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**Самостоятельная работа аспирантов по дисциплине "Иностранный язык" (направления
подготовки 03.06.01, 09.06.01, 13.06.01, 38.06.01, 40.06.01, 44.06.01, 45.06.01, 47.06.01)**
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Составитель: Деркач С.В.

Самостоятельная работа аспирантов по дисциплине "Иностранный язык" (направления подготовки 03.06.01, 09.06.01, 13.06.01, 38.06.01, 40.06.01, 44.06.01, 45.06.01, 47.06.01): сборник учебно-методических материалов – Благовещенск: Амурский гос. ун-т, 2017.

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I. Грамматика

Таблица времен английского глагола

| | PAST | PRESENT | FUTURE |
|--|---|--|--|
| (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 |
| | <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 sentence |
|---------------------|-----------------------------------|--------------------------|
| I / you / we / they | spea <u>k</u> / lea <u>r</u> n | English at home |
| he / she / it | spea <u>k</u> s / lea <u>r</u> ns | 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 / they | 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 John had gone out | Event B when I arrived in the office. |
| Event A I had saved my document | Event B before the computer crashed. |
| Event B When they arrived | Event A we had already started cooking. |
| Event B He was very tired | Event A 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 это условие может и отсутствовать). | 1. This homework shouldn't take you too long (if you have 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. | 1. We may go to Greece for our holidays. We haven't decided yet. |

| | | |
|-------|---|---|
| | Примерно 50 % вероятности | 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. |

Conditional sentences

| | If - clause | Main clause |
|--------------------------|--|--|
| Type 1 real present | If + Present Simple/ continuous | Future/ модальные глаголы + чистый инфинитив/ Present Simple |
| | If you play with matches, | you will burn yourself. |
| Type 2 unreal present | If + Past Simple /continuous | would + чистый инфинитив |
| | If I were you, | I wouldn't call him. |
| Type 3 unreal past | If + Past Perfect | would + have + past participle |
| | If he had followed his parents' advice, | he wouldn't have lost all his money. |

Impersonal constructions

It is said that....

[It + passive verb (be + past participle) + that clause]

They report the defense minister is to resign

It is reported that the defense minister is to resign

Nominalised: There is a report that the defense minister is to resign

Nominalised: One report is that the defense minister is to resign

To infinitive impersonal passives

The subject + passive verb (be+past participle) + to infinitive

They claim the terrorist is living abroad

It is claimed that the terrorist is living abroad

The terrorist is claimed to be living abroad

Nominalised: There is a claim that the terrorist is living abroad

Nominalised: One / a claim is that the terrorist is living abroad

Common verbs used in impersonal passive forms:

agree / allege / announce / assume / believe / calculate / claim / consider / declare / discover / estimate / expect / find / known / mention / propose / recommend / rumour / show / suppose / suggest / understand

II. Методические рекомендации

Подготовка аспирантов 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 аспирантами 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, analytic, 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 - a 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 - SPOM (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)

Деловое письмо

Структура письма:

Date: Use month, day, year format, e.g., March 3, 20xx or 3 March 20xx

Sender's Address: It is a good idea to include sender's email and url, if available. Don't include this information if it's already incorporated into the letterhead design. This will allow customers to find your small business more quickly.

Inside Address: Use full name. Mr./Ms. is optional

Salutation: Be sure to use a colon at the end of the name, not a comma as in personal letters

Body Text: State why you are writing. Establish any connection/mutual relationship up front.

Outline the solution, providing proof in the way of examples and expert opinions. Group related information into paragraphs

Closing "Call to Action": State what the reader needs to do and what you will do to follow up

Signature Block: Sign your letter in blue or black ink

Enclosures: Use if you have an enclosure

Carbon Copy: Use if you are sending a copy to additional person(s)

Образец:

Date

July 20, 20xx

Sender's Address

GP & Associates

2053 SW Channing Avenue, Suite 400

Denver, CO 80016

Inside Address

Ms Tia Turfingeon

ACTION ITEMS

3400 Onesite Parkway

Denver, CO 80016

Saluation

Dear Ms. Turfingeon,

Body Text: I understand from our mutual acquaintance, Chad Johnson, that you are looking to retain an accountant to assist you in the sale of your business. I would welcome the opportunity to show you how GP & Associates was able to help Chad successfully sell his business earlier this year.

As you'll see on our website, my associates and I have extensive experience in financial accounting, internal audits, and tax compliance. For the past several years, we have specialized in business evaluation and transition services for sellers. We enjoy working closely with clients throughout the sale process to ensure a smooth transition. As our clients can attest, our various pre-sale price improvement strategies can significantly optimize a business's sale price.

Should you be thinking of purchasing another business, please note that we also offer business acquisition services. For your convenience, I have enclosed additional information describing GP & Associates full range of services.

Call to action: To set up an appointment to discuss your specific needs, please contact me at 303-449-0037. I know how busy you are, so I will give you a call on Tuesday to follow up if I haven't heard from you.

Best Regards,

Signature Block

Greg Parker

Enclosures

CC:

Полезная лексика для написания делового письма

Salutation

Dear Personnel Director,

Dear Sir or Madam: (use if you don't know who you are writing to)

Dear Dr, Mr, Mrs, Miss or Ms Smith: (use if you know who you are writing to, and have a formal relationship with - **VERY IMPORTANT** use Ms for women unless asked to use Mrs or Miss)

Dear Frank: (use if the person is a close business contact or friend)

The Reference

With reference to your advertisement in the *Times*, your letter of 23rd March, your phone call today,

Thank you for your letter of March 5th.

The body

The Reason for Writing

I am writing to inquire about

apologize for

confirm

Requesting

Could you possibly?

I would be grateful if you could

Agreeing to Requests

I would be delighted to

Giving Bad News

Unfortunately

I am afraid that

Enclosing Documents

I am enclosing

Please find enclosed

Enclosed you will find

Closing Remarks

Thank you for your help

Please contact us again if...

we can help in any way.

there are any problems.

you have any questions.

Reference to Future Contact

I look forward to ...

hearing from you soon.

meeting you next Tuesday.

seeing you next Thursday.

The Finish

Yours faithfully, (If you don't know the name of the person you're writing to)

Yours sincerely, (If you know the name of the person you're writing to)

Best wishes,
Best regards, (If the person is a close business contact or friend)

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

Видео

Тема 1 Personnel management Women on Wall Street

Key words:

- to be delightfully outnumbered
- tough times
- to make waves
- to take smth over
- to assume

- imaginary
- CEO =chief executive officer
- female
- to pave the way
- to bump into a glass ceiling
- to partake
- support network
- to balance career and family
- to buy a seat on the exchange
- to share the hope
- to have access to
- entrepreneur
- significant achievement

Do the anagrams using the key words

1. bmonrutue _____
2. katreap _____
3. rertepnruene _____
4. gothu _____
5. tpursop _____
6. cagehnex _____
7. cesacs _____
8. ktea roev _____
9. rerarib _____
10. metahevicen _____

**Tema 2 Strategic marketing
Advertisement in schools**

Key words:

- to be bombarded with
- to be banned
- neutral learning environment
- to be desperate for (money)
- headmaster/ principle
- to invest
- to cover the expenses
- to survive financially
- aid
- to get support from
- extra cash
- huge potential market
- considerable
- obstacle
- to maintain neutrality
- loophole
- legislation; school - , state –
- trainer
- the main target group
- to be encouraged to do smth
- reflection of real life

- to infringe
- to object
- there isn't any justification
- violence

Questions:

1. What are the main sources of adverts for children?
2. Is it legal to place different types of ads in German schools?
3. What is an annual budget of a school mentioned in the segment? What do they usually buy for school? Name the things.
4. How can the school survive in such conditions? Does it cover all the costs?
5. Are there any other possible ways to attract the cash to the school? How much can it bring?
6. Is advertisement in schools new to Germany?
7. How many pupils do study in Germany?
8. Are there any loopholes to make advertisement free in schools?
9. Do all the teachers approve the principal's strategy? Give your reasons.
10. Does the advertisement encourage children to buy thing? What things?
11. What is the principal's opinion towards his bombarding by public and journalists?

Auto Brands' DNA

Key words:

- to lure
- to push into
- to make up
- hot-shot executive
- dealership
- Jag=Jaguar
- high-end brand
- to be out of sight
- retail
- conspicuously absent
- showroom
- behind the scenes
- to reap - жать, пожинать, собирать урожай, получать результат
- back office - вспомогательный офис (отделение брокерско-дилерской компании, в котором не проводятся непосредственно операции купли-продажи)
- repair shop - ремонтная мастерская
- large-scale investment
- commonality
- to wind up
- cost-cutting
- integrity - нетронутость, неприкосновенность; целостность; полнота, цельность
- to go to suspension
- to compromise - компрометировать, подрывать (репутацию, доверие, интересы и т. п.); подвергать риску, опасности
- in the long term - в долгосрочном плане
- to degrade the brand
- instance - отдельный пример, случай
- dynamic personality - динамичная личность, динамичная натура, динамичный характер
- entire

- to bring cost down

Tema 3 Corporate finances Spotlight with Sergei Mavrodi

Key words:

1. financial fraud
2. to serve (in prison)
3. founder
4. to be released
5. to divert into
6. to be convicted in
7. to report
8. massive advertising campaign
9. television commercial
10. shares
11. to be jailed
12. tax evasion
13. cheated investors
14. prosecution
15. to lose a mandate
16. to track down
17. to have claims against smb
18. let me clarify this
19. sentence
20. to come into force
21. consideration
22. constitutional court
23. to appeal
24. to satisfy the claim
25. to exaggerate
26. court cheering
27. to overturn
28. to be deceived
29. to keep quiet
30. let's take a look at
31. familiar
32. acronym
33. stock company
34. to establish
35. to get rich quick
36. to get involved into the network
37. to be elected to
38. State Duma
39. to receive political immunity
40. to strip out of
41. concealing of taxes
42. to be taken to custody
43. to be sentenced to
44. a fine
45. rise and fall
46. to come into being
47. to have a contact with

Questions:

1. How much years did S. Mavrodi spend in prison?
2. How much money is believed to be diverted by Mavrodi into private investments?
3. What size of annual dividends was reported by MMM?
4. Why did the TV commercial have a huge influence on people?
5. What was the reason of Mavrodi being jailed in 1994? How much time was he imprisoned? Why was he released?
6. What happened to him after the release?
7. Are cheated shareholders satisfied with the court decision?
8. How many people invested their money into the pyramid?
9. What is Mavrodi going to do after his release from prison? What is his initial profession?
10. When did Mavrodi establish MMM?
11. What happened after its collapse?
12. What year was Mavrodi imprisoned again? What was the sentence?
13. Does Mavrodi have any supporters now?
14. How many founders did MMM have? Why? Who they were?

Microfinance

Key words:

- to expand
- to conceive of
- initial funding
- misconception
- asset
- household income
- to access something
- accommodation
- entrepreneur
- to make up the backbone of smth
- repayment record
- to charge...per cent a month
- guarantor
- essentially
- scope
- to go a long way

Proper nouns:

Uganda, Ugandan Microfinance Union (UMU), Brandeis University, USAID, MFI.

Communicative exercise

1. Read the following information about different types of loans in microfinance company

Working Capital Loan

Clients form self-selected groups ranging from five to ten individuals of which at least 50% must be female and then attend a one to two hour lecture on the Union's rules and procedures. Once this sensitisation is complete, members are now able to borrow.

Neither formal collateral nor a credit history is a prerequisite to qualify for a loan. Loan terms range from 1 to 6 months and loan amounts begin at US\$50,000 and increase by US\$50,000 or 100,000 increments depending on performance and repayment ability.

The interest rate is 4% per month calculated on a declining balance. This interest rate although comparably high to commercial bank lending rates (18%-25%), is lower than almost all of the major microfinance institutions in Uganda whose effective interest rates range from 70%- 100%. This is the Union's primary loan product.

- Solidarity based lending to Individuals, that are economically active, in groups of 5.
- Designed for individuals that do not have formal collateral to offer as security.
- Group members guarantee loan by signing on Loan Application form.
- Loan disbursed to individual borrower's account after successful interview.
- Loan term up to 6 months, repayments terms not

Capital Asset Loan

This loan product was developed from a needs assessment study on borrowers who indicated that they wanted to borrow larger sums of money over a longer period of time to buy some kind of fixed asset.

Loans are extended only to clients who have completed at least five working capital loan cycles without any arrears. Loan terms range from 1 to 12 months, the initial loan size ranges from Ushs. 300,000 to 1,000,000, with increments given based on performance and ability to repay.

The loan has served as an incentive to clients because only clients with a good repayment history can access this loan product. To the clients, it provides another financial service which allows the client longer term finance. Both Working Capital and Capital Asset loans may be taken concurrently. # Designed for existing borrowers that have gone through 5-6 loan cycles.

- Loan used for purchase of fixed assets, business asset or income generating assets.
- Loan term up to 12 months
- Incentive for good payers and loyal customers
- Clients can service another loan concurrently

Health Care Providers Credit

The Health Care Providers Credit is extended to healthcare providers to boost their health care provision. The loan is given to both groups and individuals. The interest rate is 3.5% per month on a declining balance.

- Designed for Healthcare workers, clinic owners and Midwives.
- Loan used for strictly healthcare business expansion/growth purposes.
- Loan sizes based on business needs and financial capacity.
- Loan term up to 24 months
- Loan accessed as an individual or group

Back to School Loan

The Back to School Loan is extended to parents, who have school fees to pay. The rationale is that this allows parents to repay their loans from future business cash flows, which may not fall at the convenient times to enable the payment of school fees.

This loan is also a result of UMU research, which indicated that clients often diverted part of their working capital loans to pay school fees. The interest rate is 4% per month, but clients with a good repayment record can qualify for an interest rate rebate.

No upfront savings are required, but the borrower has to have serviced three loan cycles and is required to have another UMU client as a guarantor.

- Designed for existing borrowers that have gone through 3 loan cycles.
- Loan used strictly for education purposes.
- Loan size tied to school fees or scholastic requirements
- Loan term tied to academic term
- Designed as both a social and loyalty reward loan
- Client may service two loans concurrently

Home Investment Loan

One of the fundamental needs of all human beings is shelter, but what type of shelter is it a grass thatched house or a house built with modern building materials.

This product is now under pilot test and if successful will be rolled out to the other branches. The product has two components; Improver - people with homes that want to make additional improvements say paint their walls and Builder/Purchaser - which allows the borrower to buy land/house or build a house.

- Designed for new and existing borrowers that would like to make improvements or buy homes.
- Loan used strictly for accommodation purposes – self or rental units.
- Loan size depends on activity and financial capacity.
- Loan Term up to 60 months
- Penalty for diverting money is to raise the interest rate to the business rate

Development Loan

The Development Loan is currently in its pilot phase. This loan is given to development institutions, such as private schools, or other entities involved in seasonal activities, like agro-processing units, to help minimize fluctuations in cash flow and meet economic shortfalls.

Applicants select repayment schedules and loan terms that best mirror their cyclical liquidity levels, to help to ensure loan repayment.

Customization will often involve the repayment of only interest throughout the loan term and the repayment of the principle in one lump sum at the maturity of the loan.

- Designed for especially institutions like schools that have periodic influx of money e.g schools.
- Loan used strictly for development purposes or bridging finance.
- Loan size depends on financial capacity.
- Loan Term depends on Cash flow Stream

Ordinary Savings

This product allows depositors to store their savings in a safe and secure place. Clients are allowed unlimited access to their savings provided that the balance retained in their account does not fall below 20% of any loans disbursed.

Interest on these savings is calculated at a rate of 3.5% per annum and computed on a monthly basis.

- Deposited upfront against a loan
- May be withdrawn for emergencies or for the last payment
- Interest paid is 3.5% per annum

Micro Corporate Loan

The Micro Corporate Loan extends individual loans based on a financial and personal assessment made by the UMU Field staff.

This product targets the small and medium micro-enterprises who like some formal sector employees, do not qualify for loans from both the formal financial and microfinance sectors. Some form of collateral is required to cover the value of the loan.

- Designed for enterprising individuals that have an established business.
- Loan used for strictly business expansion/growth purposes.
- Loan size based on business needs and financial capacity.
- Loan term flexible
- Different forms of collateral may be required.

2. Make a dialogue using the information above.

Roles:

- a) a microfinance company client;
- b) a microfinance company manager.

Tema 4 Competitive strategies in business Bagging a niche market

Tote Le Monde created an environmentally friendly, durable, functional and fashionable ‘carry-al’ bag, made out of recyclable plastic.

It expanded to making travel bags, placemats, shower curtains, belts, business portfolios all in its instantly recognisable signature material of striped recycled plastic.

Tia Wou does all the company’s advertising and the brand has been featured in the high fashion press such as Elle, Elle Décor, InStyle and Oprah.

1. What does the title ‘Bagging a Niche Market’ mean?
2. Have you heard anything else about Tote Le Monde?

Key words:

- fine arts graduate
- flair for
- accessory
- to fly off the shelves
- high-end store
- low-end price
- money is no object
- price tag
- to break into the market
- all-purpose
- to go against the norm
- to abandon
- overhead
- skeleton-sized staff
- to be armed
- to do the unthinkable
- propelled
- to work out
- downtown loft
- high return
- signature style
- to grace
- status symbol
- to hit the niche
- to capture

Questions:

1. What is Tia Wou’s background?
2. What did Tia have when she went to the luxury shops to offer her goods?
3. What year was the brand created?
4. How many people are in her staff?
5. How is the brand able to compete with high-end brands?
6. How do Tote Le Monde bags look? What materials do they use?

Read the definitions and guess the words they mean

1. a) to achieve or accomplish by effort b) to solve or find out by reasoning or calculation
2. to give up completely
3. a small accompanying item of dress, esp of women's dress
4. the space inside a roof; a flat on the upper floor of the building
5. a piece or strip of paper, plastic, leather, etc., for attaching to something by one end as a mark or label

6. unimaginable; inconceivable
7. natural ability; talent; aptitude

Translate

1. He has a flair for languages.
2. They hope to get quick returns.
3. The guerrillas shot down one aeroplane and captured the pilot.
4. The governor graced us with his presence.
5. There are only high-end goods in this shop.
6. They managed to hit the niche of up-market goods.
7. This machine is all-purpose one.
8. They decided to go against the norm and reaped huge benefits.

III. Методические указания для самостоятельной работы студентов

IV. Методические указания для обучающихся по дисциплине «Иностранный язык» адресованы аспирантам. В ходе обучения основными видами учебных занятий являются практические занятия.

В ходе практических занятий углубляются и закрепляются знания аспирантов на деловую и профессиональную 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 аспиранты могут воспользоваться консультациями преподавателя.

Вопросы, не рассмотренные на практических занятиях, должны быть изучены аспирантами самостоятельно. Контроль самостоятельной работы аспирантов по учебной программе курса осуществляется в ходе практических занятий методом устного опроса, письменных заданий или посредством тестирования. В ходе самостоятельной работы аспирант 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. Аспирант 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» 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 аспиранты 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 аспирантом 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 аспиранта 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 аспирант 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 аспиранту, 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 аспирант 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 аспиранта), 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, просмотрочного 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: крупнейшая база произношений в мире, Free Online Dictionary, ABBYY Lingvo-Online и др.).