote, "and I'm thrilled by thinking about what I might do for a thesis project, but at the same time I feel a bit torn between pursuing my intellectual interests, and focusing on developing the skills I need for the ideal job I want."

Testify! Now, this person did recognize that a thesis project and developing job skills do not have to be mutually exclusive. However, the problem is that once you are immersed in a doctoral program of research, your focus has absolutely nothing to do with your transferable skills; in fact, the higher up you climb on the academic ladder, the more you feel you do not have any skills at all. The work, then, of convincing yourself that you are not totally useless once you exit a Ph.D. program is exhausting and emotional. And re-packaging yourself and putting yourself onto the non-academic job market is just plain hard.

I see two solutions for the young academics who think they might want to pursue a Ph.D. program but also want to be realistic about their academic job prospects.

The first has to do with making the process of skills-building during graduate school a transparent one. This involves the kind of regular maintenance and upkeep that most scholars do with their academic CVs. As you move through the different steps of your graduate program – coursework, writing the dissertation proposal, serving on committees, teaching, and so on – keep track of the skills you used to get each of those things done. These are skills that may be invisible to you before doing this exercise, but are quite essential on the non-academic job market. Won a $5,000 scholarship? Mark that down under fund-raising and grant writing skills. Served for a year on the tenure and promotions committee? Tick the make-believe box next to administrative and teamwork skills. Taught an introductory course? Check, check and check for project planning skills, doing oral presentations/public speaking and conducting evaluations.

By keeping track not just of the outcomes of your academic success but the actual skills you used to produce those outcomes, you are well on your way to combating the all-too-common feelings of simultaneous overqualification and underqualification that plague newly minted Ph.D.'s. Moreover, when you go to write your two-page employment résumé, your skills won't be invisible to you. You will be just that much more prepared to speak fluently about what you did in school and what you can offer to prospective employers.

Anyone who wants to pursue a life of the mind and yet also feel confident about their employability at the end of the Ph.D. experience should make the job of tracking their skills a crucial and vital component of their time in graduate school. Any time you update your CV, update your skills inventory. Update it, too, whenever you jump over a fresh academic hurdle.

The second way to broach the quandary of wanting to conduct academic research and not be stuck jobless at the end of the academic road is by taking a more mercenary approach with your

work. So far, I have not met a single former academic who was able to apply their research directly into a non-academic job. However, I have met lots of former academics who realized in retrospect how their research happened to intersect with their post-academic work.

But if I were going to go back and be really strategic about my research, this is what I would do. I would take time to think about an organization that I would really love to work for. It could be an organization that uses research (like a non-profit or health care agency, for example), conducts research (like a corporation or think tank) or research commissions (like the federal government). I would try to develop contacts inside of that organization and do some information interviews. I would let them know what I loved about the organization and how I could see myself working there in a research capacity. And then I would ask them about what their needs were. I would find out about their problems, their stumbling blocks, the issues that they face. And then I would dedicate my research to solving their problem.

I would keep in touch with them over the years, through staff turnovers, office politics and, perhaps, through their own internal solving of their problems. I would accept the risk that my research itself may be outdated by the time I finish, or that the solution I had developed was not workable or consistent with their organizational culture.

But the point of the exercise – other than getting a Ph.D. – would be to demonstrate my deep knowledge of the organization, my commitment to the organization's cause/mission, my strategic thinking skills, and my savvy at attempting to keep one foot in the academic camp and the other foot in the "real world." At the end, even if the organization did not hire me, I would still be able to display those attributes (knowledge, commitment, strategic thinking, savvy) to another employer who would value that kind of worker.

Those are two totally different approaches that young researchers could take if they're concerned about life after the Ph.D.

Answer the questions

1. Are you the one who chose his/her research with a job in mind?
2. What is the ideal job you want? Have you got the skills necessary for it?
3. What skills have you developed while in your graduate program? Make up a track of your skills.
4. Do you know how to turn your research project into a career?
5. What will you do if you cannot find a job that matches your research skills?

LANGUAGE TRAINING

Ex. 1. Fill in the correct word from the list:
strategic, take, conduct, vital, update, newly minted, keep, prospective, pursue, two-page.

1. ……thinking skills	**6.** ……..……..a mercenary approach
2. ……..employers	**7.** ……..academic research
3. ……your CV	**8.** ……..component
4. ……...intellectual interests	**9.** ……track of the skills
5. ……Ph.D.'s	**10.** ……...employment résumé

Ex. 2. Fill in the correct preposition, then choose any item and make up a sentence.

To be concerned ……. smth; to be savvy …… doing smth; to keep in touch …… smb; to be strategic …… smth; feel confident ……... smth; to have a passion …… smth; to be ……. a master's program; to be thrilled …… smth; to focus ….. smth; to be immersed …..

Ex. 3. Match the expressions to their synonyms.

1. to face an issue	**a.** to remain
2. to keep in touch with someone	**b.** to demonstrate qualities or features
3. to broach the quandary	**c.** to maintain communications with someone
4. to climb on the academic ladder	**d.** to find new ways of selling your skills on the job market
5. to be groomed for smth	**e.** to overcome an obstacle or difficulty
6. to re-package yourself for a new job	**f.** to confront a problem
7. to jump over a hurdle	**g.** to pursue academic career
8. to keep a foot in	**h.** to be prepared for a specific position or purpose
9. to display attributes	**i.** to get uncertain about what to do

Ex. 4. Read the definition[68].

qualified, *adj*

being skilled or educated for a certain job

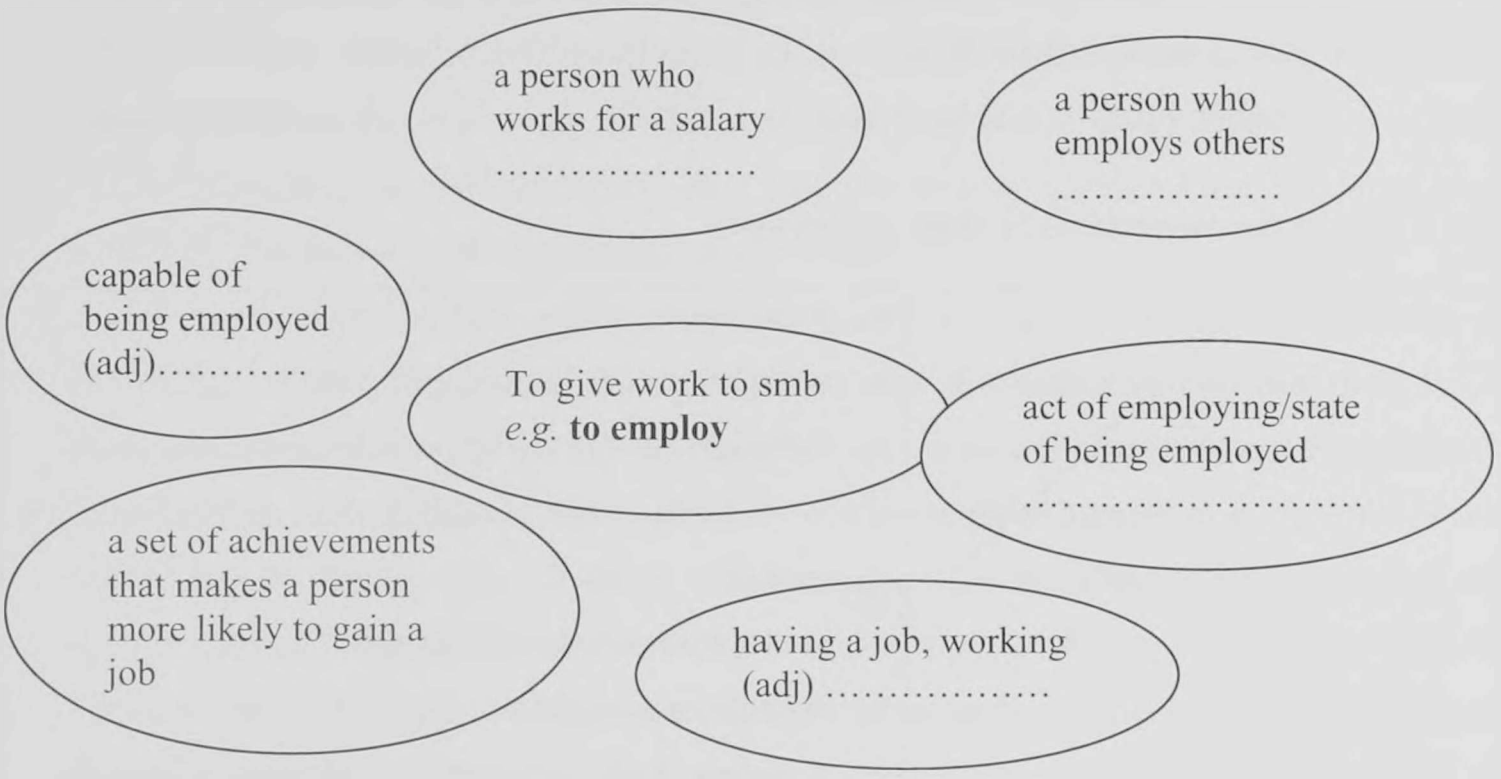
Think about its related forms *well-qualified, quasi-qualified, under-qualified, overqualified.* Explain what they mean. How can you characterize yourself? Is a person with a college degree qualified for every position available? Have you ever been told you were under-

[68] Based on: Oxford Advanced Learner's Dictionary. URL: http://oald8.oxfordlearnersdictionaries.com/dictionary/qualified (дата обращения 07.03.2013).

qualified for a job? What job are you overqualified for? Discuss these questions with your partner. Then complete the sentences[69].

1. Job candidates that significantly exceed their job requirements…
2. An experienced high level manager who seeks a low level management position…
3. Employers when they do not want to reveal their true reasons for not hiring an applicant…
4. When an employer concerns that an applicant wants a job on a temporary basis, while he or she seeks another more desirable position, or an applicant is too old ...
5. In the corporate world, some Ph.D. graduates have been criticized as being…

Ex. 5. Fill in the ovals with the words that contain the same root. Then complete the sentences below.



1. The secretary was busily ..... in typing letters.
2. Knowledge and skills are basic factors that make people ..... .
3. His ..... dismissed him without providing a justified reason for firing.
4. A person's ..... depends on the knowledge, skills and abilities he or she possesses.
5. She is of those ..... whose knowledge and skills are not easily replaceable.
6. Each year the U.S. private sector ..... over one hundred million people.
7. The conference participants discussed the problems and prospects for youth ..... in Russia.

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[69] Based on: Overqualification // Wikipedia. The Free Encyclopedia. 25 February 2013. URL: http://en.wikipedia.org/wiki/Overqualification (дата обращения 07.03.2013).

Ex. 6. Arrange a dialogue with your partner discussing your plans after graduation. Don't forget to ask him/her

- if he/she is going to pursue the graduate studies or start a job search
- what the criteria of a good job for him/her are
- what salary would satisfy him/her
- what benefits he/she would like to have
- if he/she would prefer to work as a university teacher. Why?
- what actions he/she is going to take in the process of job search
- what the best way to find a suitable vacancy is

Ex. 7. To apply for a job a candidate has to send a curriculum vitae (CV) and a covering letter. These documents are very important as they are the first impression you give. Does an academic CV have any specific features? Study the sample[70] in the exercise and decide whether the following statements are true (T) or false (F)[71]. Give your comments.

1. *e.g.* An academic CV is longer and more detailed than any other type. **(T)**
2. Including a photograph is a must.
3. A standard list of headings should be arranged in a certain order.
4. The key features of an academic CV are: publications, descriptions of research and details of funding awarded.
5. Unlike all others, an academic CV should list the most recent experience first.
6. Like all others, an academic CV should be tailored to the job description.
7. Include the title of your last dissertation and the name of your supervisor.
8. A list of publications should be compiled – the more in higher ranked journals the better.
9. Outside information (hobbies, conjugal status, etc.) is not regarded as irrelevant.
10. A brief outline of past, present and future research is optional.
11. Highlighting any funding received is a must.
12. Attendance at conferences and seminars is not given in a reverse order.
13. *Professional affiliations* section includes membership of learned societies or professional bodies.
14. The quality of stationery is not really important.
15. A CV must be always accompanied by a covering letter.

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[70] Based on: CVs and Cover Letters // Franca Iacovetta and Molly Ladd-Taylor. Becoming a Historian: A Canadian Manual. URL: http://www.chashcacommittees-comitesa.ca/becoming%20a%20historian/index.shtml (дата обращения 17.03.2013).

[71] Based on: Academic CVs // Vitae. Realising the potential of researchers. 2013 Careers Research and Advisory Center. URL: http://www.vitae.ac.uk/researchers/1373/Academic%20CVs.html (дата обращения 17.03.2013)

Katrina Srigley

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(home) 705 476-2055
Email: katrinas@nipissingu.ca

Education

1999-2005

University of Toronto
M.A. History
Dissertation Title: "Working Lives and Simple Pleasures: Single, Working Women in a Depression-Era City, 1929-1939."
Supervisor: Carolyn Strange
Areas of Specialization: Oral History, Canadian History, Women's and Gender History, Race and Ethnicity, Immigration

1997-1998

University of Western Ontario
B.A. History and Anthropology

Languages

English, German, French (reading)

Academic Positions

2005- present

Instructor, Department of History, University of Toronto

Awards

2003-2004

University of Toronto Foundation Award $ 600

2001-2002

Ontario Graduate Fellowship $15,000

1999-2000

University of Toronto Fellowship $10,800

Publications

Articles

Katrina Srigley, "Clothing Stories: Consumption, Identity, and Desire in Depression-era Toronto," *Journal of Women's History*, forthcoming.

Katrina Srigley, "In Case You Hadn't Noticed!": Race, Ethnicity and Women's Wageearning in a Depression-Era City, *Labour/Le Travail,* 55(Spring 2005), 69-105.

Book Review, Joan Sangster, *Regulating Girls and Women: Sexuality, Family, and the Law in Ontario, 1920-1960,* (Toronto: Oxford University Press, 2001), *Labour/Le Travail,* 51(Spring 2003), 284-286.

Conferences

May 2004

"Living 'the family' ideal?: three Toronto families during the Great Depression," *Feminism and the Making of Canada: Historical Reflections,* McGill University, Montreal, Quebec

May 2002

"Help Wanted – Single Women and the Boundaries of Employment During the Great Depression in Toronto, 1929-1939," *Canadian Historical Association Conference,* University of Toronto, Toronto, Ontario

Teaching Experience

Winter 2004

Instructor
Immigrants and Race Relations in Canada, C45SHIS, lecture course (45 students), University of Toronto

2001-2002

Teaching Assistant
American History, 1608-1980, 271Y, survey course (250 students): responsible for running all tutorials and completing all marking for 5 tutorial groups (75 students), University of Toronto

Other Teaching Experience

Summer 1999

Secondary School Teacher
English OAC, (45 students):
responsible for course design, teaching, and marking, York Region Board of Education

Selected Research Positions

Jan.-Feb. 2004

Assistant to Professor Ron Pruessen: conducted data analysis and compilation.

May 1999

Assistant to Professor Carolyn Strange: conducted a participant observation study of the visitor center in Port Arthur, Tasmania. Acknowledged in: "From Place of Misery to Lottery of Life: Interpreting Port Arthur's Past," *Open Museum Journal,* Volume 2, August 2000.

Professional Experience/University Service

February 2003

Member
Graduate Student Committee, Canadian History Tenure Track Search, Department of History, University of Toronto

2001-present

Member
Toronto Labour Studies Group

Professional Affiliations

Jan. 2002 – present

Labour and Working-Class History Association (LAWCHA)

Ex. 8. What is the purpose of a covering letter[72]? Read the sample of a covering letter[73] and fill in the missing sentences.

Katrina Srigley
Department of History
Nipissing University,
100 College Drive, Box 5002
North Bay, Ontario

May 25, 2006

Dr. Richard Vanderlee
Dean of Arts and Science
Nipissing University
100 College Drive, Box 5002
North Bay, ON

Dear Dr. Vanderlee,

A I am writing in response to your recent advertisement for a tenure-track appointment at the rank of Assistant Professor in Canadian History. I have already had the pleasure of working with the faculty and students at Nipissing University and I am, therefore, most excited about this opportunity. ..... .

B My dissertation, "Working Lives and Simple Pleasures: Single, Employed Women in a Depression-Era City," was a multi-ethnic study of women's work experiences, leisure time, and family lives in 1930s Toronto. Though employed women were major players in Toronto's economic and social landscape during the Depression, their stories have remained unexplored in Canadian histories of the thirties. ..... .

C Building on my interest in oral history, my next research project will examine the experiences and recollections of German immigrant women in central and western Canada from 1920 to 1950. ..... .

D In my role as an educator over the last six years, I have developed the skills and knowledge base essential to teach a wide range of courses. This year I will teach five courses at Nipissing, which range from a seminar in oral history to a general survey course *Canada in the Twentieth Century*. In 2004, I designed and taught a third-year class *Immigrants and Race Relations in Canadian History*. In addition, I have taught and conducted research on various topics in American History. Drawing upon my training in the Bachelor of Education program, I have constantly sought to foster and to develop a high level of critical thinking and analysis in students. ..... .

F In addition to my research and teaching, I have been an active participant in the academic community. ..... .

G I hope that I will have the opportunity to discuss my teaching and research interests with you and members of the History Department. ..... .

Sincerely,
Katrina Srigley

[72] Based on: Cover Letters: Types and samples // Division of Student Affairs. Virginia Tech. Invent the Future. URL: http://www.career.vt.edu/jobsearchguide/coverlettersamples.html (дата обращения 17.03.2013).

[73] Based on: CVs and Cover Letters // Franca Iacovetta and Molly Ladd-Taylor. Becoming a Historian: A Canadian Manual. URL: http://www.chashcacommittees-comitesa.ca/becoming%20a%20historian/index.shtml (дата обращения 17.03.2013).

1	A

My research interests are in oral history, women and gender, immigration, and social history.

2	

By drawing upon more than one hundred interviews and looking at traditional sources in social and cultural history (census data, newspaper advertisements, and radio programs), my dissertation uncovered the Depression as a period in which work, family, and leisure were sources of oppression and exploitation, as well as emotional support and self-expression for women. An article based on this research appeared in the Spring 2005 issue of *Labour/Le Travail*.

3	

This study will open an important window into the history of women's immigration, an undeveloped area in Canadian History.

4	

I have arranged for Professors Carolyn Strange and Michael Wayne to send letters of reference directly to you. Please, find enclosed my curriculum vitae, teaching philosophy, and teaching evaluations for your consideration.

5	

In 2002, I have initiated conference panels at the Canadian Historical Association and other meetings, acted as a mentor to incoming graduate students, and served on departmental search committees.

6	

I have achieved this in a number of ways in the classroom – interactive lecturing, talking circles, debates – and in my selection of course topics. When evaluating students, I have always provided detailed comments that clearly explain assigned marks. My teaching evaluations indicate that students find my approach thoughtful, innovative, and challenging.

Now match the prompts (1-9) to the paragraphs (A-G) and draft a plan for a covering letter when applying for the position of a university teacher.

1	**A**	basic information about your research interests
2		teaching experience
3		interview for a position
4		why you are writing
5		why you are interested in this position
6		teaching evaluations
6		brief outline of your past research
7		skills and knowledge which make you a good fit for the department needs
8		your future research
9		teaching philosophy

SKILLS

Read attentively the job advertisement[74]. Make a list of the qualifications and personal qualities that are required for the job. Apply. Design your CV. Write a covering letter to accompany your CV. The samples above will help you to complete the task.

University of Wisconsin – Madison
Position Vacancy Listing

Working Title:

ASSISTANT DIRECTOR – PEOPLE COLLEGE
Degree and area of specialization:
A Master's degree is required. Degree focus in educational leadership, leadership development, social work or a related field is strongly preferred.

Minimum number of years and type of relevant work experience:
At least one year of experience designing and managing academic, student leadership development, mentoring programs, cultural activities, workshops, seminars, and group activities for college youth. Experience in working with college students from a wide spectrum of cultural, economic, linguistic and ethnic backgrounds is required. Outstanding analytical, writing, speaking and interpersonal skills, knowledge of current research programs. Familiarity with academic programs and resources on UW-Madison campus is desirable.

Principal duties:
Personnel Management: Supervise the hiring, training and management of college advising and student staff including annual staff performance reviews and evaluations.
Program Planning: Work closely with the Executive Director to develop and promote shared programming efforts with UW faculty and staff in schools, colleges, and administrative units across campus and within the community. Supervise academic and student staff and work collaboratively as a team member and contribute to the planning and operation of the programs.
Program Implementation: Develop and foster relationships with key partners both on and off campus. Conduct presentations and represent the university programs in various committees. Provide academic advising to students in one-on-one and group settings. Attend campus events, and cultural activities.
Other duties: Generate various reports and data relating to the College Scholar program. Provide the Executive Director with regular updates on program outcomes and student achievement. Develop various student, administrative, and grant reports.

Appointment Type:
Department(s): PEOPLE COLLEGE
Full Time Salary Rate: Minimum $55,000 ANNUAL (12 months)
Depending on Qualifications
Term: N/A
Appointment percent: 100%
Anticipated begin date: MAY 01, 2013
Number of Positions: 1
TO ENSURE CONSIDERATION

Application must be received by: APRIL 01, 2013
HOW TO APPLY:
Unless another application procedure has been specified above, please send resume and cover letter referring to:
Amanda Woodward
Email: awoodward@cdo.wisc.edu

UW-Madison is an equal opportunity/affirmative action employer.
We promote excellence through diversity and encourage all qualified individuals to apply.

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[74] Adapted from: Position Vacancy Listing PVL # 75765 // Office of Human Recourses. Academic Personnel Office. University of Wisconsin-Madison. 2013 Board of Regents of the University of Wisconsin System. URL: http://www.ohr.wisc.edu/WebListing/Unclassified/PVLSummary.aspx?pvl_num=75765 (дата обращения 10.03.2013).

BASIC VOCABULARY

UNIT 1

Reading and Discussing Professional Literature

a list of references – список цитируемой литературы
to make reference to smb/smth – сослаться на
a reference book – справочник, указатель, справочное издание
with reference to – ссылаясь на/со ссылкой на
a work of reference – цитируемая работа
subject matter – предмет изучения, тема/содержание книги
the target audience – целевая аудитория
comprehensive – всесторонний, обстоятельный
insightful – поучительный, глубокий, проницательный
succinct – исчерпывающий, емкий, сжатый
controversial – дискуссионный, противоречивый, путаный, небесспорный
challenging – смелый, интересный, непростой
cogent – убедительный, неоспоримый, обоснованный
sophisticated – утонченный, продуманный, высокого уровня
peer review – экспертная оценка/рецензирование коллег
cohesiveness of arguments – логичность доводов/последовательность рассуждений
conciseness – сжатость, лаконичность, краткость
the book is written mainly for – эта книга предназначена/адресована
the book aims to acquaint the reader with – цель этой книги – познакомить читателей с
the author imparts smth – автор передает/делится (знаниями, сведениями и т.п.)
the book is highly readable – книга очень хорошо читается/это захватывающая книга

UNIT 2

Abstracts and Annotations

foreword to the book – предисловие, введение, вступление к книге
account – описание, рассказ, сводка, отчет
insight – проницательность, понимание, проникновение, способность проникновения
a thorough/deep insight into smth – проникновение в самую суть
hardcover edition – издание в твердой обложке
paperback edition – издание в мягкой обложке
critical annotation – справочная аннотация
descriptive annotation – описательная аннотация
in conformity with specified criteria – в соответствии с определенными критериями
to keep up (with) – быть на уровне, держаться на плаву, быть в курсе, быть хорошо осведомленным
concise – краткий, сжатый, конспективный
explicitly – ясно, однозначно, напрямую, открытым текстом
introduction – введение
main body/the body of the text – основная часть

conclusion – заключение
pull quote – броские цитаты; вставка, врез в текст (*полигр.*)
in lieu of – взамен, вместо
selling point – довод в пользу приобретения ч-л; коммерческий аргумент
public domain – всеобщее достояние
primary objective – основная цель, первоочередная задача
rationale – логическое обоснование, объяснение; обоснование/актуальность
in essence – по существу, по сути дела, в основном
implications – выводы, возможные последствия
bias – предрассудок, предубеждение, предвзятость, необъективность, искажение, ошибка
to corroborate – подтверждать (теорию, мнение, положение) фактами
to infer – делать логический вывод
truism – трюизм, прописная истина, общее место

UNIT 3

Writing a Summary

summary – реферат, краткое изложение содержания
title/rubric/heading/headline, *n* – заголовок, название
to headline – называть, озаглавливать
subtitle/subline/subhead/subheading – подзаголовок
to mark off – выделять
passage – отрывок (из книги/статьи)
paragraph/subparagraph – абзац, подраздел
section – параграф
peculiarities of the article – отличительные особенности статьи
to contradict – противоречить
conclusion – заключение, вывод
to come to the conclusion – прийти к заключению
main/central idea – главная мысль/идея
topic/thesis sentence – предложение, как правило, первое, в котором формулируется тема; основная идея сообщения
to state – излагать, формулировать, утверждать
to assume – предполагать, допускать
to claim – утверждать, заявлять
to insist – настаивать, (настойчиво) утверждать
to argue – убеждать, доказывать, приводить доводы, рассуждать; спорить
to contend – спорить, оспаривать; утверждать, заявлять
to maintain – сохранять, отстаивать, поддерживать
to posit – класть в основу доводов, исходить из, постулировать, утверждать
to emphasize/to stress/to highlight – выделять, особо подчеркивать, придавать особое значение, акцентировать
to point out – указывать на, обращать внимание на
to focus on – сосредотачиваться, фокусироваться, обращать основное внимание
to go on with – продолжать
to examine – изучать, анализировать, рассматривать, подвергать проверке
to reveal – выявлять, обнаруживать, вскрывать, раскрывать, показывать

UNIT 4

Bologna Process and Higher Education Reforms in Russia

Bologna Process – Болонский процесс
European Higher Education Area – европейское пространство высшего образования
vocational studies – профессиональная подготовка/обучение
mobility – мобильность
employability – трудоустройство
economical inequalities – экономическое неравенство
internationally competitive – конкурентный на международных рынках/на мировом уровне
to facilitate – облегчать, способствовать, содействовать
comparability – сопоставимость, соизмеримость
compatibility – совместимость, сочетаемость
binding agreement – соглашение, обязательное для всех подписавших его сторон/обязывающий договор
quality assurance agencies – организация, обеспечивающая контроль качества
overarching framework – обобщенная рамка квалификаций (краткое описание квалификации и путей ее достижения на определенной территории; данный документ используется для достижения международной и межотраслевой сопоставимости уровней квалификации)
to bring smth in line with international standards – привести в соответствие с международными стандартами
to award/obtain a degree – присвоить/получить степень
to be relevant to – иметь отношение к ч-л/к-л
student-centered teaching – преподавание, ориентированное на студента
to promote interdisciplinary training – поощрять междисциплинарную подготовку (т.е. обучение, построенное на стыке разных дисциплин)
to develop transferable skills – развивать навыки, которые можно использовать в различных областях
joint degree programme – программа, направленная на получение двух степеней сразу
to recognize a qualification – признать квалификацию
diploma supplement – приложение к диплому
to achieve skills/competences – получить навыки/компетенции
learning outcomes – результаты обучения
to meet standards – соответствовать стандартам
to foster social cohesion – содействовать социальной сплоченности
lifelong learning – непрерывное образование (т.е. на протяжении всей жизни)
inherent in – сопряженный с/чреватый
non-formal/informal learning – неформальное обучение
tuition fee – плата за обучение

UNIT 5

My Alma Mater

major – профилирующая дисциплина (предмет); основная специальность
to major in some specific subject (to work within one's specialty) – специализироваться в определенной области
undergraduate student – студент университета, обучающийся по программе бакалавриата; студент последнего курса (амер.)
alumnus/graduate student – выпускник
to graduate from – окончить высшее учебное заведение и получить степень/диплом
postgraduate education – последипломное образование; магистратура или аспирантура
fresh-comer/fresher (брит.) – новичок, студент-первокурсник в первые недели обучения
core courses – основные курсы; базовые учебные дисциплины
elective subject – факультативная дисциплина
subsidiary subject – дополнительный предмет
internship – производственная практика; стажировка
to have museum practice/to do (one's) museum practice/to be on museum practice – проходить музейную практику
supervisor/(methods) tutor (not *methodologist* !) – руководитель практики, методист
curriculum/syllabus – учебная программа; программа обучения
subject/discipline – изучаемый предмет/дисциплина
hands-on learning – практическое обучение; практические навыки
cutting-edge courses – самые современные курсы
computer science – информатика
department – кафедра (отделение)
head of department – заведующий кафедрой
dean – декан
dean's office – деканат
sub-dean/associate dean/assistant dean – заместитель декана
vice-chancellor (Br)/president (Am)/rector – ректор
vice-president/vice rector/prorector for research/academic affairs – проректор по науке/учебной работе
campus – университетский двор или городок/территория университета
academic degree/title/rank – научная степень/ученое звание/должность
Adjunct Professor/Lecturer – почасовик
forms of education: full-time, part-time and extramural – формы обучения: очная, вечерняя, заочная
on a state-financed/fee-paying basis – на бюджетной/коммерческой основе
dormitory/residence hall/hostel for students – общежитие
non-resident students – иногородние студенты
facilities – возможности; технические средства; оборудование и помещения; условия для работы
amenity – удобство

UNIT 6

Studying Abroad

Bachelor's degree – степень бакалавра
Bachelor of Arts degree (A.B./B.A.) – степень бакалавра гуманитарных наук
Bachelor of Science degree (B.Sc./B.S.) – степень бакалавра точных или естественных наук
Bachelor of Fine Arts (B.F.A.) – степень бакалавра искусств
Bachelor of Business Administration (B.B.A.) – степень бакалавра в области управления
Master of Arts degree (M.A.) – степень магистра гуманитарных наук
Master of Science degree (M.Sc.) – степень магистра точных наук
Doctor of Philosophy (Ph.D) degree in …(= doctoral/doctor's degree, doctorate) – степень доктора наук по … (присуждается как в области гуманитарных, так и естественных наук, соответствует степени кандидата наук)
graduate/advanced/higher degree – ученые степени магистра и доктора
liberal arts – общеобразовательные гуманитарные и точные науки
fine arts – изящные искусства
graduate/postgraduate student – студент, продолжающий занятия после получения степени бакалавра (магистр, аспирант)
doctoral student – студент, обучающийся по докторской программе (аспирант)
to enroll – вносить в список учащихся; регистрироваться, записываться в к-л организацию
career path – карьерный рост, продвижение по службе
catalyst – к-л или ч-л, ведущее к переменам
lasting/long-term impact – долгосрочное воздействие/влияние
outcomes – (долгосрочные) результаты; программные материалы (конференции)
academic pursuits – научные изыскания, учебные задачи
ambiguity – двусмысленность, неясность
scholarship – стипендия, грант, целевая денежная выплата на обучение
financial aid – финансовая помощь
fellowship – стипендия или дотация, выдаваемая научным или творческим работникам
to assess/to value – оценивать, ценить, давать оценку
adaptability – способность приспосабливаться к обстоятельствам
personal growth – личностный рост
foreign language fluency/to be fluent in – беглое владение иностранным языком/бегло говорить на
cross-cultural communication – межкультурная коммуникация/общение
to hone in on smth – специализироваться на ч-л, полностью сконцентрироваться на ч-л
competitive edge – конкурентное преимущество
to match a standard – соответствовать стандарту
requirements for a degree – требования для получения степени
grade/average grade/to grade a student – отметка, балл/средний балл/оценивать студента
Pass/Fail grading system – оценивание по системе «зачтено/не зачтено»
limited access to library – ограниченный доступ к библиотеке
tenure – срок пребывания в должности; должность без ограничения срока полномочий

UNIT 7

Conducting Research

to do research in (into) – проводить исследование в области…
to carry out research in – проводить исследование …
to carry on research in – продолжить исследование в…
to be engaged in the study of – заниматься изучением…
to deal with the problem of – заниматься проблемой…
to collect and arrange/process data (facts, observations) – собирать и упорядочивать/обрабатывать данные (факты, наблюдения)
to check the results – проверять результаты
to do theoretical work – проводить теоретическую работу
to consult a scientific adviser – консультироваться у научного руководителя
to come to the conclusion – приходить к заключению
to be through with the experimental (theoretical) part of work – закончить экспериментальную (теоретическую) часть работы
to succeed in obtaining reliable results (data) – получить достоверные результаты (данные)
to work jointly with – работать совместно с
to be particularly interested in – проявлять особый интерес к
to work under – работать под руководством…
to be at the head of/in charge of – возглавлять, руководить/отвечать за
to contribute (make a contribution) to – вносить вклад в
to make a thorough (complete, detailed, accurate) study of – проводить основательное (полное, подробное, точное) исследование
to advance (propose, put forward, suggest, develop) an idea (hypothesis, approach, theory) – выдвигать (предлагать, развивать) идею (гипотезу, подход, теорию)
to search for (adopt, use, make use of) a new (another, better) approach – искать (принимать, использовать) новый (другой, лучший) подход
to win general recognition – получить (завоевать) общее признание
to be encouraged with the investigation – увлеченно заниматься научным исследованием
to be through with work – заканчивать работу

UNIT 8

International Professional Associations

to join an association – вступить в ассоциацию
to share ideas – обмениваться идеями/мыслями
to obtain new knowledge – получить новые знания
to further/to advance in career – заниматься продвижением карьеры
sense of security and trust – чувство безопасности и доверия
to find job networking opportunities – использовать связи и знакомства для поиска работы
to build network – создавать/обзаводиться деловыми связями и знакомствами
to reach your professional goals – достигать профессиональных целей
to ask for advice – просить совета
to participate/take part in forums, chat groups or discussion boards – участвовать/принимать участие в форумах, чатах, дискуссионных группах

to become a part of a community – становиться частью к-л сообщества
an access to resource information – доступ к информационному ресурсу
to hone a skill/to sharpen a skill – отточить/довести навык до совершенства
career-related people – люди, связанные одной профессией
to market smb's skills – искать применение на рынке труда своим способностям
to market smb – предлагать к-л на рынке труда
to build up a body of knowledge – формировать/накапливать основные/базовые знания
to establish relationships – устанавливать взаимоотношения
to meet new contacts – заводить новые контакты, связи
to give a different perspective – предлагать другое/новое видение (проблемы, ситуации, т.п.)
to seek out roles that match your skills and abilities – искать занятия/виды деятельности, которые соответствуют вашим навыкам и способностям

UNIT 9

International Professional Contacts: Conferences

world/all Russia/annual/international/scientific/regular/occasional conference – всемирная/всероссийская/ежегодная/международная/научная/очередная/приуроченная к определенному событию конференция.
to convene/organize /sponsor /hold a conference – созывать/организовывать/ спонсировать/вести конференцию
the theme of the conference – тема конференции
the venue of the conference/the conference takes place (is held) in – местом проведения конференции [является]
official/working language of the conference – официальный/рабочий язык конференции
to speak at a conference – выступать на конференции
to read/present/deliver/give a paper about/on – читать/представить доклад о/по
to make/give a presentation (to) – выступать с докладом/презентацией (перед)
to illustrate with tables and graphs/charts – иллюстрировать таблицами и графиками/схемами
list of speakers – список докладчиков
to exempt from registration fees – освобождать от уплаты регистрационных взносов
opening speech – речь при открытии конференции
chairman/chairperson – председатель
to open/close discussion – открывать/закрывать дискуссию
the program/agenda (of the conference) includes – программа/повестка дня конференции включает
plenary meeting – пленарное заседание
round-table discussion – обсуждение за круглым столом
workshop (in) – заседание секции (конференции); совещание по обмену опытом; практический семинар (по)
to take part/participate in – принимать участие в
to express opinion about/on – выражать мнение по поводу
to present/submit a paper (a report) and an abstract (a brief summary) of it – представить доклад (сообщение) и аннотацию (краткое изложение) к нему
to publish a report in the proceedings of the conference – публиковать выступление в материалах конференции
deadline – окончательный срок представления ч-л (материалов, документов)
to meet a deadline – уложиться/выполнить работу в установленный срок

to miss a deadline – сорвать/пропустить сроки
Question and Answer session – время, отведенное для вопросов и ответов
a cultural program of the conference – культурная программа конференции

UNIT 10

Conferences: Delivering a Paper and Joining in Discussions

to give/read/present/deliver a paper/report on/about – выступать с докладом по
issue at hand – насущный, неотложный вопрос
session/panel – секция
to stick to time limits – придерживаться лимита времени
allotted time expires in … minutes – отведенное время заканчивается через … минут
to stick to one's text – не отклоняться от текста/темы
to chair a session – руководить работой секции
to field questions – отвечать на вопросы (особенно неожиданные)
to do smth with smth in mind – делать ч-л с учетом ч-л
disclaimer – отступление от темы; опровержение
bare-bones summary – сокращенное до абсолютного минимума резюме доклада
succinct – сжатый (краткий и содержательный)
to revise a text – исправить, пересмотреть текст
to make eye contact with the audience – держать зрительный контакт с залом
to spark animated discussion – вызвать оживленную дискуссию
to direct the debates – руководить прениями
background information – сведения общего характера, общая информация
key points of the presentation – основные положения доклада
graph/chart/table – график/диаграмма/таблица
the design of the experiments was to reveal – эксперименты были направлены на выявление
the paper aims at … – настоящий доклад имеет своей целью
the paper comments briefly on – в настоящем докладе даются краткие замечания по поводу
the paper concerns /considers/deals with – в настоящем докладе рассматривается
the paper examines – в настоящем докладе исследуется
the study is an attempt – настоящее исследование является попыткой

UNIT 11

Master's Thesis: Requirements and Structure

thesis/research paper/dissertation – диссертация
to read for the thesis – читать литературу по теме диссертации
to prove/defend the thesis – защищать диссертацию
to present/submit the thesis – подать/представить диссертацию на рассмотрение
to overcome difficulties – преодолевать трудности
to look at an old problem in a new way – взглянуть на старую проблему по-новому
to make an original contribution to – вносить ценный вклад во ч-л
to take account of – учитывать, принимать во внимание
inadvertent/intentional plagiarism – непреднамеренный/намеренный плагиат
to be backed up by good understanding of the subject – свидетельствовать о хорошем понимании предмета

originality and quality of the research – оригинальность и качество исследования
critical engagement with original sources – критическое использование источников
dissertation advisor/supervisor – научный руководитель
literature review – обзор литературы
to structure a paper in accordance with the regulations for the MA degree – оформить работу в соответствии с требованиями, предъявляемыми к магистерским диссертациям
scope and objective of the MA dissertation – цели и задачи диссертации
to be beyond the scope of the study – не входить в задачу данного исследования

UNIT 12

Employment Problems

employment – занятость; трудоустройство
full-time/part-time employment – работа на полную/неполную ставку
to work full time – работать полный рабочий день
to work part time – работать неполный рабочий день; работать по-совместительству
full-time/part-time employee – сотрудник, работающий полный/неполный рабочий день
to be employed – быть принятым на работу; работать по найму
to employ/to hire – нанимать на работу
employer – работодатель
self-employed – человек, работающий не по найму, работающий на самого себя; лицо, занимающееся индивидуальной трудовой и предпринимательской деятельностью
freelance/freelancer – человек, работающий не по найму («свободный художник»); внештатный сотрудник
to leave the job/to quit/to resign – уходить с работы; увольняться
dismissal – увольнение с работы, расторжение трудового договора по инициативе работодателя
to sack/to fire/to dismiss/to lay off – увольнять
to be redundant – быть сокращенным
staff redundant – сокращение штата
staff/workforce/employee turnover – смена, текучесть кадров
job hunting/job search – поиск работы
competition in the job market – конкуренция на рынке труда
recruitment agency – агентство по найму
application – заявление
to apply for a position of – подать заявление на должность….
work experience – опыт работы
track record – послужной список; стаж
unemployment – безработица
unemployment rate – уровень безработицы
to be unemployed – быть безработным
to combine work and studies – сочетать работу с учебой
to overwork/work overtime/long hours – работать сверхурочно, перерабатывать
to work flexible/fixed hours – работать по гибкому/жесткому, постоянному графику
to work from home – работать дома, используя современные средства связи
to suffer from burn-out – страдать от сильного напряжения на работе
labor exchange – биржа труда

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51.04.06 Библиотечно-информационная деятельность

51.03.03 Социально-культурная деятельность

43.04.02 Туризм

51.04.04 Музеология и охрана памятников

51.04.01 Культурология

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