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ИНОСТРАННЫЙ ЯЗЫК В СФЕРЕ ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ
сборник учебно-методических материалов
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Содержание

<i>Грамматика</i>	4
Таблица времен английского глагола	4
Present Tenses	5
Present Simple	5
Present Continuous	7
Present Perfect	8
Present Perfect Continuous	9
Past Tenses	10
Past Simple	10
Past Continuous	10
Past Perfect	11
Past Perfect Continuous	11
Future Tenses	11
Future Simple	11
Future Continuous	12
Future Perfect	13
Future Perfect Continuous	13
Modals	13
Modal Verbs of Possibility	14
Complex sentences	16
Contrast	17
Linking words	18
Word building	19
Paraphrasing	22
Compound nouns	23
<i>Методические рекомендации к практическим занятиям</i>	25
Фонетика	25
Грамматика	25
Чтение	25
Методика работы с научной статьей	25
Говорение	28
Полезные фразы для диалогов, полилогов, дискуссий	28
Полезные фразы для презентаций и проектов	29
Аудирование	31
Письмо	31
Рекомендации по написанию эссе	31
Полезные фразы для написания статьи на английском языке	33
Аннотация	38
Дополнительные задания по темам дисциплины. Аудио	39
<i>Методические указания для самостоятельной работы студентов</i>	42

I. Грамматика

Таблица времен английского глагола

	PAST	PRESENT	FUTURE
SIMPLE (INDEFINITE)	<p>Действие произошло в прошлом (вчера, минуту назад и т.д.)</p> <p>(+) asked ($V_2 = V_{ed}$) (-) didn't ask (did not + V_1) (?) Did you ask (did + подлежащее + V_1)</p>	<p>Действие происходит обычно, регулярно (иногда, часто, редко и т.д.)</p> <p>(+) ask (V_1: I, you, we, they) asks (V_s: he, she, it) (-) don't ask (don't + V_1: I, you, we, they) doesn't ask (doesn't + V_1: he, she, it) (?) Do/ does + подлежащее + ask</p>	<p>Действие произойдет в будущем (завтра, через пару дней, месяцев и т.д.)</p> <p>(+) will ask (will + V_1) (-) won't ask (will not + V_1) (?) Will + подлежащее + ask</p>
	yesterday, last year (week, month, summer, Sunday), the day before yesterday, 2 days ago	Usually, always, often, sometimes, every day (week, month, year), on Mondays etc.	tomorrow, next week (Sunday, month, year), in two months, soon
CONTINUOUS (PROGRESSIVE)	<p>Действие происходило в определенный момент (в конкретное время) в прошлом</p> <p>(+) was asking (was + V_{ing}: I, he, she, it) were asking (were + V_{ing}: you, we, they) (-) wasn't asking weren't asking (?) was/ were + подлежащее + asking</p>	<p>Действие происходит СЕЙЧАС</p> <p>(+) am asking (для I) are asking (для we, they, you) is asking (для he, she, it) (-) am not/ isn't/ aren't asking (?) am/ is/ are + подлежащее + asking</p>	<p>Действие будет происходить в определенный момент (в конкретное время) в будущем</p> <p>(+) will be asking (-) won't be asking (?) will + подлежащее + be asking</p>
	when I came, at 2 o'clock yesterday, at that time yesterday, while, as	now, still, at the moment, at present	at 3 o'clock tomorrow, this time tomorrow
PERFECT	<p>Действие произошло до начала другого действия в прошлом</p> <p>(+) had asked (-) had not (hadn't) asked (?) had + подлежащее + asked</p>	<p>Действие произошло сейчас</p> <p>(+) have asked (для I, you, we, they) has asked (для he, she, it) (-) haven't/ hasn't asked (?) have/ has + подлежащее + asked</p>	<p>Действие произойдет к какому-то моменту в будущем</p> <p>(+) will have asked (-) won't have asked (?) will + подлежащее + have asked</p>
	by the time, by last week, by two o'clock yesterday	just, already, never, ever; today, yet, recently, this year, since 1999, for three years	by the time I come; by two o'clock tomorrow; by the end of the next month; by the time you come back

PERFECT CONTINUOUS	Действие продолжалось какое-то время в прошлом до начала другого действия	Действие началось в прошлом и продолжается до сих пор	К определенному моменту в будущем действие уже будет продолжаться какое-то время
	(+) had been asking (-) hadn't been asking (?) had + подлежащее + been asking	(+) have/ has been asking (-) hasn't/ haven't been asking (?) have/ has + подлежащее + been asking	(+) will have been asking (-) won't have been asking (?) will + подлежащее + been asking
	since that time; for three years	since 1898; for a year	for an hour tomorrow

Present Tenses Present Simple

The simple present tense in English is used to describe an action that is regular, true or normal. We use the present tense:

1. For repeated or regular actions in the present time period.

- I **take** the train to the office.
- The train to Berlin **leaves** every hour.
- John **sleeps** eight hours every night during the week.

2. For facts.

- The President of The USA **lives** in The White House.
- A dog **has** four legs.
- We **come** from Switzerland.

3. For habits.

- I **get up** early every day.
- Carol **brushes** her teeth twice a day.
- They **travel** to their country house every weekend.

4. For things that are always / generally true.

- It **rains** a lot in winter.
- The Queen of England **lives** in Buckingham Palace.
- They **speak** English at work.

Verb Conjugation & Spelling

We form the present tense using the base form of the infinitive (without the TO).

In general, in the third person we add 'S' in the third person.

Subject	Verb	The Rest of the senter
I / you / we / th	speak / learn	English at home
he / she / it	speaks / learn	English at home

The spelling for the verb in the third person differs depending on the ending of that verb:

1. For verbs that end in -O, -CH, -SH, -SS, -X, or -Z we add -ES in the third person.

- go – goes
- catch – catches
- wash – washes
- kiss – kisses
- fix – fixes
- buzz – buzzes

2. For verbs that end in a consonant + Y, we remove the Y and add -IES.

- marry – marries

- study – studies
- carry – carries
- worry – worries

NOTE: For verbs that end in a **vowel + Y**, we just add **-S**.

- play – plays
- enjoy – enjoys
- say – says

Negative Sentences in the Simple Present Tense

To make a negative sentence in English we normally use Don't or Doesn't with all verbs EXCEPT **To Be** and **Modal verbs** (can, might, should etc.).

- Affirmative: You speak French.
Negative: You **don't** speak French.

You will see that we add **don't** between the subject and the verb. We use **Don't** when the subject is **I, you, we** or **they**.

- Affirmative: He speaks German.
Negative: He **doesn't** speak German.

When the subject is **he, she** or **it**, we add **doesn't** between the subject and the verb to make a negative sentence. Notice that the letter **S** at the end of the verb in the affirmative sentence (because it is in third person) disappears in the negative sentence. We will see the reason why below.

Negative Contractions

Don't = Do not

Doesn't = Does not

I **don't** like meat = I **do not** like meat.

There is no difference in meaning though we normally use contractions in spoken English.

Word Order of Negative Sentences

The following is the word order to construct a basic negative sentence in English in the Present Tense using **Don't** or **Doesn't**.

Subject	don't/doesn't	Verb*	The Rest of the sentence
I / you / we / they	don't	have / buy	cereal for breakfast
he / she / it	doesn't	eat / like etc.	

* Verb: The verb that goes here is the base form of the infinitive = The infinitive without **TO** before the verb. Instead of the infinitive **To have** it is just the **have** part.

Remember that the infinitive is the verb before it is conjugated (changed) and it begins with **TO**. For example: to have, to eat, to go, to live, to speak etc.

Examples of Negative Sentences with Don't and Doesn't:

- You **don't** speak Arabic.
- John **doesn't** speak Italian.
- We **don't** have time for a rest.
- It **doesn't** move.
- They **don't** want to go to the party.
- She **doesn't** like fish.

Questions in the Simple Present Tense

To make a question in English we normally use Do or Does. It has no translation in Spanish though it is essential to show we are making a question. It is normally put at the beginning of the question.

- Affirmative: You speak English.
Question: **Do** you speak English?

You will see that we add **DO** at the beginning of the affirmative sentence to make it a question. We use **Do** when the subject is **I, you, we** or **they**.

- Affirmative: He speaks French.
Question: **Does** he speak French?

When the subject is **he, she** or **it**, we add **DOES** at the beginning to make the affirmative sentence a question. Notice that the letter **S** at the end of the verb in the affirmative sentence (because it is in third person) disappears in the question. We will see the reason why below.

We **DON'T** use **Do** or **Does** in questions that have the verb **To Be** or **Modal Verbs** (can, must, might, should etc.)

Word Order of Questions with Do and Does

The following is the word order to construct a basic question in English using **Do** or **Does**.

Do/Does	Subject	Verb*	The Rest of the sentence
Do	I / you / we / th	have / need	a new bike?
Does	he / she / it	want etc.	

*Verb: The verb that goes here is the base form of the infinitive = The infinitive without **TO** before the verb. Instead of the infinitive **To have** it is just the **have** part.

Remember that the infinitive is the verb before it is conjugated (changed) and it begins with **TO**. For example: to have, to eat, to go, to live, to speak etc.

Examples of Questions with Do and Does:

- **Do** you need a dictionary?
- **Does** Mary need a dictionary?
- **Do** we have a meeting now?
- **Does** it rain a lot in winter?
- **Do** they want to go to the party?
- **Does** he like pizza?

Present Continuous

Functions of the present continuous

As with all tenses in English, the *speaker's attitude* is as important as the time of the action or event. When someone uses the present continuous, they are thinking about something that is **unfinished or incomplete**

The present continuous is used:

- to describe an action that is going on at this moment: ***You are using the Internet. You are studying English grammar.***
- to describe an action that is going on during this period of time or a trend: ***Are you still working for the same company? More and more people are becoming vegetarian.***
- to describe an action or event in the future, which has already been planned or prepared: ***We're going on holiday tomorrow. I'm meeting my boyfriend tonight. Are they visiting you next winter?***
- to describe a temporary event or situation: ***He usually plays the drums, but he's playing bass guitar tonight. The weather forecast was good, but it's raining at the moment.***
- with "always, forever, constantly", to describe and emphasise a continuing series of repeated actions: ***Harry and Sally are always arguing! You're constantly complaining about your mother-in-law!***

The present continuous of any verb is composed of two parts - the present tense of the verb to be + the present participle of the main verb.

(The form of the present participle is: base+ing, e.g. talking, playing, moving, smiling)

Verbs that are not usually used in the continuous form

The verbs in the list below are normally used in the simple form because they refer to **states**, rather than actions or processes.

Senses / Perception

- to feel*
- to hear
- to see*
- to smell
- to taste

Opinion

- to assume
- to believe
- to consider
- to doubt
- to feel (= to think)
- to find (= to consider)
- to suppose
- to think*

Mental states

- to forget
- to imagine
- to know
- to mean
- to notice
- to recognise
- to remember
- to understand

Emotions / desires

- to envy
- to fear
- to dislike
- to hate
- to hope
- to like
- to love
- to mind
- to prefer
- to regret
- to want
- to wish

Measurement

- to contain
- to cost
- to hold
- to measure
- to weigh

Others

- to look (=resemble)
- to seem
- to be (*in most cases*)
- to have (*when it means "to possess"*)*

Exceptions

Perception verbs (see, hear, feel, taste, smell) are often used with *can*: *I can see...* These verbs may be used in the continuous form but with a different meaning

- *This coat **feels** nice and warm.* (your perception of the coat's qualities)
- ***John's feeling** much better now* (his health is improving)
- *She **has** three dogs and a cat.* (possession)
- ***She's having** supper.* (She's eating)
- *I **can see** Anthony in the garden* (perception)
- ***I'm seeing** Anthony later* (We are planning to meet)

Present Perfect

The present perfect is used to indicate a link between the present and the past. The time of the action is **before now but not specified**, and we are often more interested in the **result** than in the action itself.

BE CAREFUL! There may be a verb tense in your language with a similar form, but the meaning is probably NOT the same.

The Present Perfect is used to describe

- An action or situation that started in the past and continues in the present. *I **have lived** in Bristol since 1984* (= and I still do.)
- An action performed during a period that has not yet finished. *She **has been** to the cinema twice this week* (= and the week isn't over yet.)
- A repeated action in an unspecified period between the past and now. *We **have visited** Portugal several times.*
- An action that was completed in the very recent past, expressed by 'just'. *I **have just finished** my work.*
- An action when the time is not important. *He **has read** 'War and Peace'.* (= the result of his reading is important)

Note: When we want to give or ask details about when, where, who, we use the simple past. Read more about [choosing between the present perfect and the simple past tenses](#).

Actions started in the past and continuing in the present

- They *haven't lived* here for years.
- She *has worked* in the bank for five years.
- We *have had* the same car for ten years.
- *Have you played* the piano since you were a child?

When the time period referred to has not finished

- *I have worked* hard *this week*.
- It *has rained* a lot *this year*.
- We *haven't seen* her *today*.

Actions repeated in an unspecified period between the past and now.

- They *have seen* that film six times
- It *has happened* several times already.
- She *has visited* them frequently.
- We *have eaten* at that restaurant many times.

Actions completed in the very recent past (+just)

- *Have you just finished* work?
- *I have just eaten*.
- We *have just seen* her.
- *Has he just left*?

When the precise time of the action is not important or not known

- Someone *has eaten my soup*!
- *Have you seen* 'Gone with the Wind'?
- *She's studied* Japanese, Russian, and English.

Forming the Present Perfect

The present perfect of any verb is composed of two elements : the appropriate form of the auxiliary verb *to have* (present tense), plus the past participle of the main verb. The past participle of a regular verb is *base+ed*, e.g. *played, arrived, looked*. For irregular verbs, see the **Table of irregular verbs** in the section called 'Verbs'.

Present Perfect Continuous

The present perfect continuous is used to refer to an **unspecified time** between 'before now' and 'now'. The speaker is thinking about something that started but perhaps did not finish in that period of time. He/she is interested in the **process as well as the result**, and this process may still be going on, or may have just finished.

Actions that started in the past and continue in the present

She **has been waiting** for you all day (= and she's still waiting now).

I've been working on this report since eight o'clock this morning (= and I still haven't finished it).

They have been travelling since last October (= and they're not home yet).

Actions that have just finished, but we are interested in the results

She has been cooking since last night (= and the food on the table looks delicious).

It's been raining (= and the streets are still wet).

Someone's been eating my chips (= half of them have gone).

Forming the Present Perfect Continuous

The present perfect continuous is made up of two elements: the present perfect of the verb *'to be'* (have/has been), and the present participle of the main verb (base+ing)

Verbs without continuous forms

With verbs not normally used in the continuous form, use the simple present perfect instead (verbs such as: know, hate, hear, understand, want).

I've wanted to visit China for years.

She's known Robert since she was a child.

I've hated that music since I first heard it.
I've heard a lot about you recently.
We've understood everything.

Past Tenses

Past Simple

The simple past tense, sometimes called the preterite, is used to talk about a **completed action** in a time **before now**. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important.

Examples

- John Cabot **sailed** to America in 1498.
- My father **died** last year.
- He **lived** in Fiji in 1976.
- We **crossed** the Channel yesterday.

You always use the simple past when you say **when** something happened, so it is associated with certain past time expressions

- **frequency**: *often, sometimes, always*
I sometimes **walked** home at lunchtime.
I often **brought** my lunch to school.
- **a definite point in time**: *last week, when I was a child, yesterday, six weeks ago*
We **saw** a good film *last week*.
Yesterday, I **arrived** in Geneva.
She **finished** her work *at seven o'clock*
I **went** to the theatre *last night*
- **an indefinite point in time**: *the other day, ages ago, a long time ago*
People **lived** in caves *a long time ago*.
She **played** the piano *when she was a child*.

Note: the word *ago* is a useful way of expressing the distance into the past. It is placed **after** the period of time: *a week ago, three years ago, a minute ago*.

Past Continuous

The past continuous describes actions or events in a time **before now**, which began in the past and is **still going on** at the time of speaking. In other words, it expresses an **unfinished or incomplete action** in the past.

It is used:

- Often, to describe the background in a story written in the past tense, e.g. "The sun **was shining** and the birds **were singing** as the elephant came out of the jungle. The other animals **were relaxing** in the shade of the trees, but the elephant moved very quickly. She **was looking** for her baby, and she didn't notice the hunter who **was watching** her through his binoculars. When the shot rang out, she **was running** towards the river..."
- to describe an unfinished action that was interrupted by another event or action, e.g. "I **was having** a beautiful dream when the alarm clock rang."
- to express a change of mind: e.g. "I **was going** to spend the day at the beach but I've decided to get my homework done instead."
- with '*wonder*', to make a very polite request: e.g. "I **was wondering** if you could baby-sit for me tonight."

Examples

- They were waiting for the bus when the accident happened.
- Caroline was skiing when she broke her leg.
- When we arrived he was having a bath.
- When the fire started I was watching television.

Note: with verbs not normally used in the continuous form, the simple past is used.

Forming the Past continuous

The past continuous of any verb is composed of two parts : the past tense of the verb "to be" (*was/were*), and the base of the main verb *+ing*.

Past Perfect

The past perfect refers to a time **earlier than before now**. It is used to make it clear that **one event happened before another** in the past. It does not matter which event is mentioned first - the tense makes it clear which one happened first.

In these examples, Event A is the event that happened first and Event B is the second or more recent event:

Event A	Event B
John had gone out	when I arrived in the office.
Event A	Event B
I had saved my document	before the computer crashed.
Event B	Event A
When they arrived	we had already started cooking.
Event B	Event A
He was very tired	because he hadn't slept well.

Forming the past perfect

The Past Perfect tense in English is composed of two parts: the past tense of the verb *to have* (*had*) + the past participle of the main verb.

Past Perfect Continuous

The past perfect continuous corresponds to the present perfect continuous, but with reference to a time earlier than 'before now'. As with the present perfect continuous, we are more interested in the **process**.

Examples

- **Had you been waiting** long before the taxi arrived?
- **We had been trying** to open the door for five minutes when Jane found her key.
- **It had been raining** hard for several hours and the streets were very wet.
- Her friends **had been thinking** of calling the police when she walked in.

This form is also used in **reported speech**. It is the equivalent of the past continuous and the present perfect continuous in direct speech:

- Jane said, "I have been gardening all afternoon." = Jane said **she had been gardening** all afternoon.
- When the police questioned him, John said, "I was working late in the office that night." = When the police questioned him, John told them **he had been working** late in the office that night.

Forming the past perfect continuous

The past perfect continuous is composed of two elements - the past perfect of the verb *to be* (=had been) + the present participle (*base+ing*).

Future Tenses

Future Simple

The simple future refers to a time later than now, and expresses facts or certainty. In this case there is no 'attitude'.

The simple future is used:

- To predict a future event:
It **will rain** tomorrow.
- With I or We, to express a spontaneous decision:
I'll pay for the tickets by credit card.

- To express willingness:
I'll do the washing-up.
He'll carry your bag for you.
- In the negative form, to express unwillingness:
The baby **won't eat** his soup.
I **won't leave** until I've seen the manager!
- With I in the interrogative form using "shall", to make an offer:
Shall I open the window?
- With we in the interrogative form using "shall", to make a suggestion:
Shall we go to the cinema tonight?
- With I in the interrogative form using "shall", to ask for advice or instructions:
What **shall I tell** the boss about this money?
- With you, to give orders:
You **will do** exactly as I say.
- With you in the interrogative form, to give an invitation:
Will you come to the dance with me?
Will you marry me?

Note: In modern English **will** is preferred to **shall**. **Shall** is mainly used with **I** and **we** to make an offer or suggestion, or to ask for advice (see examples above). With the other persons (you, he, she, they) **shall** is only used in literary or poetic situations, e.g. "*With rings on her fingers and bells on her toes, She shall have music wherever she goes.*"

Forming the simple future

The simple future tense is composed of two parts: *will / shall* + the infinitive without *to*

Future Continuous

The future continuous refers to an unfinished action or event that will be in progress at a time later than now. The future continuous is used for quite a few different purposes.

The future continuous can be used to project ourselves into the future.

Examples

- This time next week **I will be sun-bathing** in Bali.
- By Christmas **I will be skiing** like a pro.
- Just think, next Monday **you will be working** in your new job.

The future continuous can be used for predicting or guessing about future events.

Examples

- **He'll be coming** to the meeting, I expect.
- I guess **you'll be feeling** thirsty after working in the sun.
- **You'll be missing** the sunshine once you're back in England.

In the interrogative form, the future continuous can be used to ask politely for information about the future.

Examples

- **Will you be bringing** your friend to the pub tonight?
- **Will Jim be coming** with us?
- **Will she be going** to the party tonight?
- **Will I be sleeping** in this room?

The future continuous can be used to refer to continuous events that we expect to happen in the future.

Examples

- I'll be seeing Jim at the conference next week.
- When he is in Australia **he will be staying** with friends.
- **I'll be eating** with Jane this evening so I can tell her.

When combined with *still*, the future continuous refers to events that are already happening now and that we expect to continue some time into the future.

Examples

- In an hour **I'll still be ironing** my clothes.
- Tomorrow **he'll still be suffering** from his cold.
- Next year **will she still be wearing** a size six?
- **Won't stock prices still be falling** in the morning?
- Unfortunately, **sea levels will still be rising** in 20 years.

The future continuous is made up of two elements: the simple future of the verb 'to be' + the present participle (base+ing)

Future Perfect

The future perfect tense refers to a completed action in the future. When we use this tense we are projecting ourselves forward into the future and looking back at an action that will be completed some time later than now. It is most often used with a time expression.

Examples

- **I will have been** here for six months on June 23rd.
- By the time you read this **I will have left**.
- **You will have finished** your report by this time next week.
- **Won't they have arrived** by 5:00?
- **Will you have eaten** when I pick you up?

The future perfect is composed of two elements: the simple future of the verb "to have" (will have) + the past participle of the main verb

Future Perfect Continuous

Like the future perfect simple, this form is used to project ourselves forward in time and to look back. It refers to events or actions that are currently unfinished but will be finished at some future time. It is most often used with a time expression.

Examples

- **I will have been waiting** here for three hours by six o'clock.
- By 2001 **I will have been living** in London for sixteen years.
- When I finish this course, **I will have been learning** English for twenty years.
- Next year **I will have been working** here for four years.
- When I come at 6:00, **will you have been practicing** long?

The future perfect continuous is composed of two elements: the future perfect of the verb "to be" (will have been) + the present participle of the main verb (base + ing)

Modals

The modal verbs include *can, must, may, might, will, would, should*. They are used with other verbs to express ability, obligation, possibility, and so on. Below is a list showing the most useful modals and their most common meanings:

Modal	Meaning	Example
can	to express ability	I <i>can</i> speak a little Russian.
can	to request permission	<i>Can</i> I open the window?
may	to express possibility	I <i>may</i> be home late.
may	to request permission	<i>May</i> I sit down, please?
must	to express obligation	I <i>must</i> go now.
must	to express strong belief	She <i>must</i> be over 90 years old.
should	to give advice	You <i>should</i> stop smoking.
would	to request or offer	<i>Would</i> you like a cup of tea?
would	in if-sentences	If I were you, I <i>would</i> say sorry.

Modal verbs are unlike other verbs. They do not change their form (spelling) and they have no infinitive or participle (past/present). The modals *must* and *can* need substitute verbs to express obligation or ability in the different tenses. Here are some examples:

Past simple	Sorry I'm late. I had to finish my math test.
Present perfect	She's had to return to Korea at short notice.
Future	You'll have to work hard if you want to pass the exams.
Infinitive	I don't want to have to go.
Past simple	I couldn't/wasn't able to walk until I was 3 years old.
Present perfect	I haven't been able to solve this problem. Can you help?
Future	I'm not sure if I will be able to come to your party.
Infinitive	I would love to be able to play the piano.

Modals are [auxiliary verbs](#). They do not need an additional auxiliary in negatives or questions. For example: *Must I come?* (Do I must come?), or: *He shouldn't smoke* (He doesn't should smoke).

Modal Verbs of Possibility

Several modal verbs show possibility, including *might*, *may*, *could*, and *must*. This modal verbs for possibility lesson shows you how to use them all correctly in English. You can find links to the exercises at the bottom of the page.

Modal Verbs for Possibility Structure

Modal Verb + Base Verb

May/Might/Could/Must + Base Verb

Examples:

- I may eat dinner at 7:00 pm.
- She might work late tonight.
- They must be tired.

May

May shows possibility in the present or the future.

- Present: Where are my keys? They may be in the car.
- Future: I may go to the party tonight.

May is formal and is often found in writing, like this example:

- Side effects of this medication may include upset stomach and fever.

Might

Possibility in the present or future.

- Where are my keys? They might be in the car.
- I might go to the party tonight.

Might is less formal than may, and is more common in conversation

Could

Something is possible in the present or future.

Present: Where are my keys? They could be in the car.

Future: We could go to the party tonight.

Could shows options, or possibility.

Must

Certainty, or the belief of certainty, from the speaker.

Certain:

- Everyone is wearing a jacket. It must be cold.

Belief of certainty:

- He was running for 2 hours. He must be tired. (Although it seems obvious, it is not a fact that the runner is tired.)

Have to

Certainty, or the belief of certainty, from the speaker.

Certain:

- Everyone is wearing a jacket. It has to be cold.

Belief of certainty:

- He was running for 2 hours. He has to be tired. (Although it seems obvious, it is not a fact that the runner is tired.)

Have to is much less formal than must, and is common in conversation.

Past Possibility

May, might, and could are all used to show possibility in the past.

Modal Verb + Have + Past Participle

- He might have brought the cake.
- She may have gone home early.
- They could have worked late.

Must can be used in the same way to show certainty in the past.

- He must have won the game.

Might Not vs. Could Not

Although might and could express possibility in a similar way, the negative forms of might and could are different.

Might not shows that something probably is not true.

- These books might not be the teachers.

Might not shows that something probably will not happen in the future.

- I might not go to the party tonight.

Could not shows that something is impossible.

- This could not be the only book available.
- She could not know who my friend is. They have never met.

Модальные глаголы в значении вероятности

В данной таблице глаголы представлены в зависимости от степени вероятности (от большей к меньшей)

Модальный глагол	Значение	Пример
Will	То, о чем идет речь в предложении, является правдой. Наши предположения основываются, как правило, на знаниях о людях или вещах (их поведение, характер, качества и т.д.) Примерно 100% вероятности	1. Don't take the meat out of the oven. It won't be ready yet. 2. Somebody is at the door knocking, you wonder who it is. Your mother says: "It'll be the postman." (your mother is certain, that the postman comes that time every day, so she says this)
Must	То, о чем идет речь должно быть правдой с точки зрения логики (здравого смысла). Часто в русском языке имеет форму «Должно быть» Отрицательная форма: can't Примерно 90-80% вероятности	1. This is not true! He must be lying. 2. She can't have a ten-year old son. She is 22 herself.
Should	Что-то произойдет/не произойдет при наличии какого-то условия (в предложении)	1. This homework shouldn't take you too long (if you have

	это условие может и отсутствовать).	understood what you have to do). 2. Our guests should be here soon (if they haven't got lost).
May/can	Выражает предположение, что что-то может произойти или происходит. Примерно 50 % вероятности	1. We may go to Greece for our holidays. We haven't decided yet. 2. We may not have enough money to go abroad this year.
Might	Выражает предположение, что что-то может произойти или происходит, но в более неопределенной форме.	It might rain. Take your umbrella.
Could	То же, что и might	You could be right, but I doubt it.

Complex sentences

Once you can identify a basic sentence, you can join two or more sentences into complex sentences. Two or more sentences can be combined with a subordinating conjunction that explains the relationship between each idea.

For example:

Simple Sentences - He studied hard. He wanted to go to medical school. He suffered from arthritis.

Complex Sentence - He studied hard because he wanted to go to medical school as he suffered from arthritis.

Complex Sentence - Even though he suffered from arthritis, he studied hard because he wanted to go to medical school.

Notice how the subordinating conjunction adds additional meaning to the sentence. The last two sentences tell us why he studied.

Some Common Subordinating Conjunctions:

After	Before	So that	Whenever
Although	Even though	Though	Where
As	If	Unless	Whereas
As if	In order that	Until	Whether
Because	Since	When	while

A subordinating conjunction is sometimes called "a heart word" because it turns two sentences into one. Even though both sentences contain a subject and verb, one becomes dependent on the other and cannot stand alone. One sentence becomes the explaining idea for the main idea.

Any time you see words like the ones above, check that your sentence doesn't leave a question remaining.

For example:

Wrong - When he came late to class. (What happened when he was late?)

Right - He forgot to give the teacher his homework when he came late to class.

Wrong - After she noticed it missing. (What happened when she noticed?)

Right - The teacher asked for his homework after she noticed it missing.

Wrong - Because they knew the test would be difficult. (What happened as a result?)

Right - The students studied furiously because they knew the test would be difficult.

Punctuation depends on the location of the subordinating conjunction:

If the subordinating conjunction comes **in the middle or at the end** of the sentence – no comma is required.

Wrong – School is not all about studying, since there are lots of clubs and fun activities on campus.

Right – School is not all about studying since there are lots of clubs and fun activities on campus.

If the subordinating conjunction comes **at the beginning** of the sentence – a comma comes at the end of the dependent clause.

Wrong – Even though I would rather go to the beach I went to the library to study.

Right – Even though I would rather go to the beach, I went to the library to study.

How to fix Complex Sentences:

1) Look for the subordinating conjunction or "heart word."

2) Does the subordinating conjunction come at the beginning of the sentence?

If the subordinating conjunction comes in the middle or at the end of the sentence – no comma is required.

Wrong – Some students skipped studying, because the weather was gorgeous outside!

Right – Some students skipped studying because the weather was gorgeous outside!

If the subordinating conjunction comes at the beginning of the sentence – add a comma at the end of the dependent clause.

Wrong – Since it's hard to resist a sunny day some teachers hold class outside!

Right – Since it's hard to resist a sunny day, some teachers hold class outside!

Contrast

There are several common expressions for making contrasts in English. They include *on the one hand ... on the other hand*, *on the contrary*, *in comparison*, *by comparison*, *in contrast*, *by contrast*.

On the one hand ... on the other hand

We can use *on the one hand* and *on the other hand* when we contrast two different things or two different ways of thinking about something. We often use them to present a balanced argument in which both sides must be considered:

On the one hand, mobile phones are very useful and can save lives. ***On the other hand***, people seem to use them for the most pointless and unnecessary calls.

We often use *on the other hand* on its own in the second part of a contrast, without *on the one hand*:

*It's a chaotic and disorganised country, but **on the other hand** it's a very friendly and beautiful place.* (Both things are true about the country.)

Not: ... ~~but on the contrary~~ ...

On the contrary

We can use *on the contrary* to emphasise that something is the opposite of something which has been mentioned. We often use it to state that an original statement was not true, and we often use it after a negative statement. *On the contrary* is much more common in writing than in informal speaking:

*He didn't seem offended by her criticisms; **on the contrary**, he seemed to enjoy them.* (It was not true that he was offended by the remarks – he enjoyed them.)

In comparison and by comparison

We can use *in comparison* and, less commonly, *by comparison* to contrast two clauses or sentences. They indicate how people and things are different when we compare them side by side:

London is England's biggest city. Its second city, Birmingham, **in comparison**, is quite small by global standards.

Driving the old model of this van was hard work. Driving the new model is easy **in comparison**.

Cynthia was very nervous. Martha was quite calm **by comparison**.

We can use *in comparison with X, Y is ...* to make a contrast:

In comparison with his older brother, who never stops talking, he's quite shy.

In contrast and by contrast

We use *in contrast* and, less commonly, *by contrast* to link two clauses. *In contrast* and *by contrast* stress the difference between two people or things more strongly than *in comparison* and *by comparison*:

*Holistic medicine treats the whole person. Conventional medicine, **in contrast**, treats specific symptoms and parts of the body.*

We can use *in contrast to* or, less commonly, *in contrast with* to contrast two noun phrases:

In contrast to most of the city's museums, the art museum is modern, bright and has a friendly atmosphere.

*The white roses looked lovely **in contrast with** the red ones.*

By contrast is less common than *in contrast*. We can use it alone or followed by *with*, but not by *to*:

*In the south much of the land is flat. **By contrast**, in the north there are hills and mountains everywhere.*

By contrast with the external appearance of the place, the room into which the front door opened was, if not particularly attractive, clean and well ordered.

Not: ~~By contrast to the external appearance ...~~

Linking words

Linking words and phrases in English (also called 'connective' or 'transition' words) are used to combine two clauses or sentences presenting contrast, comparison, condition, supposition, purpose, etc. They enable us to establish clear connections between ideas.

Most linking words can either connect clauses within a sentence, or start a sentence to form a link with the previous statement.

Note: A clause is a group of words that includes a subject and a verb.

The following sentence contains two clauses:

She lives in Mexico because ***she likes the climate***.

Below you will find some examples of linking words and how to use them. This is not a comprehensive list.

You may want to add your own linking words and phrases.

Examples of linking words within one sentence:

Linking Words	Examples of Use
As long as provided (that) providing	You can take my car as long as/provided (that)/providing you don't damage it. (I will lend you my car on condition that you don't damage it.)
Although/even though	Although/even though he is rich, he lives in a small house. (In spite of the fact that he is rich, he lives in a small house.)
Even if	He is poor and has no house, but even if he had money, he wouldn't buy a house. (Supposing he had the money, he still wouldn't buy a house.)
In case	Take an umbrella in case it rains. (It might rain, so it's a good idea to take an umbrella.)
In spite of/Despite	In spite of/despite the rain, she walked to the station. In spite of/despite being blind, he walked to the station. (without being affected by the rain or by being blind.)
So that	She arrived early so that she could help her colleagues. (She arrived early for the purpose of helping her colleagues.)

Whatever	You can count on me whatever you decide to do. (No matter what your decision is, you can count on me.)
Whereas	Tom is rich, whereas Jack is poor. (Tom is rich; in contrast Jack is poor.)
Whenever	I will lend you my car whenever you need it. (No matter when you need my car, I will lend it to you.)
Wherever	My thoughts will be with you wherever you go. (No matter where you go, my thoughts will be with you.)

Examples of linking words that connect two separate sentences or two clauses:

Note:

If linking words start a sentence, they are followed by a comma.

When they are used to connect two clauses, a semi-colon is used at the end of the first clause, and a comma is often used after the linking word(s).

Linking Words	Examples of Use
As a result	Prices were reduced by 20%. As a result , sales increased.
Consequently	The company is expanding. Consequently , there are jobs on offer.
Therefore	A hurricane has been announced. Therefore , air traffic will be disrupted.
Besides	The trip is too expensive. Besides , I don't really like hot weather.
Furthermore	Computers are cheaper nowadays; furthermore , they are lighter.
In addition	You haven't paid the rent yet. In addition , you owe me money.
Moreover	The report is badly presented. Moreover , it contains inaccuracies.
For instance	There are several problems to consider; for instance/for example ,
For example	there is a lack of public transport.
Conversely	Northern European countries had a great summer.
On the contrary	On the contrary/conversely , southern Europe had poor weather.
On the other hand	Laptops are convenient; on the other hand , they can be expensive.
However	The hotel was open. However , nobody came to the reception desk.
Nevertheless	He had severe injuries; nevertheless , he completely recovered.
Nonetheless	The weather was bitterly cold. He went hiking nonetheless .
In the same way	Alex enjoys telling jokes; in the same way/similarly/likewise ,
Likewise	his son adores funny stories.
Similarly	
By the same token	Teenagers should be more respectful; by the same token , parents should be more understanding.
To sum up	
Briefly	I've covered the main events of the year.
To conclude	To sum up/briefly , our team is now one of the best in the world.
In conclusion	To conclude/in conclusion , I want to wish you all a very happy holiday season.

Word Building

English is a very flexible language and you can build on your vocabulary and learn how to make new words.

One way of doing this is to add prefixes (such as **dis**, **pre** or **co**) before the word.

Here's a list of common prefixes with their meanings and some examples.

anti (= against)
antibodies, anti-social
auto (self)
autonomous, autobiography, automobile
bi (= two)
bicycle
co (= with)
cooperate, coordinate
contra (= against)
contradict, contravene
de (= remove)
deregulate, deselect
dis (= not)
disappear
il (= not)
illegal
im (= not)
immaterial, immature
inter (= between)
international
mis(= badly/wrongly)
misinform, misbehave, misunderstand
multi (= many)
multinational
non (= opposite)
non-profit
out (= more than)
outperform, outdone
over (= too much)
oversleep, overwork
post (= after)
postpone, postnatal
pre (= before)
predict
re (= again)
rewrite, relive
sub (= under)
submarine
super (= higher/improved)
supermarket
trans (= across)
transatlantic
uni (= one)
uniform
under (= not enough)
underpaid, underfed

Word Endings

You can also make new words from the words you already know by using different endings. For example, "**The person who employs me** has a fast car". You can make this sentence simpler, by replacing "the person who employs me" with "my employer". This gives you "**My employer** has a fast car."

In English you can make nouns from verbs (**to employ** gives **employer** and **employee**). You can also make verbs from nouns or adjectives: **government** gives **to govern**, **modern** gives **to modernise** and so on. Learning what endings you can put on words means you can expand your vocabulary and say what you mean more easily.

Here are some common word endings:

Nouns

-er / -or: a person who does something

adviser / advisor, teacher, learner

-ian

optician, mathematician

-ment: result of action

improvement, advancement

-ism: name of system or belief

realism, optimism

-ist: the person who believes in the system

realist, optimist

-ion

confusion, apparition

-ness

happiness

-ship

leadership

-ence / -ance

permanence, appearance

-acy

lunacy

-age

marriage

-ity

annuity

-y

photography

-cy

fluency

Verbs

-ify

falsify, modify

-ise

modernise

Adjectives

-ic

idiotic, periodic

-ful

awful, wonderful

-able / -ible

comfortable, terrible

-proof / -resistant

waterproof, childproof, fireproof

-free

alcohol free beer, nuclear free zone

-less: without

hopeless, childless

Paraphrasing

'Paraphrasing' means rewriting the same information in a different way. It helps you better to integrate the ideas into the particular piece you are writing.

Step-by-step paraphrasing

1. Decide what the key information is, for the purposes of your discussion.
2. Change the order of the ideas and the words. This can help you to emphasise your interpretation of the original text.
3. Change the word form/grammatical form if necessary.
4. Use synonyms if appropriate, but do not change any specific terminology. In the example below, terms such as 'plagiarism management', 'universities', 'students' and 'distance' were not changed. The best place to find suitable synonyms will be elsewhere in the same article.
5. If some words stay the same in the same order (three or more consecutive words), you need to use quotation marks around these words.
6. Repeat the author's name or a pronoun through the paraphrase, so it is clear that we are still reading a paraphrase.
7. Add a detail about where the information came from, if necessary. In the example below, the information 'through her study of eighteen policies on plagiarism from different universities' was added, to give some context to the claims.
8. Keep the author name and page number. (You may have been told that you do not need the page number for a paraphrase, but if the idea came from one specific page, it is still useful to include it. That way, you can check the information again if you need to.)

Text Comparison

Example Original Text

"Universities also place the burden of understanding plagiarism and attribution conventions on students. There are myriad information-laden web-based self-help tutorials and workshops on related sites for the universities in this study. Many are excellent resources and can be helpful. Nevertheless, the lack of additional, detailed individual assistance about the techniques of engaging in academic writing conventions, particularly for students studying in off-campus or distance modes, raises issues of equity for plagiarism management policy makers." (Sutherland-Smith, 2010:9).

References

Sutherland-Smith, W. 2010. 'Retribution, deterrence and reform: the dilemmas of plagiarism management in universities', *Journal of Higher Education Policy and Management*, 32:1 5-16.

Example Paraphrased Text

The responsibility for learning how to reference correctly and avoid plagiarism tends to be passed from the university to the students, as Sutherland-Smith (2010:9) found, through her study of eighteen policies on plagiarism from different universities. She also points out that although many universities provide online self-access resources for students to try to learn more about this area, the support provided is, on the whole, inadequate. Sutherland-Smith expands further to explain that this inadequacy is partly because the advice provided is not specific enough for each student, and partly because distance students will often receive even less support. She concludes that these issues carry implications for the decisions around plagiarism management, as some students may receive more assistance than others, leading to questions of inequity.

References

Sutherland-Smith, W. 2010. 'Retribution, deterrence and reform: the dilemmas of plagiarism management in universities', *Journal of Higher Education Policy and Management*, 32:1 5-16.

Sentence Analysis

Sentence 1

Original: Universities also place the burden of understanding plagiarism and attribution conventions on students.

Paraphrase: The responsibility for learning how to reference correctly and avoid plagiarism tends to be passed from the university to the students, as Sutherland-Smith (2010:9) found.

Here, the following changes have been made:

- Order of ideas or words (look for where 'university' appears)
- Word form (active 'place the burden on' changed to passive 'to be passed to')
- Synonyms ('understanding' changed to 'learning how to', 'plagiarism and attribution conventions' changed to 'reference correctly and avoid plagiarism'). Note some key terms have not been changed.

Sentence 2

Original: There are myriad information-laden web-based self-help tutorials and workshops on related sites for the universities in this study.

Paraphrase: She also points out that [...] many universities provide online self-access resources for students to try to learn more about this area,

Here, the following changes have been made:

- Order of ideas or words (look for where 'university' appears)
- Word form (descriptive 'There are' changed to active 'many universities provide')
- Synonyms ('information-laden web-based self-help tutorials and workshops on related sites' changed to 'online self-access resources', 'myriad' changed to 'many'). Note some key terms have not been changed.
- Some information has been added, to help explain the meaning ('for students to try to learn more about this area')

Sentence 3

Many are excellent resources and can be helpful.

Comment: This sentence was not included in the new paraphrase, as the writer felt it was not important for their discussion.

Sentence 4

Original: Nevertheless, the lack of additional, detailed individual assistance about the techniques of engaging in academic writing conventions, particularly for students studying in off-campus or distance modes, raises issues of equity for plagiarism management policy makers.

Paraphrase: ...the support provided is, on the whole, inadequate. Sutherland-Smith expands further to explain that this inadequacy is partly because the advice provided is not specific enough for each student, and partly because distance students will often receive even less support. She concludes that these issues carry implications for the decisions around plagiarism management, as some students may receive more assistance than others, leading to questions of inequity.

Here, the following changes have been made:

- The information has been divided into sub-points, to try to express the point more clearly. Some explanatory words and linking words have been added, to help explain the meaning and to show that it is the original author who has made these claims ('Sutherland-Smith expands further to explain that...')
- Synonyms ('issues of equity' changed to 'questions of inequity', 'raises issues' changed to 'carry implications'). Note some key terms have not been changed.

Compound nouns

Words can be combined to form compound nouns. These are very common, and new combinations are invented almost daily. They normally have two parts. The first part tells us what kind of object or person it is, or what its purpose is. The second part identifies the object or person in question. Compound nouns often have a meaning that is different, or more specific, than the two separate words.

First part: type or purpose	Second part: what or who	Compound noun
police	man	policeman
boy	friend	boyfriend
water	tank	water tank
dining	table	dining-table

You have noticed that the compound noun can be written either as a single word, as a word with a hyphen, or as two words. There are no clear rules about this. A good rule of thumb is to write the most common compound nouns as one word, and the others as two words. The elements in a compound noun are very diverse parts of speech.

Compound elements	Examples
noun + noun	bedroom
	water tank
	motorcycle
	printer cartridge
noun + verb	rainfall
	haircut
	train-spotting
noun + adverb	hanger-on
	passer-by
verb + noun	washing machine
	driving licence
	swimming pool
verb + adverb	lookout
	take-off
	drawback
adverb + noun	onlooker
	bystander
adjective + verb	dry-cleaning
	public speaking
adjective + noun	greenhouse
	software
	redhead
adverb + verb	output
	overthrow
	upturn
	input

Pronunciation

Stress is important in pronunciation, as it distinguishes between a compound noun and an adjective with a noun. In compound nouns, the stress usually falls on the first syllable.

Examples

- a 'greenhouse = place where we grow plants (compound noun)
- a green 'house = house painted green (adjective and noun)
- a 'bluebird = type of bird (compound noun)
- a blue 'bird = any bird with blue feathers (adjective and noun)

II. Методические рекомендации

Подготовка студентов по данной программе включает следующие аспекты:

1) Фонетика.

Отработка фонетических навыков (сегментные единицы и их модификации, интонация) выполняется на материале различных территориальных вариантов английского языка (британского (BE), американского (AE), канадского (CE) и австралийского (AusE), которые, имея целый ряд общих черт, существенно различаются. На занятиях используется материал BE, AE, AusE и так называемый International English, на котором говорят образованные иностранцы не носители английского языка.

2) Грамматика.

Обучение грамматике английского языка осуществляется по следующей методике:

- а) изучение теоретического материала;
- б) отработка изученного грамматического материала в упражнениях;
- в) составление устных высказываний с использованием пройденного грамматического материала;
- г) работа в парах/группах по выполнению письменных и устных заданий с применением изученных правил грамматики.

3) Чтение.

Данный курс предполагает как чтение учебных текстов, так и научных статей, монографий и т.д., таким образом, при работе с разными материалами рекомендуется использовать и различную методику (см. рекомендации ниже).

Методика работы с текстом включает:

- а) ознакомление с лексическим материалом, которое включает в себя его фонетическую отработку и снятие трудностей, связанных с переводом на родной язык;
- б) обсуждение заголовка текста, упражнения на контекстуальную догадку;
- в) чтение текста;
- г) перевод текста;
- д) выполнение послетекстовых упражнений, направленных на активизацию словарного запаса (подбор синонимов/антонимов, подстановка лексических единиц, перевод предложений, содержащих новую лексику), овладение логико-семантическими основами работы с текстом (ответы на вопросы по тексту, нахождение основной идеи текста и т. д.), выработки динамического смыслового восприятия текста;
- е) пересказ текста;
- ж) обсуждение проблематики текста.

Методика работы с научной статьей:

Step 1 – Consider the Article as a Whole

Examine the article as a whole. Try to determine something about the purpose, audience and content of the paper before you start reading. Look for clues in the title and/ or subtitle, the acknowledgements (if any), the first foot- or endnote, the author's biographical note (either with the article or at the front or back of the book or journal).

Some questions to guide you in considering the article as a whole:

Who is writing the article?

See if you can find out anything about the author. Check to see what other articles or books the author has written. It will give you an idea of how the article fits into the author's other works and the field in which the author is writing.

What are the author's qualifications?

Knowing these helps to define the trustworthiness, the significance, or the importance of the conclusions reached in the article. It can also signify the slant, focus or bias of the article.

What audience is the author addressing?

This is important because it affects the style, content and approach the article takes to its subject. This may be revealed by the publication (journal or book) in which the article appeared. In other instances, audience must be determined by assessing the amount of background information and unexplained references the author includes (less suggests an audience of experts, more, an audience of general readers).

What is the article about?

Look at the first couple of paragraphs; they should give you an idea of what the paper is about. The title of the article should also suggest the main point of concern of the article, the direction of the interpretation, and sometimes the time frame or period of concern. In some disciplines, an abstract will precede the text of the paper. This will give an uncritical summary of the paper's contents.

What sources does the author use?

Check the foot- or endnotes or look at the reference list. Knowing where the author got the information will tell you whether the author is looking at something new (interviews, letters, archival or government documents, etc.), taking a new look at something old (books and articles), or combining new and old and thus adding to the discussion of the subject. Looking at the sources can show if the author has concentrated on a particular kind of information or point of view.

Step 2 – Determine the Overall Purpose, Structure and Direction of the Article

Now that you've looked at the article as a whole, start reading.

You should be able to find the author's **statement of purpose**, or **thesis** statement, before the end of the introduction. You should also be able to tell **what evidence** the author is going to use to support the position she or he has taken. The author may also explain **what limits** have been placed on the article: for example, the length of time, the geographic location, the extent of the information that's going to be used, and the theories that are going to be applied.

You should also be able to tell the author's point of view. Remember that research is not value-free, nor culturally neutral. You may be able to tell what values the author seems to be promoting.

Also look at the **conclusion**. If it's not clearly labeled, it will probably be the last two or three paragraphs. The conclusion generally doesn't have any quoted material (i.e., no references or note numbers) and should contain only the author's remarks to the reader.

It is often useful to look at the conclusion before you read the whole paper because it contains the author's summary of what has been said. If you can't quite identify the thesis (they are often not clearly stated), read the conclusion. Knowing where the author ended up is often a clue to where he or she started from. In many instances, too, the conclusion summarizes the whole paper, as should the thesis statement.

Some questions to guide you in determining the overall purpose, structure and direction of the article:

What is the author's main point, or thesis?

Sometimes you can find this easily; the author says something like "the point of this article is to" or "in this paper I intend to show/argue that." Sometimes you have to look for a simple statement that contains some echo of the title, the same phrase or words, and some brief statements of the argument that supports the assertion: "despite what other scholars have said, I think this [whatever it is] is actually the case, because I have found this [supporting point #1], this [supporting point #2], and this [supporting point #3]."

If the paper is well-crafted, the section headings of the paper (when there are any) will contain some allusion to the supporting points.

What evidence has the author used?

This question is often answered in step one, but you should also use what the author tells you in the introduction to expand on your grasp of the evidence.

Academic papers are often "argued," that is, constructed like an argument with a statement of what the author has figured out or thought about a particular situation or event (or whatever). Then, to persuade the reader, the author presents facts or evidence that support that position. In some ways it's much like a courtroom trial.

A particular collection of sources (or witnesses) present information to the author (or lawyers) and the author comes to some understanding. Then the author explains how she or he came to that

conclusion and points to or presents the bits of evidence that made it possible. Consider what information is not included. Was the trial fair even though a key witness was not called to testify? Has your author only let those facts that support the thesis testify in the article? How might you find out? Is the evidence “primary,” “secondary” “traditional,” or “non-traditional”?

What limits did the author place on the study?

Writers of articles rarely tackle big topics. There isn't enough room in an article to write a history of the world or discuss big issues. Articles are generally written to advance understanding only a little bit. It may be because the subject has never been looked at before or because no one would be able to read a larger work easily (like a student's thesis). An article usually focuses on a particular period, event, change, person, or idea and even then may be limited even more.

This may be significant if the author is trying to make generalizations about what he or she has discovered. Knowing something about education in the 1940s in Yellowknife may not tell you anything about education anywhere else or at any other time. A more general discussion of subsistence strategies over a longer period may have more general relevance. A critique of the literature in a specific field may replace having to read a number of books. With assigned readings, an article will most often be assigned as an example of a type of research, as a source of quality information on a specific topic or because it summarizes a lot of other writing on a given subject.

What is the author's point of view?

This can sometimes be easily seen, especially in “polemical” essays, where the author bashes a number of arguments and then presents her or his own. It may be more difficult to tell. Sometimes you have to “feel” it out, by assessing the tone or by watching for negative or positive adjectives: “as so-and-so said in their excellent essay, ‘Nuke ‘em Now!’” or “who shows a wrongheaded insistence.” Cues like those words can help you figure out where the author is coming from.

Step 3 –Read the Article but Pay Attention to the Writing and the Presentation

As you read, watch not only for what the author is saying, but how it is said. This step requires that you read the article to gain an understanding of how the author presents the evidence and makes it fit into the argument. At this stage of the exercise, you should also take the time to look up any unfamiliar words or concepts.

Although you are somewhat off the hook critically in this stage, you should be aware that there are tricks the author can use to make sure you're following the argument. Some of them are standard ways to keep the author's argument separate from the evidence. Look for clues like: “for example,” “as Professor Source said,” or “in my study area (or time), I found that.” Also, look for transition words and phrases (“however,” “despite,” “in addition,” etc.) and the various words clues writers leave when they switch from their own voice to that of their sources. Others may be less honest attempts to make you agree.

Try to take notice of the language an author will sometimes use when she or he is speculating about things or hoping you won't realize that the evidence is weak: “it is probable or likely that,” (is it probable?) “clearly, this is so” (is it clear?), “it should be obvious by now” (is it obvious?), “this undoubtedly means” (is it undoubtable?) Remember that forceful words don't necessarily make a weak argument any more convincing.

Look, too, to see how the author switches from explaining how the evidence supports her or his argument to the summary of the paper. The last few paragraphs should tidy up the discussion, show how it all fits together neatly, point out where more research is needed, or explain how this article has advanced learning in this discipline. The conventions also require that there be some reference to the thesis statement and perhaps even an echo of the title, especially if there was a catchy phrase in it.

Step 4 – Criticism and Evaluation of the Article

Now that you've finished **reading**, consider your personal reaction to it. First impressions are often “I liked it?,” “It was hard to read,” or “it was boring.” Second thoughts should probe somewhat deeper. Thinking about what the author is trying to say, considering who he or she was addressing in the first place, attempting to identify the gap the article has been written to fill and asking other such questions is the foundation for the *critical* evaluation of the article. Even if you didn't know anything about the topic before you read the article, you can make some judgments about it and how well the author made her or his case.

Evaluation is a bit harder. In academic circles, evaluation means to judge the worth, usually by comparing a thing to some kind of standard. In the case of evaluating an article, that standard would be other articles in the same discipline or journal as the one you're reading. If you are not familiar with those other articles it may be hard to evaluate well. You can, however, do a fairly good job of it by considering the stylistic and structural *conventions* of other, similar articles. Does this one fit the pattern? Does it measure up to the academic standards of writing, presentation, organization, source citation and such? Sometimes even those questions can be hard to answer but they should be attempted. The answers will give you some ammunition for your critique.

Some questions to guide you in critiquing and evaluating the article:

Was there anything that was left unfinished? Did the author raise questions or make points that were left orphaned in the paper?

These questions are to make you think about what was in the article and what was left out. Since, by looking at the thesis statement, you should have a good idea of what the author is going to say, you should also be able to tell if any of the points weren't explored as fully as others. In addition, in the course of the paper, the author might have raised other points to support the argument. Were all of those worked out thoroughly?

Did it make sense?

Even if you were not a member of the intended audience for the article, did it clearly present its case? If the author crafted the paper well, even if you don't have the disciplinary background, you should be able to get a sense of the argument. If you didn't, was it your reading or the author's craft that caused problems?

What does the point made by the argument mean in or to the larger context of the discipline and of contemporary society?

This is a question that directs you to think about the implications of the article. Academic articles are intended to advance knowledge, a little bit at a time. They are never (or hardly ever) written just to summarize what we know now. Even the summary articles tend to argue that there are holes in the fabric of knowledge and someone ought to do studies to plug those gaps. So, where does this particular article fit in? Can real people improve their lives with this information? Does this increase the stock of information for other scholars? These sorts of questions are important for appreciating the article you're looking at and for fitting it into your own knowledge of the subject.

Is the organization of the article clear? Does it reflect the organization of the thesis statement? It should.

Does the author's disciplinary focus lead her or him to ignore other ideas?

Were there any problems with grammar, sentence structure, or word usage?

This step-by-step guide has tried to present a useful way to approach **reading** an article. The answers to the questions included in each section should give you more than enough "data" to write a solid review of the article and, even if you don't have to write a formal review, completing the analysis sheet will give you a good record of the contents of the article and your assessment of it to serve as either a study aid when it comes to exam time or ammunition for a seminar discussion.

The other stated purpose of this guide is to help you see that all academic articles have a repeating and predictable way of being presented (the *convention*). You can adopt these conventions in your own papers and ask the questions at each step as a way to test whether your own papers correspond nicely to the convention.

4) Говорение.

Совершенствование навыков устной речи осуществляется в таких формах работы как монолог, диалог, полилог, дискуссия, проектное задание, презентация, где студенты применяют приобретенные фонетические навыки, изученные лексические единицы и грамматические конструкции.

Полезные фразы для диалогов, полилогов, дискуссий

- | | |
|------------------------------------|---------------------------------|
| 1. Being certain or not so certain | - There is no question about... |
| - I'm quite certain about this. | - I know for sure that... |
| - ..., and that's a fact. | - Absolutely. |

- Definitely.
 - I've got a feeling that...
 - I suppose it's probably...
 - I may be wrong but I think...
2. Getting angry
- I can't believe this!
 - Just listen to me!
 - You can't be serious!
 - I'm not listening of any more of this.
 - That's it.
 - I've had enough!
 - You must be joking!
3. Being polite...& not so polite
- Would you mind to be quiet for a moment?
 - Perhaps you could consider this point?
 - I'm not sure that I can agree with you on that.
 - Listen!
 - Rubbish!
 - Shut up!
4. Interrupting
- Excuse me, can I just say smth about that?
 - Yes, but wait a minute.
 - OK, but...
5. Avoiding interruption
- OK. I've almost finished
 - Just let me finish.
 - Can I just finish this point?
 - Do you mind? You'll get your turn in a moment.
6. Explaining yourself
- What I really mean is...
 - My point is that...
 - What I'm trying to say is...
7. Checking information
- What exactly do you mean by...?
 - What exactly do you mean when you say...?
 - Could you explain that point?
 - Tell us a bit more about...
 - Can you give us an example of...?
8. Agreeing
- I agree that...
 - You're right.
 - That's right.
 - You're absolutely right.
 - That's exactly what I think.
 - Yes, I feel the same about...
 - That's correct.
 - That's true.
 - I agree.
9. Disagreeing
- It's simply not true that...
 - I'm sorry, I can agree with you about...
 - I don't think you're right about that...
 - Well, I don't see it that way
 - That's not true.
 - No, that's not right.
10. Referring to other speakers
- As smb said just now...
 - But don't you think that...
 - I can't agree with...
 - Smb was right I think
11. Giving an opinion
- My feeling is that...
 - In my opinion...
 - It seems to me that...
 - Personally, I think...
 - In general...
 - Generally speaking...
 - I don't think...
 - On the whole...
 - I feel that...
12. Asking an opinion
- Does this seem Ok to you?
 - What's your opinion?
 - What do you think about...?
 - How do you feel about this?
 - What does anyone else think about this?
 - Do you agree with me that...?
13. Persuading
- Surely you must agree that...
 - But think about it like this.
 - Let me put it another way.
 - Try to see it from... point of view.

Полезные фразы для презентаций и проектов.

Get the audience's attention and signal the beginning.

Right. Well. OK. Erm. Let's begin. Good. Fine. Great. Can we start?

Greet audience.

Hello ladies and gentlemen. Good morning members of the jury.

Introduce oneself, (name, position, and company)

Good afternoon ladies and gentlemen, let me introduce myself.

Good morning everyone, I'd like to start by introducing myself. My name is...

I've been working on the subject now for X years...

I've had wide experience in the field of ...

Good morning, my name is Lawrence Couderc. I am a student at the INT and I would like to talk to you today about some of my findings in a study I did on...

Give title and introduce subject

I plan to speak about... Today I'm going to talk about... The subject of my presentation is... The theme of my talk is...

Why are you going to speak about it?

I have chosen to speak about this because...

To determine the knowledge and attitude of the audience:

Have you ever heard of...? You may already know... I feel sure that some of you...

To get the attention:

Have you ever heard of/seen X? You've probably seen countless times... You may have wondered...

Give your objectives (purpose, aim, goals)

My purpose in doing this paper is ...What I would like to do today is to explain... to illustrate...to give you the essential background information on...to outline... to have a look at...

Announce your outline.

I have divided my presentation (up) into Y parts. In the first part I give a few basic definitions. In the next section I will explain... In part three, I am going to show...

In the last part I would like/want to give a practical example...

Questions and comments from the audience.

I'd ask you to save your questions for the end. There will be plenty of time at the end of my speech for a discussion.

Make a transition between the introduction and the body

Now let us turn to point one. ...Let us now move on to the second part, which is, as I said earlier....

Listing information

There are three things we have to consider: one, two, and three. ...Now let us look at the first aspect which is...First of all, ... In the first place

Linking ideas, sections/making transitions

That's all I would like to say about... (subject of part A) and now let us turn to

Now that we've seen... let us turn to...

Outlining options.

There seem to be two possible ways of dealing with this...

A number of options present themselves at this point.... What exactly are the benefits? On the plus side we can add...This is not the only weakness of the plan...

To give an example:

Now let's take an example. An example of this can be found... To illustrate this...

Let's see this through an example. For example, For instance,

To rephrase:

Let me rephrase that, In other words Another way of saying the same thing is

To summarize:

To summarize ... To sum up ... Let me summarize by saying...So that concludes my overview...In conclusion... In short,

To refer to what you have said previously:

As I have already said earlier... As we saw in part one... To repeat what I've said already...

To refer to what an expert says:

I quote the words of... In the words of... According to... Here I'd like to quote...

To refer to common knowledge:

As you all may well know... It is generally accepted that... As you are probably aware (of)...

THE END OR CONCLUSION

I'd like to summarize/sum up.... At this stage I would like to run through/over the main points... So, as we have seen today....As a result we suggest that...

In conclusion I would like to say that... I would like to finish by reminding everyone that... If there are any questions please feel free to ask.

Thank you very much for your attention and if there are any suggestions or Comments

5) Аудирование.

Обучение аудированию осуществляется с использованием текстов, являющихся частью учебников и пособий, включенных в список литературы (см. рабочую программу). Главной целью обучения аудированию в данном курсе является достижение магистрантами понимания профессиональной речи и закрепление навыков аудирования спонтанной речи носителей английского языка.

Методика работы над аудиотекстом представлена следующим образом:

1. Фонетическая отработка явлений спонтанной речи: одноударных и глоттализированных согласных, случаев выпадения гласных, согласных и целых слогов. Слова и сочетания слов, содержащие указанные фонетические явления, размещены в упражнениях в порядке их следования в тексте.

2. Фонетическая отработка ключевых слов.

3. Прогнозирование содержания на основании вопросов к тексту, ключевых слов и других предтекстовых заданий.

4. Двукратное прослушивание текста.

5. Ответы и вопросы с элементами обсуждения.

6. Выполнение послетекстовых упражнений, направленных на закрепление новой лексики (работа с синонимами, словообразование, вставка ключевых слов в предложения, объяснение значений слов).

7. Транскрибирование слов, расстановка ударения и т.д.

8. Составление диалогов.

9. Дискуссия.

Для тестирования навыков аудирования предлагаются две формы:

1) письменный комментарий текста

2) многовыборный тест

6) Письмо

Обучение письму в данном курсе включает овладение навыками написания научных статей, отчетов, написание различных видов эссе (descriptive, analytical, comparison, evaluation, argument), а также подготовку текстовой части научной презентации и проекта.

Рекомендации по написанию эссе

Сочинение представляет собой академическую работу, поэтому вы должны следовать официальному стилю и избегать сокращений, принятых в разговорном английском языке.

Этот тип сочинения требует изложения вашего личного мнения, однако в некоторых моментах более уместными будут безличные обороты, такие как: *one may/might/should say that...; needless to say that...; it goes without saying that...* и т.д.

Очень важно правильно понять поставленный вопрос, который требует конкретного ответа, а не общих рассуждений. Ваша задача заключается в том, чтобы ответить на все части вопроса, не отвлекаясь при этом на обсуждение других, не имеющих отношения к поставленной проблеме аспектов.

Введение к сочинению (introduction) может состоять из трех-четырех (или более) предложений. Первое предложение обычно представляет собой какое-то общее высказывание по теме данного сочинения, например:

- In recent times, there have been many discussions about smoking issue.

- A frequently recurring controversy in recent years has been that surrounding the use of nuclear energy to generate electricity.

- The use of nuclear energy to generate electricity has been the subject of much controversy.

- Recently, there has been (much) controversy about the use of nuclear energy to generate electricity.

Примечание: controversy about/over/surrounding...(C;U); спор, дискуссия, полемика, расхождение во мнении.

Второе (и, возможно, третье) предложение указывает на специфику данной проблемы. Последнее предложение заявляет о вашей позиции по отношению к этой проблеме, например:

There are two approaches to the problem of private ownership of handguns. While some believe that it is an important personal right, others are opposed to gun ownership because of the problems guns may cause. In this essay, I will name some of the advantages and disadvantages of each approach and will argue in favor of prohibiting handgun possession.

Таким образом, введение к сочинению представляет собой краткий план вашего изложения данного вопроса. (Такое введение уместно, когда вы имеете дело с сочинением, где представлены два контраргумента или два разных аспекта рассматриваемого вопроса - а controversy essay/a two-sided argument essay).

В заключении к сочинению (conclusion), где подводится итог всему сказанному, вы должны повторить основные пункты ваших рассуждений, выразив это другими словами (restatement). В этой части сочинения не должно быть каких-либо новых, требующих дальнейшего разъяснения мыслей.

Каждый абзац сочинения имеет свою подтему, которая указывается в его первом предложении (topic sentence), и эта подтема должна получить в данном абзаце свое логическое развитие и завершение (см. сочинение, приведенное ниже).

Чтобы сделать переход (transition) от одного пункта ваших рассуждений к другому связным и логичным, пользуйтесь вводными словами и выражениями, имеющими характер обобщения, подтверждения, сопоставления, противопоставления и т.д. Например, however, nonetheless (однако, тем не менее), despite the fact that... (несмотря на тот факт, что...), be that as it may (как бы то ни было) - words and phrases that indicate a contradiction of a point previously stated. Начиная со следующего урока, мы будем давать списки таких слов и выражений.

Самым распространённым типом сочинения на предложенную тему является такое сочинение, в котором нужно сопоставить две точки зрения и высказаться в пользу одной из них (a controversy essay/a two-sided argument essay). Поскольку вы имеете очень ограниченное время для составления подробного плана, мы рекомендуем составить лишь список аргументов "за" и "против" (arguments for and against или pros and cons; advantages and disadvantages - преимущества и недостатки). Один абзац вы можете посвятить описанию аргументов "за", второй - аргументам "против"; в третьем абзаце вы высказываете свою точку зрения. Вам остается добавить введение и заключение - и у вас получится самая простая (и самая типичная) структура сочинения на экзамене TOEFL. Существует и другой тип сочинения, в котором рассматриваемый вопрос не требует сопоставления разных точек зрения (a one-sided argument essay), например, когда просто нужно перечислить/описать причины какого-либо явления или выразить свои предпочтения. Прежде чем начать писать, внимательно прочитайте тему и определите тип сочинения, например:

"Some people believe that the Earth is being harmed (damaged) by human activity. Others feel that human activity makes the Earth a better place to live. What is your opinion? Use specific reasons and examples to support your answer." (A two-sided argument essay)

или

"Plants can provide food, shelter, clothing or medicine. What is one kind of plant that is important to you or the people in your country? Use specific reasons and details to explain your choice." (A one-sided argument essay)

Ни в коем случае не следуйте русской структуре предложения, которая может быть очень сложной и длинной ввиду наличия системы падежных окончаний. Лучше употреблять предложения более короткие, но понятные. Используйте только те конструкции, в которых вы уверены, и никакого дословного перевода с русского на английский! Не забывайте о структуре английского предложения - СПОМ (Subject, Predicate, Object, Modifier - подлежащее, сказуемое, дополнение, обстоятельство). Несколько различных обстоятельств располагаются в следующем

порядке: how, where, when (каким образом, где, когда), например: I talked to him very briefly at the party last night.

Обстоятельства времени (when) и места (where) также могут стоять в начале предложения, например: Last night, I talked to him very briefly.

In his article, the author deals with the problem of pollution.

Round the corner is the house where he was born.

SAMPLE ESSAY

In some countries people are no longer allowed to smoke in many public places and office buildings. Do you think this is a good law or a bad law? Use specific reasons and examples to support your position.

It goes without saying that cigarette smoke is harmful to one's health. Many smokers are aware of this fact and yet continue smoking. That is their own problem. It is not fair, however, that non-smokers should be forced to breathe second-hand smoke. In fact, there are several strong arguments to support the position that smoking should be banned in all public places

First of all, every individual has an inviolable right to health and safety. It is unjust that simply visiting a public place could be hazardous to one's health. In this sense, the act of smoking in an enclosed space is not only inconsiderate toward non-smokers, but even criminal.

Smokers might claim that on the other hand, they have a right to smoke if they so wish, and nobody has the right to stop them. This argument does not hold water. The right to freedom of action is forfeited if the activity brings harm to others.

The ban on smoking in public places might also be supported by the fact that the inconvenience it causes smokers is very small. Those who feel the urge to light up can always step outside for a few minutes or smoke in a special area designated for smoking. They might even find their cigarette more pleasurable and satisfying if smoking it means taking a break from whatever they were doing and spending a few minutes relaxing outside.

In the end, restricting the space where smoking is permitted can only have positive results. The air in public places will always be clean and fresh and will pose no health hazards to anyone. When smokers find that they are forbidden to smoke in many places, they might begin smoking less and less and may even be encouraged to quit for good. Perhaps one day, the entire world will even be smoke free.

Полезные фразы для написания статьи на английском языке

ВВЕДЕНИЕ

НАСКОЛЬКО ИССЛЕДОВАН ПРЕДМЕТ

Нечто известно (что-то известно; есть данные о чем-то, указания на что-то; на что-то затрачены усилия):

1. **It has been known for some time that** - В течение некоторого времени было известно, что...

2. **There are some data on the action of this drug on BP.** - Имеются некоторые данные о действии этого препарата на....

3. **Some data are available on.** - Имеются (~ доступны) некоторые данные о

4. **At present, there is some (published) evidence that** - В настоящее время имеются некоторые (опубликованные) свидетельства того, что...

5. **Evidence is beginning to accumulate that** - Начинают накапливаться свидетельства того, что...

6. **Considerable efforts have been directed at examining the action of** - Значительные усилия были направлены на исследование действия...

7. **Considerable effort has been devoted to studying the** - Значительные усилия были посвящены изучению

Предмет исследован хорошо (факт установлен, признан; сомнений нет или мало; данных много):

1. **It is now well (generally; widely) known** - В настоящее время хорошо (в целом; широко) известно, что...

2. **It is now established (documented) that** - В настоящее время установлено, что...

3. **It is generally (widely) accepted (held) that** - В целом (широко) признано (поддерживается мнение) о том, что...

4. **It has been long recognized that** - Давно признано, что...

5. **There is little (no) question (doubt) that** - Мало (нет никаких) вопросов (сомнений) о том, что...

6. **The reports of the study have been examined exhaustively by** - Сообщения об этой работе были исчерпывающе исследованы...

7. **In the past five years considerable information has been accumulated on** - В течение прошедших пяти лет накопилась значительная информация о

8. **A wealth of information about ... is available now.** - Имеется (доступна) огромная информация о...

9. **There is the enormous body of literature on** - Имеется огромный массив литературы о....

Предмет исследован недостаточно (сведений в литературе мало, недостаточно):

1. **(Very) Little is known about** - (Очень) мало известно о...

2. **Much less is known (learned) about** - Намного меньше известно (узнано) о...

3. **Much less information is available about (on)** - Намного меньше информации имеется о...

4. **Because of scarcity of relevant information about (on)** - Из-за малочисленности относящейся (к предмету) информации о...

5. **Literature (Data; Information) on this topic has been scanty.** - Литература (данные; информация) по этому вопросу разрозненная.

6. **Despite some experimental evidence, little emphasis has been placed on the involvement of this receptor in memory formation.** - ...мало значения придавалось...

7. **...this evidence is largely circumstantial.** - ...свидетельства, по большей части, косвенные.

8. **There is some, but not yet rigorous evidence, that** - Имеются некоторые, но все еще не строгие свидетельства того, что...

9. **Insufficient evidence is available on the involvement...** - Имеются недостаточные свидетельства о вовлечении...

Предмет не исследован (нет сведений, доказательств; что-то не удалось):

1. **No information (at all) is available on** - (Совершенно) нет никакой информации о...

2. **Data (evidence; information) are (is) not yet available on** - Данных (свидетельств; информации) все еще нет о...

3. **We have nothing to report on** - Нам нечего сообщить о...

4. **There is not any evidence, however, that** - Нет, однако, ни одного свидетельства того, что...

5. **There is no evidence as to** - Нет никаких свидетельств относительно...

Цитирование (ссылки на авторов, регулярные статьи, обзоры и литературу в целом)

1. **These findings have been shown (documented) by...** - Эти данные были показаны (документированы)...

2. **Smith reported...this** (Смит сообщил об этом).

3. **Smith was first to show ...that**

5. **There are two reports on** - Имеются два сообщения о...

6. **The study by Smith et al. suggests that** - Исследование Смита и соавт. наводит на мысль о том, что...

7. **The study performed by Marchesini et al.** - Исследование, выполненное Марчезини и соавт...

8. **The similar observations have been made by** - Подобные наблюдения были сделаны Смитом и соавт....

9. **Smith raised the question of whether (how; in what way; to what extent)** - Смит поставил вопрос о том, может ли (как; каким образом; до какой степени)

10. **A preliminary report of these findings (on these data)...was published elsewhere/...appeared in abstract form**

Предварительное сообщение об этих данных ...было опубликовано в своем месте/появилось в форме резюме

11. **Preliminary accounts of this work can be found elsewhere** -...Предварительные сообщения (отчеты) об этой работе могут быть найдены в другом месте...

12. **The (A more) detailed discussion of this topic (issue) may be found elsewhere** - (Более) детальное обсуждение по этому предмету может быть найдено в другом месте.

13. **The assessments were done as previously described (pointed out)**. - Расчеты делались так, как описано (указано)...

14. **That approach has been chosen on the basis of new literature**. - Этот подход был избран на основе новой литературы.

15. **The literature is replete with the data that** - Литература переполнена данными о том, что...

ПРАВОМЕРНОСТЬ ПОЛОЖЕНИЙ ИССЛЕДУЕМОЙ ПРОБЛЕМЫ

Нечто верно (нечто доказано, документировано, не вызывает сомнений):

1. **The fact that... is well proved (established) in three independent series of experiments**.

Тот факт, что...доказан (установлен) в трех независимых сериях экспериментов.

2. **It seems well documented that** - Кажется хорошо документированным то, что...

3. **This argument is (appears to be) convincing (compelling)**- Этот аргумент является (представляется) убедительным (неотразимым)...

4. **It is noticeable that** - Примечательно, что...

5. **This notion (The same; The reverse) is (appears to) be also true of...** Версия 1: **...our findings**. Версия 2: **...the fact that** - Это положение (То же; Обратное этому) справедливо (повидимому справедливо) и для... Версия 1: ...наших данных. Версия 2: ...того факта, что...

6. **The fact that** - Тот факт, что...

7. **There is no doubt...that** – Нет сомнений, что...

Версия 2: **...about the fact that** - Нет сомнений ...что/ ...относительно того факта, что...

Нечто вероятно (нечто возможно, вероятно, резонно, в том числе с оговорками):

1. **It is possible (probable) that** - Возможно (вероятно), что...

2. **There is a definite possibility that** - Имеется определенная возможность того...

3. **Smith et al. raised the possibility that** - Возможность того, что...была выдвинута Смитом.

4. **It seems highly likely that** - Представляется в высшей степени вероятным, что...

5. **It is likely, although not established precisely, that** - Вероятно, хотя точно и не установлено, что...

6. **It seems not unlikely that** – Не представляется невероятным, что...

7. **It is conceivable that** - Вероятно (представляется разумным), что...

Нечто сомнительно (сомневаться, вызывать сомнения; сомнения):

1. **We doubt (are in doubt)** - Мы сомневаемся

2. **Some reservations remain about** - Некоторые сомнения (~ сдержанность) остаются о...

3. **The authors express reservations (caution) about** extrapolating the *in vitro* finding to *in vivo* conditions. - Авторы выражают сдержанность (осмотрительность) по поводу...

Нечто неясно (вопрос неясен, требует подтверждений или доказательств):

1. **It is not quite clear if (whether)** - Не вполне ясно,...

2. **Uncertainty remains as to the** - Сохраняется неопределенность относительно...

3. **These findings are too few to arrive at any conclusion**. – Эти данные слишком малочисленны, чтобы прийти к какому-либо заключению.

Нечто неверно (нечто невозможно, неприемлемо, отвергается):

1. **It is seems inconceivable that** - Кажется невероятным, что...

2. **There was no support for the notion** - ...Представление о том, что...не имеет поддержки (подтверждения).

АКТУАЛЬНОСТЬ

Предмет новый (нечто исследуется впервые; авторские приоритеты):

1. **To our knowledge, the present study is (appears to be) the first** - Насколько нам известно, настоящее исследование является (по-видимому является) первым (исследованием) о...

2. **We believe this paper to be the first report (study) on** - Мы полагаем, что эта работа является первым сообщением (исследованием) о...

3. **Smith (1989) first described (documented)** - Смит... первым описал (документировал)...

4. **The concept, (notion; idea under consideration) is not new since...** - Эта концепция(представление, рассматриваемая идея) не является новой...

5. **This technique (approach) was pioneered by Smith in** - Эта методика (подход) была впервые предложена Смитом...

Предмет интересный (нечто интересно, любопытно):

1. **It would be interesting to speculate on** - Было бы интересно порассуждать о...

3. **It is of interest to consider** - Интересно рассмотреть...

4. **In this regard (aspect) it is of interest that** - В этом отношении (аспекте) интересно, что...

Предмет важный (нечто важно, ценно, фундаментально, имеет особое значение):

1. **This approach is important in** - Этот подход важен для понимания...

2. **An important question is whether** - Важным вопросом является...

3. **Besides, of importance are also the initial steps of** - Кроме того, важны также начальные этапы...

4. **In particular, it is considered of importance to** - В частности, важно проанализировать...

5. **It is of prime importance to study** - (Делом) первостепенной важности является исследовать...

6. **A point of (greater) functional significance is** - Предметом (еще) большего значения является...

7. **Notable are the experiments which show** – Примечательны (очень важны) эксперименты, которые показывают...

8. **The point should be made that** - Следует отметить, что...

9. **In the context of the present study we wish to emphasize** – В контексте настоящей работы мы хотим подчеркнуть (особо отметить) то, что...

10. **Our observations serve to emphasize the importance of** – Наши наблюдения служат тому, чтобы подчеркнуть важность...

Стимулы к исследованию (интерес; имеющиеся проблемы, вопросы, трудности, реальная возможность их решения):

1. **We were interested in** - Нас интересовал...

2. **Our interest in this problem was stimulated by recent findings** - Наш интерес к этой проблеме стимулировался недавними данными о...

3. **We were curious to see whether** - Нам было любопытно увидеть (узнать)

4. **We are presently concerned with (over)** - В настоящее время мы озабочены...

5. **Concern for this subject was prompted (stimulated; invoked) by** – Озабоченность по поводу этого предмета вызывалась

6. **This problem (difficulty; contradiction) raises the question of** - ...Эта проблема (трудность; противоречие) поднимает вопрос о...

7. **It is difficult to explain** - Трудно объяснить...

8. **Some difficulties were encountered in quantitative evaluation of** - Некоторые трудности попадались при количественной оценке...

9. **One of the obstacles to gaining an adequate experimental approach to this phenomenon is that** – Одним из препятствий в достижении адекватного экспериментального подхода к этому феномену является то, что...

10. **Although (However) difficult to evaluate** – Хотя трудно оценить...

ЦЕЛЬ ИССЛЕДОВАНИЯ

Формулировка цели (1) (что намечено сделать):

1. **The present study initiates an investigation** – Настоящая работа инициирует (начинает в качестве первой) исследование...

2. **The (A primary; A major; A specific) aim (purpose; goal; objective; task) of this study (the experiments reported in this paper) is to find out (ascertain; determine; define; examine - Главной; Основной; Специфической) целью (стремлением; трудной целью; конкретной целью; задачей) этой работы (экспериментов, доложенных в этой статье) является выяснить (установить; определить; четко выяснить; исследовать)**

3. **In addition (Also; Besides; Furthermore; Finally), we attempted to define - Вдобавок (Также; Кроме того, Помимо этого; Далее; Наконец), мы сделали попытку четко определить...**

4. **This review (study) attempts...Версия 1: ...the following: to analyze this drug biochemically; to consider ... and to define ... Версия 2: ...two things: to analyze this drug biochemically and delineate - Этот обзор (работа) делает попытку...Версия 1: ...(выполнить) следующее: проанализировать..., рассмотреть...и четко определить...Версия 2: ...сделать два дела: проанализировать...и разграничить...**

5. **The present study (This investigation) is aimed at - Настоящая работа (Это исследование)...нацелено на...**

6. **We focused attention on - Мы сосредоточили внимание на...**

7. **In this paper, we have turned our attention to - В этой статье мы обратили свое внимание на...**

8. **The present study addresses - Настоящая работа обращается к (~уделяет внимание)...**

9. **This paper addresses the question of - Эта работа уделяет внимание вопросу о...**

Формулировка цели (2) (зачем и что намечено сделать):

1. **Our interest was to study - Наш интерес состоял в том, чтобы исследовать...**

2. **Furthermore, it would be useful to study - Далее, было бы полезным изучить...**

3. **It became necessary, therefore, to study - Итак, стало необходимо изучить,...**

4. **To elucidate the issue, we investigated - С целью прояснить этот вопрос, мы исследовали...**

5. **To resolve the issue (solve the problem), an attempt will now be made to analyze - С целью разрешить вопрос, будет сделана попытка проанализировать...**

6. **To extend our knowledge as С целью расширить (объем знаний относительно)..., мы исследовали...**

7. **To answer certain questions as to (concerning)..., we studied - Чтобы ответить на определенные вопросы в отношении (относительно)...мы изучили...**

8. **To solve (resolve; overcome) the problem, we will study - С целью решить (разрешить; преодолеть) мы намерены исследовать...**

9. **The paper is dedicated to the memory of smb (the name and the title of a deceased person). - Статья посвящена памяти...**

Формулировка цели (3) (какими средствами, зачем и что намечено сделать):

1. **In this paper, ...analysis was used to find out how (in what way) - В этой статье,...был использован анализ с тем, чтобы выяснить, как (каким образом)...**

2. **In this study, we use (intend to use; prefer)...approach aimed at the analysis of - В этой работе мы используем (намерены использовать; предпочитаем)...подход, нацеленный на анализ...**

3. **By using (applying; employing) ...approach, we thus have undertaken a study to find out whether (if; in what way) takes place (occurs; proceeds). - Используя (применив, использовав) подход...мы, таким образом, предприняли исследование с целью выяснить, имеет ли место (каким образом) происходит (протекает).....**

4. **To resolve the contradiction, we have devised (designed; developed; worked out) - Чтобы разрешить это противоречие, мы разработали (спроектировали; разработали с усовершенствованием; выработали, т.е. нашли решение) экспериментальную модель, которая, возможно, позволила бы (осуществить) роботизированное проведение...**

5. **To solve the issue, the experiments have been performed - Для решения этого вопроса были выполнены эксперименты**

Главный итог (результаты, изложенные вкратце и завершающие раздел "Введение"):

1. **The present (current) study describes (reports)...**

2. **In the present paper, we have thus studied** - В настоящей работе мы, таким образом, исследовали...

3. **In the current paper (study), we present..** - В текущей статье (исследовании) мы представляем...

4. **The present study, though not directed specifically to, does have also relevance** - Настоящее исследование, хотя и не направлено специально на..., тем не менее также имеет отношение к...

РЕЗУЛЬТАТЫ

ПРЕДСТАВЛЕНИЕ ОБЪЕКТА ИССЛЕДОВАНИЯ

Исследователь наблюдает (видеть или не видеть, наблюдать; нечто видно или не видно):

1. **We saw (observed; were able to see; failed to see)...** - Мы видели (наблюдали; смогли видеть; не смогли)

2. **It is (was) not difficult to see...** – Не трудно было видеть...

Объект обнаружен (нечто найдено, отмечено, визуализировано, документировано):

1. **It was found (detected) that** - Было обнаружено, что...

Объект показывает нечто (объект или метод показывают нечто, проявляет себя таким-то образом; как выглядит объект)

1. **Numerous images of ... showed** – Многочисленные изображения...показывали...

2. **Notable (Rather interesting; Of importance) are data which show (showing)** – Примечательны (Весьма интересны; Важны) данные, которые показывают (показывающие)...

Представление иллюстративного материала (ссылки в тексте на рисунки и таблицы):

1. **Figure Legends** – Подписи к рисункам (Оглавление к соответствующему разделу в рукописи научной статьи).

2. **(Figure 1).** - (Рис. 1).

3. **... presented in Figure 10.** - ...представлена на Рис...

4. **A schematic view (drawing) of ... is presented in Figure 5.** - Схематический вид (рисунок)...представлен на Рис...

5. **...illustrated diagrammatically in Figure 2.** - иллюстрируется диаграммой на Рис...

6. **which is shown in Figures 4-7, 10, and 12....** что показано на Рис...

7. **The diagram (Fig. 2) summarizes the main findings of the study.** - Диаграмма (Рис. 2) суммирует основные данные этой работы.

8. **Figure 3 shows** - Рис. 3 показывает...объемы...

9. **As shown in Figure 3** - Как показано на Рис. 3,...

10. **From Figure 5 it can be noted that** - Из (исходя из) Рис. 5 можно отметить, что...

11. **(Figure 3, Table 1).** - ...(Рис. 3, Табл. 1).

12. **Table 1 lists.** - Таблица 1 перечисляет...

(А.Н. Неворотин Матричный фразеологический сборник. Пособие по написанию научной статьи на английском языке)

Аннотация

Аннотирование – вторичная обработка письменной информации. Аннотация (Abstract or Summary) – краткая справка о статье, книге и т. п. с точки зрения содержания. Материал излагается в сжатой форме.

Требования к аннотации

1. Лаконичность языка, т.е. использование простых предложений (глаголы употребляются всегда в настоящем времени в действительном или страдательном залоге. Модальные глаголы отсутствуют.)

2. Строгая логическая структура текста аннотации.

3. Обязательное введение в текст английских безличных конструкций, с помощью которых происходит введение и описание текста оригинала.

Основные штампы (key-patterns) аннотаций на английском и русском языках:

1. The title of the article is Название (заглавие) текста

2. As the title implies the article Согласно названию, в статье describes описывается
3. The article (paper, book, etc.) deals with.... Статья касается
4. The article provides the reader with some Статья даёт читателю data on/ material, information on информацию о ...
5. It is especially noted that.... Особенно отмечается
6. A mention should be made that.... Упоминается
7. It is spoken in detail ... Подробно говорится о
8. are noted. упоминаются.
9. It is reported Сообщается
10. The text gives valuable information on .. Текст даёт ценную инф. ...
11. Much attention is given to Большое внимание уделяется...
12. It gives a detailed analysis of ... Она (статья) даёт подробный анализ ...
13. It draws our attention to ... Она привлекает наше внимание
14. It should be stressed that... Следует подчеркнуть
15. are discussed. обсуждаются.
16. The article is of great help to ... Эта статья окажет большую помощь
17. The article is of interest to Эта статья представляет интерес для ...
18. First/firstly ... Во-первых
19. Moreover, in addition/ next.... Кроме того
21. As a result ... В результате
20. In conclusion ... В итоге, в результате ...
22. Finally/on the whole ... В заключение

Дополнительные задания по темам дисциплины. Аудио

Тема 1 Language and society

Lecture 1

Key words:

1. to take an opportunity
2. intrinsic meaning
3. range of voice level
4. vocal cords
5. uniquely
6. design feature
7. displacement
8. duality
9. utterance
10. to encounter
11. combining form
12. morpheme

While listening

Additional questions:

Part 1

1. Why do languages have different varieties?

Part 2

1. What two different spheres is the word 'pitch' used?
2. What does 'pitch' mean in phonology?
3. Why does the range of voice level vary in different individuals (men and women, young and elderly, etc.)?
4. How many communication systems does the lecturer name?

5. What key languages does the lecturer mention? Does it correspond to your point of view? Can you continue the list?
6. What is a dialect?

Part 3

1. What is linguistics?
2. What scientist demonstrated that all human languages share a series of key design features? Have you ever read any of his works?
3. Language is creativity, but what kind? Why is it so?

Part 5

1. What is language?
2. What is linguistics?

Write the synonyms:

1. to face _____
2. basic/ main feature _____
3. basis meaning _____
4. part of smth _____
5. to appear _____
6. common roots _____
7. together _____
8. individual, separate _____

Read the definitions and write the words they mean:

1. the auditory effect produced by a specific articulation or set of related articulations _____
2. a linguistic element that occurs only as part of a compound word, such as anthropo- in anthropology _____
3. either of two pairs of mucomembranous folds in the larynx _____
4. the way the words are connected in the utterance to make a sense _____

Write the definitions of the words:

1. morphology _____
2. circumstances _____
3. crucial _____
4. utterance _____

Form other parts of speech if possible

Noun	Verb	Adjective
duality		
utterance		
		accessible
loss		
	share	
difference		

Write as many word combinations with the word *sound* as you can. Use the words below.

Translate the phrases

articulation, volume range, loud, echoism, faint, symbolism, harmonic, soft, to emit, frequency, impulse, wave intensity

Continue the sentences:

1. Broca's aphasia is caused by...
2. Fundamental frequency of a person depends on...
3. Phoneme is...
4. The way of communication of humans differs from the animals...
5. English is a well-travelled language, because...

Introduction 1

to cover
the ordering of words
collectively
microlinguistics

Introduction 2

motor aphasia
the loss of smth through smth
under certain circumstances

Introduction 4

BCE = Before Common Era

Introduction 6

crucial difference
distinct
inaccessible

Lesson 3, Exercise E

Introduction 1

to cover
the ordering of words
collectively
microlinguistics

Introduction 2

motor aphasia
the loss of smth through smth
under certain circumstances

Introduction 4

BCE = Before Common Era

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crucial difference
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III. Методические указания для самостоятельной работы студентов

Методические указания для обучающихся по дисциплине «Иностранный язык в сфере профессиональной коммуникации» адресованы студентам-бакалаврам. В ходе обучения основными видами учебных занятий являются практические занятия.

В ходе практических занятий углубляются и закрепляются знания студентов на профессиональную и деловую тематику, развиваются навыки владения основными методами дисциплины.

При подготовке к практическим занятиям каждый студент должен:

- изучить рекомендованную учебную литературу;
- выполнять домашнее задание;
- подготовить ответы на все вопросы по изучаемой теме.

В процессе подготовки к практическим занятиям студенты могут воспользоваться консультациями преподавателя.

Вопросы, не рассмотренные на практических занятиях, должны быть изучены студентами самостоятельно. Контроль самостоятельной работы студентов по учебной программе курса осуществляется в ходе практических занятий методом устного опроса, письменных заданий или посредством тестирования. В ходе самостоятельной работы студент обязан прочитать рекомендуемую основную и дополнительную литературу по изучаемой теме, дополнить конспекты недостающим материалом, выписками из рекомендованных источников. Выделить непонятные термины, найти их значение в словарях. Студент должен готовиться к предстоящему практическому занятию по всем обозначенным вопросам. Вызвавшие у студента в ходе самостоятельной работы затруднение вопросы следует прояснить на практических занятиях.

При изучении дисциплины «Иностранный язык в сфере профессиональной коммуникации» используются следующие виды самостоятельной работы студентов:

- аннотирование статей;
- подготовка монолога/диалога;
- подготовка презентаций/проектов;
- подготовка вопросов для обсуждения;
- подготовка фонетического чтения текстов и их перевода;

- подготовка к словарному диктанту/тесту;
- подготовка пересказов текстов;
- составление глоссария;
- выполнение лексико-грамматических упражнений.

Для подготовки к занятиям, текущему контролю и промежуточной аттестации студенты могут воспользоваться электронными библиотеками, а также могут взять на дом необходимую литературу на абонементе вузовской библиотеки и воспользоваться читальными залами вуза.

Рекомендации по планированию и организации времени, необходимого на изучение дисциплины
Наиболее оптимальный вариант планирования и организации студентом времени, необходимого для изучения дисциплины, – распределить учебную нагрузку равномерно.

К практическим занятиям необходимо готовиться на каждой неделе. В случае пропуска занятия, необходимо предоставить письменные (и устные) задания пропущенной темы. Самостоятельную работу следует выполнять согласно графику и требованиям, предложенным преподавателем.

Допуск к экзамену по дисциплине предполагает активное участие в практических занятиях, а также своевременное выполнение домашних и самостоятельных заданий.

Описание последовательности действий студента при изучении дисциплины

Задание для подготовки к практическим занятиям по данному курсу студент получает от преподавателя.

Основным промежуточным показателем успешности студента в процессе изучения дисциплины является его готовность к практическим занятиям.

Приступая к выполнению задания по любой теме, прежде всего, необходимо:

- ознакомиться с планом занятия,
- изучить соответствующий раздел учебного пособия,
- выяснить наличие литературы или теоретического материала по теме,
- по каждому вопросу предложенной темы необходимо определить и усвоить ключевые понятия и термины.

В случае возникновения трудностей студент должен и может обратиться за консультацией к преподавателю.

Критерием готовности к практическому занятию является умение ответить на все вопросы по теме занятия.

Рекомендации по подготовке к экзамену

В процессе подготовки к экзамену рекомендуется:

- 1) ознакомиться с перечнем вопросов, выносимых на экзамен;
- 2) повторить, обобщить и систематизировать информацию, полученную на протяжении всего учебного года/семестра в процессе практического освоения материала;
- 3) просмотреть глоссарий, грамматический справочник, конспекты, которые изучались во время самостоятельной работы.

Разъяснения по работе с тестовыми заданиями

Тестовые задания предназначены для проведения текущего и итогового контроля усвоения содержания дисциплины. Используются следующие формы тестовых заданий: открытая, закрытая (с выбором одного или нескольких правильных ответов), на установление соответствия и последовательности, на дополнение, элементы аннотирования.

При выполнении тестов студенту, прежде всего, рекомендуется внимательно прочитать задание, ответить на вопрос, что необходимо сделать. Чтобы правильно выполнить задание закрытой формы (отметить один или более правильных ответов), необходимо прочитать тестовое утверждение и в приведенном списке отметить сначала те ответы, в которых студент уверен, и определить те, которые точно являются ошибочными, затем еще раз прочитать оставшиеся варианты, подумать, не являются ли еще какие-то из них правильными. Важно дочитать варианты ответов до конца, чтобы различить близкие по форме, но разные по содержанию ответы.

Рекомендации по работе с литературой

При работе с литературой (самостоятельная работа студента), пособиями по грамматике необходимо, во-первых, определить, с какой целью студент обращается к источникам: найти

новую, неизвестную информацию; расширить, углубить, дополнить имеющиеся сведения; познакомиться с другими точками зрения по определенному вопросу; научиться применять полученные знания; усовершенствовать умения. Исходя из этих целей, необходимо выбрать источники. Прежде всего, следует обратиться к учебникам, названия которых совпадают с названием курса. Для формирования умений целесообразно обратиться к практикумам. В получении более глубоких знаний по отдельным темам, проблемам помогут научные статьи, монографии, книги, приведенные в списках дополнительной литературы.

Выбрав несколько источников для ознакомления, необходимо изучить их оглавление. Это позволит определить, представлен ли там интересующий вопрос, и в каком объеме он освещается. После этого откройте нужный раздел, параграф и просмотрите, пролистайте их, обратив внимание на заголовки и шрифтовые выделения, чтобы выяснить, как изложен необходимый материал в данном источнике (проблемно, доступно, очень просто, популярно интересно, с представлением разных позиций, с примерами и проч.). Так, на основании ознакомительного, просмотрового чтения из нескольких книг, статей вы выберете необходимую информацию для аннотирования.

При этом важно прибегать к таким видам чтения, как изучающее и критическое: фиксировать в форме тезисов, выписок, конспекта основные, значимые положения, отмечать свое согласие с автором или возможные спорные моменты, возражения.

Во время работы с дополнительной литературой необходимо использовать словари (Большой русско-английский словарь В. К. Мюллера), а также электронные ресурсы (Мультитран, Forvo: крупнейший словарь произношений в мире, Free Online Dictionary, ABBYY Lingvo-Online).