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**Саратовский государственный технический университет  
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**ПРОГРАММА И ПОДГОТОВКА  
К КАНДИДАТСКОМУ ЭКЗАМЕНУ  
ПО АНГЛИЙСКОМУ ЯЗЫКУ**

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**Учебно-методическое пособие**

**Саратов 2017**

УДК 811.111'373(072.8)

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А 90

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Учебно-методическое пособие предназначено для подготовки к сдаче кандидатского экзамена по английскому языку. Пособие включает требования к кандидатскому экзамену по английскому языку, программу подготовки и образцы выполнения экзаменационных заданий. Материалы данного пособия развивают умение применять различные виды чтения для извлечения информации из научной и научно-популярной литературы на английском языке, написание рефератов, аннотаций и статей, создают условия для формирования умений самостоятельного чтения оригинальной литературы по специальности.

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## ВВЕДЕНИЕ

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Чтобы оперативно знакомиться с огромным потоком научной литературы на иностранном языке, специалисту приходится все чаще обращаться к вторичным документам – рефератам и аннотациям, которые составляются на основе аналитико-синтетической обработки информации, включенной в текст оригинала.

Основная цель пособия – развитие навыков чтения и письма на английском языке с установкой на аннотирование, реферирование и усвоение новой лексики.

Настоящее учебно-методическое пособие предназначено для аудиторной и самостоятельной работы аспирантов и соискателей с текстами и вокабуляром общепрофессиональной тематики.

Реферат и аннотация представляют собой жанры научной прозы, которые обладают рядом специфических отличительных черт. Для овладения навыками реферирования и аннотирования необходимо, прежде всего, иметь четкое представление о требованиях, предъявляемых к этому виду научно-технической информации, и его особенностях.

Задания пособия направлены на совершенствование различных видов чтения, извлечение из текста информации, смысловой компрессии текста и в конечном итоге написание реферата и аннотации на английском языке. Система заданий предусматривает оказание помощи студенту в его деятельности по составлению реферата и аннотации конкретного текста. Таким образом, реализуются цели обучения реферированию и аннотированию: учебная и информативная.

Пособие поможет:

1) ознакомить студентов с содержанием понятий «реферат» и «аннотация», со сведениями о структуре, форме записи, языке и стиле данного жанра научно-технических текстов;

2) провести формальный анализ приведенных в разработке образцов рефератов и аннотаций;

3) ознакомиться с методикой их составления, отработать отдельные этапы, из которых складывается процесс составления рефератов или аннотаций;

4) самостоятельно составить реферат и аннотацию с последующим обсуждением на аудиторных занятиях.

В разделе 4 данного пособия представлены задания для самостоятельной работы, где предлагаются образцы аннотаций, рефератов, лексико-грамматические конструкции и клише, а также статьи из современной оригинальной литературы на английском языке.

«Приложение 1» и «Приложение 2» предоставляют языковой материал, который помогает исключить лексические ошибки при написании научно-технических текстов.

В раздел «Литература» включены учебные пособия, задания которых могут быть дополнительно использованы для закрепления тех лексико-грамматических явлений, которые являются типичными в языке научно-технической литературы, для расширения запаса общенаучной лексики, для знакомства с особенностями организации и написания научно-технических текстов, рефератов и аннотаций.

## **РАЗДЕЛ 1**

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# **ПРОГРАММА ПОДГОТОВКИ К КАНДИДАТСКОМУ ЭКЗАМЕНУ ПО ДИСЦИПЛИНЕ «ИНОСТРАННЫЙ ЯЗЫК» ДЛЯ АСПИРАНТОВ И СОИСКАТЕЛЕЙ**

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### **1.1. ОБЩИЕ ПОЛОЖЕНИЯ ПО ИЗУЧЕНИЮ ИНОСТРАННОГО ЯЗЫКА**

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В соответствии с Приказом Министерства образования и науки Российской Федерации от 19 ноября 2013 г. № 1259 г. Москва «Об утверждении Порядка организации и осуществления образовательной деятельности по образовательным программам высшего образования – программам подготовки научно-педагогических кадров в аспирантуре (адъюнктуре)» кандидатские экзамены являются составной частью образовательного процесса в аспирантуре и формой промежуточной аттестации при освоении программ подготовки научно-педагогических кадров в аспирантуре.

Приказ Министерства образования и науки Российской Федерации от 28 марта 2014 г. № 247 «Об утверждении Порядка прикрепления лиц для сдачи кандидатских экзаменов, сдачи кандидатских экзаменов и их перечня» определяет порядок сдачи кандидатских экза-

менов лицами, прикрепленными к образовательной организации для сдачи кандидатских экзаменов без освоения образовательных программ высшего образования – программ подготовки научно-педагогических кадров в аспирантуре (далее экстерны).

Изучение иностранных языков в вузе является неотъемлемой составной частью подготовки специалистов различного профиля, которые должны достичь уровня владения иностранным языком, позволяющего им продолжить обучение и вести профессиональную деятельность в иноязычной среде.

Окончившие курс обучения по данной программе должны владеть орфографической, орфоэпической, лексической, грамматической и стилистической нормами изучаемого языка в пределах программных требований и правильно использовать их во всех видах речевой коммуникации, в научной сфере в форме устного и письменного общения.

## **1.2. ТРЕБОВАНИЯ ПО ВИДАМ РЕЧЕВОЙ КОММУНИКАЦИИ**

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### *Говорение*

К концу курса обучения аспирант /экстерн должен владеть:

– подготовленной, а также неподготовленной монологической речью, уметь делать резюме, сообщения, доклад на иностранном языке;

– диалогической речью в ситуациях научного, профессионального и бытового общения в пределах изученного языкового материала и в соответствии с избранной специальностью.

### *Аудирование*

Аспирант / экстерн должен уметь понимать на слух оригинальную монологическую и диалогическую речь по специальности, опираясь на изученный языковой материал, фоновые страноведческие и профессиональные знания, навыки языковой и контекстуальной догадки.

### *Чтение*

Аспирант /экстерн должен уметь читать, понимать и использовать в своей научной работе оригинальную научную литературу по специальности, опираясь на изученный языковой материал, фоновые страноведческие и профессиональные знания и навыки языковой и контекстуальной догадки.

Аспирант экстерн должен овладеть всеми видами чтения (изучающее, ознакомительное, поисковое и просмотровое).

### *Письмо*

Аспирант /экстерн должен владеть умениями письма в пределах изученного языкового материала, в частности уметь

- составить резюме (аннотацию, реферат) по прочитанному материалу;
- изложить содержание прочитанного в форме резюме;
- написать сообщение или доклад по темам проводимого исследования.

## РАЗДЕЛ 2

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### ТРЕБОВАНИЯ К СДАЧЕ КАНДИДАТСКОГО ЭКЗАМЕНА ПО ИНОСТРАННОМУ ЯЗЫКУ

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#### *Говорение*

Оцениваются содержательность, адекватная реализация коммуникативного намерения, логичность, связность, смысловая и структурная завершенность, нормативность монологической и диалогической речи.

#### *Чтение*

Оцениваются навыки изучающего, а также поискового и просмотрового чтения оригинальной литературы по специальности, опираясь на изученный языковой материал, профессиональные знания, навыки языковой и контекстуальной догадки.

***Письменный перевод*** научного текста по специальности оценивается с учетом общей адекватности перевода, что означает отсутствие смысловых искажений, соответствие норме и узусу языка перевода, включая употребление терминов.

#### **На первом этапе экзамена** оцениваются умения

- максимально точно и адекватно извлекать основную информацию, содержащуюся в тексте,
- проводить обобщение и анализ основных положений предъявленного научного текста,
- составлять ***резюме (аннотацию, реферат)*** на иностранном языке.

При составлении **аннотации** аспирант / соискатель должен уметь:

- вычленять опорные смысловые блоки в прочитанном;
- выделять основные мысли и факты;
- исключать избыточную информацию;
- группировать и объединять выделенные положения по принципу общности.

**Реферат** представляет собой изложения содержания статьи, где аспирант / экстерн исследует проблему и раскрывает ее суть, приводит различные точки зрения по поставленной задаче, а также собственные взгляды на нее. Содержание материала в реферате должно быть логичным, законченным и актуальным, изложение материала носит проблемно-поисковый характер с последующими выводами.

**На втором этапе экзамена** при поисковом и просмотровом чтении оцениваются умения:

- определить в течение короткого времени круг рассматриваемых в тексте вопросов;
- выявить основные положения автора.

## **2.1. СТРУКТУРА КАНДИДАТСКОГО ЭКЗАМЕНА**

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Кандидатский экзамен по иностранному языку проводится в **два** этапа.

### **Содержание первого этапа**

#### **I. Подготовка Папки перевода**

**Требования к содержанию Папки перевода:**

1. Копии оригинальных статей на иностранном языке объемом не менее 20 000 знаков (1, 2 или более источников) с указанием выходных данных.

2. Перевод статей с иностранного языка на русский.

3. Копии оригинальных статей на иностранном языке объемом не менее 200 000 знаков (5 или более источников) с обязательным указанием выходных данных.

4. 3 аннотации по представленному материалу на иностранном языке с приложением оригинальных статей.

5. 2 реферата по представленному материалу на иностранном языке с приложением оригинала статей.

6. Словарь из 100 терминов; 30 из них – с дефинициями на иностранном языке. (Под термином понимается слово или словосочетание специальной сферы употребления, являющееся наименованием научного или производственно-технологического понятия и требующее дефиницию). Аспирант /экстерн должен уметь свободно оперировать терминами, представленными в данном словаре.

### ***Требования к оформлению Папки перевода:***

1. Наличие правильно оформленного титульного листа.
2. Наличие материалов с переводом статей (с номерами страниц).

Шрифт – Times New Roman.

Размер шрифта – 14.

Интервал – 1,5.

## **II. Участие в конференции**

**Обязательным** для всех аспирантов / экстернов является очное участие в ежегодной научной конференции кафедры (конец марта / апрель).

### **Условия допуска аспиранта / экстерна ко второму этапу экзамена**

**Аспирант / экстерн допускается** ко второму этапу экзамена при следующих условиях:

1) Все задания по оформлению папки должны быть выполнены качественно в соответствии с требованиями.

2) Папка перевода должна быть представлена не позднее, чем **за 2 недели** до сдачи кандидатского экзамена.

3) Аспирант / экстерн обязан представить свою работу на конференции аспирантов.

Представление работы осуществляется в формате Power Point.

Время выступления: 5-7 минут.

### **Содержание второго этапа**

Второй этап экзамена проводится **устно** и включает **три задания**:

1) **Изучающее чтение** оригинального текста по специальности.

Объем 2500–3000 печатных знаков.

Время выполнения работы – 45–60 минут.

Форма проверки:

а) Письменный перевод отрывка текста (500-600 знаков).

б) Передача в устной форме краткого содержания текста на иностранном языке.

2) **Беглое (просмотровое) чтение** оригинального текста по специальности. Объем – 1000–1500 печатных знаков.

Время выполнения – 2–3 минуты.

Форма проверки:

а) Передача извлеченной информации на русском языке.

3) **Беседа с экзаменаторами** на иностранном языке по одной из тем.

### **Устные темы**

**а) по английскому языку:**

1. Современное состояние, тенденции развития, инновации в исследуемой сфере науки / техники.

2. Высшее техническое образование за рубежом, его специфика.

3. СГТУ как современный научный, технический и образовательный центр.

4. Диссертационное исследование: актуальность темы, цели и задачи, перспективы.

5. Роль английского языка в современном научном и техническом пространствах.

6. Новейшие изобретения, исследования, инновации в исследуемой научной области.

## **РАЗДЕЛ 3**

### **РЕКОМЕНДАЦИИ К ВЫПОЛНЕНИЮ ЭКЗАМЕНАЦИОННЫХ ЗАДАНИЙ**

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#### **3.1. АННОТАЦИЯ И РЕФЕРАТ**

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Аннотация и реферат стали важными путями, эффективно обеспечивающими быстрый обмен новой научно-технической информацией, именно они существенно сокращают время специалистов на обработку информации. Сущность аннотирования и реферирования заключается в максимальном сокращении объема источника информации при существенном сохранении его основного содержания. Принципиальной основой для такой компрессии информации является избыточность языка и отсутствие однозначного соответствия между содержанием мысли и формой речевого произведения, выражающего эту мысль. При реферировании сообщение освобождается от всего второстепенного, иллюстративного, поясняющего, сохраняется лишь сама суть содержания. Аннотация и реферат призваны давать лишь самую существенную информацию о новых достижениях науки и техники. Если реферат и аннотация заинтересует читателя и содержащейся в них информации ему окажется недостаточно, то по указанным в них выходным данным можно всегда найти сам первоисточник и получить искомую информацию в полном объеме. Таким образом, аннотация и реферат выполняют важную функцию: они знако-

мят читателя с наличием источников нужной информации, то есть проводят ее систематизацию.

Реферат и аннотация относятся к вторичным документальным источникам научной информации. Это те документы, в которых сообщаются сведения о первичных документах, преобразование информации заключается в процессе изучения каждого первичного документа или определенной их совокупности, например, сборника статей, и подготовке информации, отражающей наиболее существенные элементы этих документов. На основе использования вторичных документов комплектуются информативные издания, такие как, реферативные журналы, справочная литература, научные переводы и др. Рефераты и аннотации составляют содержание реферативных журналов.

*Осуществляя компрессию первоисточников, аннотация и реферат делают это принципиально различными способами. Если аннотация лишь перечисляет те вопросы, которые освещены в первоисточнике, не раскрывая самого содержания этих вопросов, то реферат не только перечисляет все эти вопросы, но и сообщает существенное содержание каждого из них. Можно сказать, что аннотация лишь сообщает, о чем написан первоисточник, а реферат информирует о том, что написано по каждому из затронутых вопросов.*

Отсюда следует, что аннотация является указателем для отбора первоисточников и не может их заменить, в то время как реферат вполне может заменить сам первоисточник, так как сообщает все существенное содержание материала. Как было сказано выше, для каждого из этих видов характерна определенная степень свертывания информации на основе ее предварительного анализа.

## 3.2. РЕКОМЕНДАЦИИ ДЛЯ НАПИСАНИЯ РЕФЕРАТОВ, АННОТАЦИЙ

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### Реферирование текста

*Реферат представляет собой краткое изложение в письменном виде или в форме публичного доклада содержания научного труда (трудов) литературы по теме с раскрытием его основного содержания по всем затронутым вопросам, сопровождаемое оценкой и выводами референта.* Он должен дать читателю объективное представление о характере освещаемой работы, изложить наиболее существенные моменты ее содержания.

В отличие от аннотации реферат не только дает ответ на вопрос, о чем говорится в первичном печатном документе, но и что говорится, т.е. какая основная информация содержится в реферируемом первоисточнике. Реферат дает описание первичного документа, оповещает о выходе в свет и о наличии соответствующих первичных документов, также он является источником для получения справочных данных и самостоятельным средством научной информации.

**Цель реферата** – дать читателю относительно полное представление о затронутых в первоисточнике вопросах и тем самым освободить пользователя от необходимости полного перевода первоисточника.

Различают два основных вида рефератов:

1. Информативный реферат (реферат-конспект).
2. Индикативный реферат (реферат-резюме).

**Информативный реферат** содержит в обобщенном виде все основные положения оригинала, сведения о методике исследования, использовании оборудования и сфере применения.

В **индикативном реферате** приводятся не все положения, а лишь только те, которые тесно связаны с темой реферируемого документа.

При всем своем многообразии рефераты обладают некоторыми общими чертами. В реферате не используются рассуждения и исторические экскурсы. Информация излагается точно, кратко, без искажений и субъективных оценок. Краткость достигается во многом за счет использования терминологической лексики, а также применения таблиц, формул, иллюстраций.

Текст реферата не должен быть механическим пересказом реферируемого материала. В нем должно быть выделено все то, что заслуживает особого внимания с точки зрения новизны и возможности использования в будущей производственной или научно-исследовательской работе. В тексте реферата не должно быть повторов и общих фраз. Исключается использование прямой речи и диалогов. Целесообразно включить в текст реферата основные выводы автора первоисточника.

Изложение реферата отличается предельной точностью, которая достигается за счет экономной структуры предложения и правильного употребления терминов. Они помогают с максимальной точностью передать содержание первичных документов. Для краткости рефератов разумно использовать сокращение терминов. Система сокращения позволяет достичь значительной экономии места без

ущерба для содержания. Такие сокращения могут быть и общепринятыми в языке (adj. – прил.), и типичными для данного источника.

Для языка реферата свойственно использование определенных грамматико-стилистических средств. К ним в первую очередь следует отнести простые законченные предложения, которые способствуют быстрому восприятию реферата. Для характеристики различных процессов могут быть использованы причастные обороты, обеспечивающие экономию объема. Употребление неопределенно-личных предложений позволяет сосредоточить внимание читателя только на существенном.

Особенностью языка реферата является большое число перечислений, которое появляется в результате сжатия логического изложения. Перечисления могут иметь вид перечня или лишь называть затронутые в работе второстепенные вопросы, например, «рассмотрены различные подходы к решению проблемы, представлен подробный перечень их анализа и т.д.».

### ***Составление реферата***

***Реферат, как правило, включает следующие части:***

– ***Библиографическое описание первичного документа*** (Если реферат носит обзорный характер, то библиографическое описание всех прореферированных статей располагается в алфавитном порядке по первой букве фамилии автора).

– ***Собственно реферативная часть*** (текст реферата).

– ***Справочный аппарат***, т.е. дополнительные сведения и примечания.

**Текст реферата** рекомендуется строить по следующему плану:

1) **Вводная часть**, где говорится о цели и методике исследования или разработке. Вводная часть начинается с предметной рубрики, наименования области и раздела знания, к которой относится реферируемый материал. Далее указывается тема реферата, т.е. более узкая предметная отнесенность статьи.

2) **Описательная часть**, которая включает конкретные данные о предмете исследования или разработки, его изучаемых свойствах; временные и пространственные характеристики исследования. Описательная часть начинается с главной мысли первоисточника. Обычно в статье главная мысль становится ясной лишь при чтении всего материала, в реферате же с нее начинается изложение содержания, она предшествует всем выводам и доказательствам. Такая последовательность изложения необходима для того, чтобы с самого начала изложения сориентировать читателя относительно основного содержания источника. Выявление главной мысли источника становится весьма ответственным делом референта и требует от него вдумчивого отношения к реферируемому материалу. Иногда эта главная мысль самим автором даже не формулируется, а лишь подразумевается. Референту необходимо суметь сжато сформулировать эту главную мысль, не внося в нее своих комментариев. Далее содержание реферируемого материала излагается в последовательности первоисточника. Как правило, дается формулировка вопроса, приводится вывод по этому вопросу и необходимая цепь доказательств в их логической последовательности.

3) **Заключительная часть**, которая содержит выводы автора по реферируемому материалу. Безусловно, выводы автора вытекают

из главной мысли, поэтому выявление главной мысли помогает понять и выводы автора. Иногда выводы автора отсутствуют, и тогда этот пункт реферата выпадает.

**9. Завершить реферат кратким комментарием по схеме:**

- актуальность материала
- на кого этот материал рассчитан
- степень прогрессивности материала

10. Составив полный текст реферата, его следует перечитать и при необходимости внести стилистические поправки, стремясь соединить отдельные пункты реферата в единый связный текст, добиваясь логического развития единой для всего материала мысли.

## **РЕКОМЕНДУЕМЫЕ КЛИШЕ ДЛЯ ОФОРМЛЕНИЯ РЕФЕРАТА НА АНГЛИЙСКОМ ЯЗЫКЕ**

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Большое внимание следует уделить обработке специальных клише, характерных для жанра реферата и аннотации. *Клише* – это речевой стереотип, готовый оборот, используемый в качестве легко воспроизводимого в определенных условиях и контекстах стандарта. В научном изложении имеется ряд подобных речевых стереотипов. Они облегчают процесс коммуникации, экономят усилия, мыслительную энергию и время реферанта-переводчика и его адресата. Для выработки автоматизма у реферанта-переводчика необходима классификация основных клише. Удобная классификация построена на понятийной основе. В соответствии с ней клише группируются в зависимости от общего понятия с ним связанного, внутри которого рас-

сма­три­ва­ют­ся бо­лее мел­кие груп­пиров­ки. На­при­мер, на ан­глий­ском язы­ке:

1. Об­щая ха­рак­те­ри­сти­ка ста­тьи: The paper (article) under discus­sion (con­sid­er­a­tion) is in­ten­ded (aims) to de­scribe (ex­plain, ex­amine, sur­vey) ...

2. За­да­чи, по­став­лен­ные ав­то­ром: The author out­lines (points out, re­views, anal­yses)...

3. Оцен­ка по­лу­чен­ных ре­зуль­та­тов ис­сле­до­ва­ния: The re­sults ob­tain­ed con­firm (lead to, show)...

4. Под­ве­де­ние и­то­гов, вы­во­дов по ра­боте: The paper sum­marizes, in sum­ming up to author, at the end of the ar­ti­cle the author sums up...

### ***Об­раз­цы кли­ши­ро­ван­ных ре­фер­атов на ан­глий­ском язы­ке***

The paper is de­voted to (is con­cerned with) ....

The paper deals with ....

The in­vestigation (the re­search) is car­ried out ....

The ex­per­iment (anal­ysis) is made ....

The mea­sure­ments (cal­cu­la­tions) are made ....

The re­search in­cludes (covers, con­sists of) ....

The data (the re­sults of ...) are pre­sented (given, anal­yzed, com­pared with, col­lected)....

The re­sults agree well with the the­ory ....

The re­sults proved to be in­ter­est­ing (re­li­able) ....

The new the­ory (tech­nique) is de­vel­oped (worked out, pro­posed, sug­gested, ad­vanced) ....

The new method (technique) is discussed (tested, described, shown) ....

This method (theory) is based on ....

This method is now generally accepted ....

The purpose of the experiment is to show ....

The purpose of the research is to prove (test, develop, summarize, find) ....

Special attention is paid (given) to ....

Some factors are taken into consideration (account) ....

Some factors are omitted (neglected) ....

The scientists conclude (come to conclusion) ....

The paper (instrument) is designed for ....

The instrument is widely used ....

A brief account is given of ....

The author refers to ...

Reference is made to ....

The author gives a review of ....

There are several solutions of the problem ....

There is some interesting information in the paper ....

It is expected (observed) that ....

It is reported (known, demonstrated) that ....

It appears (seems, proves) that ....

It is likely (certain, sure) ....

It is possible to obtain ....

It is important to verify ....

It is necessary to introduce ....

It is impossible to account for ....

It should be remembered (noted, mentioned) ....

### 3.3. АННОТИРОВАНИЕ

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**Аннотация – краткая характеристика содержания произведения печати или рукописи.** Она представляет собой предельно сжатую описательную характеристику первоисточника. В ней в обобщенном виде раскрывается тематика публикации без полного раскрытия ее содержания. Аннотация дает ответ на вопрос, о чем говорится в первичном источнике информации.

В аннотации указывают лишь существенные признаки содержания документа, т.е. те, которые позволяют выявить его научное и практическое значение и новизну, отличить его от других, близких к нему по тематике и целевому назначению.

**Аннотация выполняет следующие функции:**

- позволяет определить основное содержание статьи, его релевантность и решить, следует ли обращаться к полному тексту публикации;
- предоставляет информацию о статье и устраняет необходимость чтения ее полного текста в случае, если статья представляет для читателя второстепенный интерес;
- используется в информационных, в том числе автоматизированных, системах для поиска документов и информации.

Аннотации должны быть оформлены по международным стандартам и включать следующие моменты:

- вступительное слово о теме исследования;
- цель научного исследования;
- описание научной и практической значимости работы;

- описание методологии исследования;
- основные результаты, выводы исследовательской работы.
- ценность проведенного исследования (какой вклад данная работа внесла в соответствующую область знаний);
- практическое значение итогов работы.

В аннотации не должен повторяться текст самой статьи (нельзя брать предложения из статьи и переносить их в аннотацию), а также ее название.

В аннотации должны излагаться существенные факты работы, и не должна содержать материал, который отсутствует в самой статье.

В тексте аннотации следует употреблять синтаксические конструкции, свойственные языку научных и технических документов, избегать сложных грамматических конструкций. Он должен быть лаконичен и четок, без лишних вводных слов, общих формулировок.

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

1. The article (paper, book, etc.) deals with... – Эта статья (работа, книга и т.д.) касается...
2. As the title implies the article describes.... – Согласно названию, в статье описывается...
3. It is specially noted... – Особенно отмечается...
4. A mention should be made... – Упоминается...
5. It is spoken in detail... – Подробно описывается...
6. ...are noted – Упоминаются...

7. It is reported... – Сообщается...
8. The text gives a valuable information on.... – Текст дает ценную информацию...
9. Much attention is given to... – Большое внимание уделяется...
10. The article is of great help to ... – Эта статья окажет большую помощь...
11. The article is of interest to... – Эта статья представляет интерес для...
12. It (the article) gives a detailed analysis of ... – 12. Она (статья) дает детальный анализ...
13. It draws our attention to... – Она (статья, работа) привлекает наше внимание к...
14. The difference between the terms...and...should be stressed – Следует подчеркнуть различие между терминами ...и...
15. It should be stressed (emphasized) that... – Следует подчеркнуть, что...
16. ...is proposed – Предлагается...
17. ...are examined – Проверяются (рассматриваются)
18. ...are discussed – Обсуждаются...
19. An option permits... – Выбор позволяет...
20. The method proposed ... etc. – Предлагаемый метод... и т.д.
21. It is described in short ... – Кратко описывается ...
22. It is introduced .... – Вводится ...
23. It is shown that .... – Показано, что ...
24. It is given ... – Дается (предлагается) ...
25. It is dealt with .... – Рассматривается ...
26. It is provided for ... – Обеспечивается ...

27. It is designed for .... – Предназначен для ...
28. It is examined, investigated ... – Исследуется ...
29. It is analyzed ... – Анализируется ...
30. It is formulated .... – Формулируется ...
31. The need is stressed to employ... – Подчеркивается необходимость использования...
32. Attention is drawn to... – Обращается внимание на ...
33. Data are given about... – Приведены данные о ...
34. Attempts are made to analyze, formulate ... – Делаются попытки проанализировать, сформулировать ...
35. Conclusions are drawn.... – Делаются выводы ...
36. Recommendations are given ... – Даны рекомендации ...

***Образцы клишированных аннотаций  
на английском языке***

The article deals with ...

As the title implies the article describes ...

The paper is concerned with...

It is known that...

It should be noted about...

The fact that ... is stressed.

A mention should be made about ...

It is spoken in detail about...

It is reported that ...

The text gives valuable information on...

Much attention is given to...

It is shown that...

The following conclusions are drawn...

The paper looks at recent research dealing with...

The main idea of the article is...

It gives a detailed analysis of...

It draws our attention to...

It is stressed that...

The article is of great help to ...

The article is of interest to ...

..... is/are noted, examined, discussed in detail, stressed, reported, considered.

## РАЗДЕЛ 4

### ЗАДАНИЯ ДЛЯ ПРАКТИЧЕСКОЙ РАБОТЫ

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#### 4.1. WRITING THE ABSTRACT OR SUMMARY

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An abstract usually appears at the beginning of a report or study. Its purpose is to provide a summary of the most significant material so that a reader can get a good sense of its content and decide whether it is worth reading.

Like an abstract, a summary includes important information *from throughout* the text. It keeps many significant words and phrases from the original version and reconstructs them into new sentences, often changing the word class (part of speech) and only occasionally using synonyms.

The following tasks will help you to write a summary.

##### Exercise 1

**Look at the underlined words and phrases in the model below.**

**The words in**

**italics are synonyms. Why do you think they were used?**

##### **Latex**

Latex is a milky, clear, or sometimes coloured liquid that exudes from the cut surface of certain flowering plants and that coagulates rapidly on exposure to air. It is thought to be concerned in the protection and

healing of superficial substances, including sugars, proteins, mineral salts, alkaloids, and caoutchouc, a substance that is found in the latex from rubber trees.

When latex is mixed with carbon and vulcanized (heated with sulfur), it forms commercial rubber, the most common latex product. Commercial rubber is used most importantly in the production of automobile and truck tires. The search for a synthetic rubber was the forerunner of the present-day plastics industry.

#### **SUMMARY:**

Latex is a *natural* substance found in rubber trees. Heated with carbon and sulfur, latex forms commercial rubber, which is used *primarily to make tires*.

#### **Exercise 2**

**Underline the most important words and phrases from the text below (the first one has been done) and reconstruct them into a summary. Did you use any synonyms?**

#### **An Aneroid Barometer**

An aneroid barometer is an instrument that depends on the changing volume of a container to indicate atmospheric pressure. It consists of an airtight box of thin flexible metal from which the air has been partially evacuated. One side of the evacuated box is attached to a spring. When atmospheric pressure increases, the box tends to collapse. When atmospheric pressure decreases, the sides of the box spring outward. This slight movement is magnified by a series of levers connected to an indicator needle, which shows the atmospheric pressure.

A variation of the aneroid barometer called the Bourdon gauge was invented by Eugene Bourdon, a French engineer. A flattened tube of metal is evacuated and bent into a circle. The circle tends to close up with greater pressure and open out with lesser pressure. This movement is transmitted to a dial as in the aneroid instrument. The Bourdon gauge is most suitable for measuring high pressure (e.g., 2000+atmospheres).

The abstract usually comes after the title and before the introduction.

In some subject areas, this section may be titled "summary". The abstract provides an overview of the study based on information from the other sections of the report or study. Because it contains elements from the whole report, it is usually written last.

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#### ***4.1.1. STRUCTURE OF AN ABSTRACT***

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Abstracts can be descriptive or informative. An abstract usually has the form of a single paragraph. However, different publications have their own styles, and the abstract is broken down into short paragraphs.

##### ***Descriptive***

A descriptive abstract is a short summary of an article, usually one or two sentences in length. Descriptive abstracts are often found below the title of articles in popular science magazines. See the following example of a descriptive abstract from *Scientific American*.

The sea contains more than 70 elements in addition to sodium and chlorine. The global cycles that remove and replenish them involve rainfall, volcanoes, and the spreading of the ocean floor.

## *Informative*

A scientific or technical abstract is generally informative.

Abstracts from almost all fields of study are written in a very similar way. The types of information included and their order are very conventional.

An Abstract generally answers at least the first three of the following questions, and generally in the following order. You can use the answers to these questions to structure your Abstract:

- Why did I carry out this project?
- Why am I writing this paper?
- What did I do, and how?
- What were my results?
- What was new compared to previous research?
- What are the implications of my findings?
- What are my conclusions and/or recommendations?

Although the style of an abstract may differ from discipline to discipline and from journal to journal, the structure and information provided is quite similar. The aim is always to tell readers all they need to know to help them decide whether to buy read the paper.

An abstract may (usually in this order): 1) provide background or justify the need for the study, 2) present the objective, 3) state the results and conclusions, and 4) make recommendations or discuss the implications of the article.

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### 4.1.2. MODEL ABSTRACTS

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In the following informative abstract from a mechanical engineering research article, there elements occur:

<b>BACKGROUND</b>	Graph theory has been demonstrated by many researchers to be useful during the conceptual phase of mechanism design. For the particular class of mechanisms known as planetary gear trains, the graph representation has been used primarily for “topological synthesis,” the enumeration of kinematic chains satisfying the requirements for planetary gear trains. The subsequent “topological analysis” steps resulting for the specification of ground, input, and output links, have received very little attention in the literature, perhaps because the conventional graph representation is not suited to these steps.
<b>OBJECTIVE</b>	This paper addresses the inadequacies of the conventional graph representation for topological analysis, and utilizes a new graph representation which enables these steps.
<b>RESULTS</b>	It is shown that among the thirteen displacement graphs representing planetary kinematic chains with five links and one degree-of-freedom, only four distinct planetary gear trains result after assigning the ground, input, and output links subject to meaningful topological requirements.

In the following example from a physics research article, four elements occur:

<b>BACKGROUND</b>	Recent experimental and theoretical investigations suggest the existence of fundamental intermediate-range forces. So far, the behavior of such forces, in static spherical bodies, has been discussed using particular models, where the matter distribution is restricted to have some specific form.
<b>OBJECTIVE</b>	In this work we want to extend the discussion to an arbitrary matter distribution. With this aim, we solve the phenomenological equations that describe intermediate-range forces by quadratures.
<b>RESULTS</b>	From the analysis of the physical properties of the solution, we show in detail how the shape of the matter distribution, as well as the range of the field, can influence the magnitude of intermediate-range forces.
<b>IMPLICATIONS</b>	Our model-independent description allows us to generate a number of particular results found previously.

**Exercise 3**

**Analysis of models: determine the function of each sentence in the model (background, objective, results, and /or implications) and label each element in the margin.**

	<p>A specimen of steel was tested to determine whether a job lot owned by Northern Railways could be used as structural steel members for a short-span bridge to be built at Peele Bay in northern Alaska. The sample proved to be G40.12 structure steel, which is a good steel for general construction but subject to brittle failure at very low temperatures. Although the steel could be used for the bridge, we consider that there is too narrow a safety margin between the <math>- 51^{\circ}\text{C}</math> temperature occasionally recorded at Peele Bay. A safer choice would be G40.8C structural steel, which has a minimum failure temperature of <math>- 62^{\circ}\text{C}</math>.</p>
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**Exercise 4**

**Read the following abstract carefully. It is taken from the field of computer assisted learning. Identify the sentences in the abstract that correspond to the elements mentioned above (background, objective, results, and /or implications) and label each element in the margin.**

<p><b>Use Of A Writing Web-Site By Pre-Masters Students</b></p>	
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<p><b>On An English for Academic Purposes Course.</b></p>	
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<p><b>A.J. Gillett, University of Hertfordshire</b></p>	
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<p><b>Abstract</b></p>	
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<p>During the last 10 years, use of the World-Wide-Web for educational purposes has increased dramatically. However, very little empirical research has been carried out to determine the effectiveness of this use. The aim of this study was therefore to investigate the effectiveness of using the World-Wide-Web on an EAP writing course. Two</p>	
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groups of students were taught writing by two different methods: one group was taught by a teacher in a traditional classroom, while a second group included use of an on-line web-site in their course. The two groups were assessed in the same way after a twelve-week period of instruction. Results of the assessment showed significant differences between the two groups, the group that used the on-line web-site performing much better on all aspects of the test. This suggests that the use of computer assisted learning programmes for at least some of the teaching time available can be recommended for EAP writing courses.

As the Abstract is a short version of the paper, some of the phrases used in the other parts of the paper are also used in the abstract.

Some hints on how to start the Abstract follow:

### **Introductory sentences**

The paper/article

discusses/deals

with/analyses/considers/explains/describes/establishes/

introduces .....

devel-

ops/presents/provides/studies/represents/features/contains/

concentrates on .....

covers/suggests/proposes/shows .....

demonstrates the feasibility of .....

gives/aims to give a comprehensive account of .....

offers a solution to .....

serves as an introduction to .....

The main objective/goal/purpose of the paper/article is .....

### Common mistakes:

<b>Wrong:</b>	<b>Right:</b>
In this paper there/it is presented a novel method of ...	This paper presents a novel method of .....  In this paper, a novel method of ..... is presented

### 4.1.3. WRITING A SUMMARY

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➤ See *Appendix IV* from the course book ***Essential Academic Vocabulary*** by

Helen Huntley (Heinle, Cengage Learning, 2006, pp. 229) to find information on summarizing:

- Techniques for Summarizing;
- How to Summarize;

➤ Read the article “Shifting Challenges in Education” in chapter 6 of the

course book ***Essential Academic Vocabulary*** (pp. 54-55).

➤ Read the main ideas of each paragraph of the given article (see page 230).

➤ Then read the sample summary of the article on page 231.

## ❖ Practice

Read the article “Cooperative Learning” in chapter 1 of the course book *Essential Academic Vocabulary* (p. 2). Find the main points in each paragraph. Next put these main points together to form a summary, including one or more references to the author. To do this, follow the scheme on p. 231.

### Exercise 5

**Read and translate the following abstracts. Match each abstract (1-5) to the headline (a-e).**

- a. Trading Blocs and the Trading System: The Service Dimension.
- b. Exchange Rate Regimes and the Real Exchange Rate.
- c. Indirect Taxation in an Integrated Europe: Is There a Way of avoiding Trade Distortions without Sacrificing National Tax Autonomy?
- d. Foreign Capital Inflow with Public Input Production.
- e. Friends, Enemies, and Factor Diversification: Implications for Protectionist Pressures.

1. This paper examines the relationship between changes in commodity prices and changes in factor prices when individuals can diversify their factor ownership portfolios. In a closed economy, it is always possible to find a distribution of factor ownership which makes everyone indifferent to any small, exogenous price change and which satisfies the conditions for full employment of each factor. Such a distribution of factor ownership would dissipate interest in any price change since it would leave everyone's real income unchanged. In an open economy, it may not be possible to find such a distribution of factor ownership.

2. It is well established now that the nominal exchange rate regime has important implications for the behavior of real exchange rates. Two key stylized facts in this regard are that real exchange rate variability is greater under flexible exchange rates than under fixed exchange rates and that real and nominal exchange rate movements are positively related under flexible exchange rates. One class of models that are consistent with these observations are sticky price models. This paper constructs an equilibrium model of real and nominal exchange rate determination that is capable of explaining these observed facts without resorting to differences in other policies across regimes. The paper thus shows that there is an inherent tendency, due solely to the difference in monetary adjustment mechanisms across alternative exchange rate regimes, for real exchange rates to exhibit greater variability under flexible exchange rates and this tendency turns out to be compatible with the observed positive correlation between real and nominal exchange rates. The model relies on the inflation tax mechanism and the impact of temporary, country-specific shocks to generate these results.

3. This paper explores the relationship between regional and multilateral agreements to liberalise trade in services. Following a conceptual discussion of the political economy of regional as opposed to multilateral negotiations, existing data on trade and investment flows are analysed with a view to gaining some insight into the likely interest-group preferences regarding alternative institutional arrangements to liberalise trade in services. Conceptual considerations and available data suggest a preference for regional liberalization. But available data and a comparison of the content of the major existing agreements also suggest that re-

gional and multilateral approaches are more likely to be considered by service industries and regulators to be complements than substitutes.

4. This paper develops a general equilibrium trade model of a less developed country, facing imperfect international capital mobility, and producing a public input. Within this framework, the paper examines the welfare effects of an inflow of foreign capital when the government finances the provision of the public input either by taxing the return to foreign capital, or by imposing a tariff on the imported good. Using the gross domestic product function with public input production, the paper shows that in the presence of a tariff, the inflow of foreign capital may increase the country's welfare, even if the imported good is capital intensive, and in the presence of capital taxes, the inflow of foreign capital may decrease the country's welfare. The paper examines also within the two-good, two-factor model the effect of a capital inflow on factors rewards.

5. The papers discusses the main arguments for destination-versus origin-based commodity taxation in the European Community's Internal Market. Destination-based solutions distort commodity trade in the Community because cross-border purchases by final consumers can only be taxed in the origin country. On the other hand, an origin-based general consumption tax is neutral in a European context and it can be combined with destination-based taxation in third countries in a non-distortionary way. Furthermore, it is shown that the introduction of capital mobility does not affect the neutrality of an origin-based consumption tax. Finally, the paper addresses the administrative and political implications of a switch to the original principle in the European Community.

## **Exercise 6**

**Read the text “Laser Lidar” and study the abstract to this text.**

### **Laser Lidar**

Laser-based lidar (light detection and ranging) has also proven to be an important tool for oceanographers. While satellite pictures of the ocean surface provide insight into overall ocean health and hyperspectral imaging provides more insight, lidar is able to penetrate beneath the surface and obtain more specific data, even in murky coastal waters. In addition, lidar is not limited to cloudless skies or daylight hours.

“One of the difficulties of passive satellite-based systems is that there is watersurface reflectance, water-column influence, water chemistry, and also the influence of the bottom”, said Chuck Bostater, director of the remote sensing lab at Florida Tech University (Melbourne, FL). “In shallow waters we want to know the quality of the water and remotely sense the water column without having the signal contaminated by the water column or the bottom”.

A typical lidar system comprises a laser transmitter, receiver telescope, photodetectors, and range-resolving detection electronics. In coastal lidar studies, a 532-nm laser is typically used because it is well absorbed by the constituents in the water and so penetrates deeper in turbid or dirty water (400 to 490 nm penetrates deepest in clear ocean water). The laser transmits a short pulse of light in a specific direction. The light interacts with molecules in the air, and the molecules send a small fraction of the light back to telescope, where it is measured by the photodetectors.

## ***Abstract***

Laser lidar. "Laser Focus World", 2003, v 46, №3, p. 45.

The text focuses on the use of laser-based lidar in oceanography.

The ability of lidar to penetrate into the ocean surface to obtain specific data in murky coastal waters is specially mentioned.

Particular attention is given to the advantage of laser-based lidars over passive satellite-based systems in obtaining signals not being contaminated by the water column or the bottom.

A typical lidar system is described with emphasis on the way it works.

This information may be of interest to research teams engaged in studying shallow waters.

### **Exercise 7.**

**Read the following texts and write abstracts for the texts according to the model.**

#### **Text 1**

##### **Something new is coming to the PC industry: Growth**

But growth will be slow and only affect thin and light devices.

There's something new coming in the PC market: growth! Sales volumes have hit bottom, and will start to pick up from next year, say analysts at Gartner.

Growth won't be fast – just 0.4 percent next year, and perhaps 3 percent the year after – but it will mark a change from the 8 percent drop in unit sales Gartner is forecasting for this year.

Sales of basic laptops and desktops will continue to shrink, from 216 million this year to 199 million in 2018, said Gartner research director Ranjit Atwal: The growth – from 49 million this year to 75 million in 2018 – will all be in the expensive premium ultramobiles category. That's good news for vendors' bottom lines, if not for IT budgets.

In 2020, he forecasts, fewer than 30 million desktops will be sold: About one for every 100 internet users on the planet, in case you were in any doubt that this is an increasingly mobile world.

Gartner defines premium ultramobiles as thin and light laptops – a category defined by the MacBook Air – or hybrid devices like the Surface Pro (tablets with removable keyboards). They typically run Windows or MacOS on an Intel processor and are capable of replacing a standard PC.

Even Apple's new iPad Pro gets relegated, with the rest of the tablets, to what Gartner calls basic (branded) or utility (white label) ultramobiles. That market is declining faster even than PC sales – down 10 percent since last year – although Gartner expects it to stabilize at around 173 million in 2017 and 2018.

The iPad Pro is not managing to break through in the business environment, Atwal said. "Users still want higher-performing Windows-based devices". Despite its large screen and stylus, the iPad Pro "is still more of a content consumption device", he added.

And business users' needs are what matter: The consumer market for laptops is still in decline, he said, which is bad news for the PC makers like Asustek Computer (Asus) that do most of their business there.

Asus isn't the only one suffering, though: NEC sold almost all of its PC activities in July to Lenovo, which is now considering buying the PC business of another Japanese company, Fujitsu.

## **Text 2**

### **Plastics**

But for plastics man wouldn't have had an endless variety of products such as threads, sheets, tubes, moulded objects, etc. It is known that plastics are organic substances which are made synthetically by polymerization. The ancestor of synthetic plastics is celluloid. If the properties of celluloid had been perfect, it could have been the basis for a new industry. But celluloid has certain disadvantages – its flammability. More than that, it is necessary that the material of this kind be readily moulded, which was not the case with celluloid. Thus it was not until the discovery of bakelite in 1907 that the real foundation of the synthetic plastics industry was laid. Plastics consisting of long-chain molecules, they can be softened by heat and moulded into a desired shape. It is known that these plastics are thermoplastic. Plastics which are having cross-linked polymeric chains are of much greater rigidity and cannot be softened. They are called thermosetting. It is essential that the terms thermoplastic and thermosetting be also applied to the resins from which plastics are made, the resin being the principal agent incorporated in plastics. It may be natural, like cellulose, but it is most generally synthetic. It is also known that the resin is a binder. There are some other substances added to the plastics without which it would not be possible to synthesize these wonderful materials. Because it is necessary that plastics should enhance such properties as hardness, resistance to shock, or resistance to abra-

sion, filters are added; examples of filters are: asbestos, glass fibers, and wood flour. It is required that plasticizers be also included in the formulation. Hadn't antioxidants been added, chemical stability and long life of plastics wouldn't have been possible. It was suggested that catalysts should be added to assist the final cure (final formation of the product). Furthermore, if it were not for stabilizers, plastics would not be protected against sunlight, heat and other destructive factors. The procedure which is used to shape plastics into a final form depends on their properties. Some plastics may be injection moulded. Other plastics must be compression moulded, it means that after they are filled into the mould they must be subjected to pressure. Certain plastics are simply cast into their final shape.

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#### ***4.1.4. WRITING AN ACADEMIC ESSAY***

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### **Introductions and Conclusions**

#### **Introductions: common elements**

There are many ways to introduce an academic essay or assignment.

Many academic writers, however, appear to do one or more of the following in their introductions:

- introduce the topic and establish its context and importance
- indicate a problem or controversy, or knowledge gap in the field of study
- define the topic
- state the purpose of the paper
- provide an overview of the coverage and/or structure of the writing

## *Text studies*

**Read the example of the introduction below. Which of the elements listed above can be identified in this introduction?**

This essay is concerned with several important aspects of the foreign student phenomenon; those relating to the flow of students from the Third World to the industrialized nations including the impact of foreign students on academic institutions and the impact of foreign study on the students as well as the policies relating to these key questions: its purpose is to reflect on some of the most important generalizations of the available research literature.

### *Language used in essay / article introductions*

#### **Introducing the topic:**

In recent years		there has been		an increasing interest in ...
Recently,				growing concern about ...

The past decade has seen the rapid development of ...

One of the most important events of the 2015s was ...

There are many situations where ...

X is the leading cause of air pollution in western industrialized countries.

#### **Highlighting a problem in the field or a gap in the literature**

However, these rapid changes are having a serious effect ...

The issue of X has been a controversial and much disputed subject within the field of ...

So far, however, there has been little discussion about ...

However, far too little attention has been paid to ...

### **Focus and aim**

This	paper	will	focus on ...
			consider ...
	essay		review ...
			critically examine ...
			survey the trends ...

The aim of this paper is to ...

This paper will attempt to illustrate the significance if ...

This paper will review the research conducted on ... during the period from... to ...

The aim of this essay is to convey to ... the importance of ...

In this study a brief overview of ... has been attempted.

### **Outline of structure**

The essay has been organized in the following way.

This paper begins by ... . It will then go on to ...

The first section of this paper will examine ...

This essay will begin by examining ...

Finally, ...

The paper concludes by ...

### **Exercise 1**

**Reorder the sentences below to form logically sequenced introductions**

## Introduction 1

	Hence the team plays a central role in the development and improvement of any organization. Everard and Morris even describe it as a 'building block'.
<b>b</b>	This paper will attempt to illustrate the significance of combining the efforts and imaginations of team members and putting them to work in ways which achieve the general as well as specific objectives of an organization most effectively.
<b>c</b>	The first part of this paper presents a definition of teamwork, and this is followed by a discussion of the characteristics and attributes that a team must have in order to be effective. Team rules as described by Belbin (1987) will also be tackled here.
<b>d</b>	The success of any organization be it educational, industrial or commercial may depend, among other things, on the ability of all its members to work collaboratively and effectively as a team.
<b>e</b>	It will then move on to examine in some detail the major tasks and rules of the manager as a team leader.

## Introduction 2

<b>a</b>	This increase means that there are also an increasing number of wheelchair users. As a result, a large number of houses are having to be adapted, or are purpose built, for wheelchair users.
<b>b</b>	Although both countries tend to face similar problems, the solutions to these problems are not the same in each country.
<b>c</b>	This essay will begin by examining the external modifications to houses for wheelchair users, and then go on to describe the internal features. At the same time it will compare Japanese and British designs, suggesting reasons why these differences occur.

d	Since 1980, the percentage of people over 65 has risen sharply in Japan. According to officials of the Japanese Ministry of Health and Welfare, they will constitute around 20% of the total population by the end of the century.
e	Britain has already adapted a large number of houses for wheelchair use, and this has attracted the attention of designers and architects from Japan.

### Introduction 3

a	In most cases, secondary data and personal experience have been used as a source of information for this paper.
b	In Bangladesh a great number of National and International NGOs have been working in rural and urban areas with different kinds of development programmes.
c	Non-Governmental Organizations (NGOs) have proved their effectiveness in promoting development in many of the world's poorer countries.
d	In this study a brief overview of the activities of NGOs in Bangladesh has been attempted. The scope of the study has been confined to the major areas of their activity.
e	Basically, NGOs initiate development efforts based on micro-social relations at the local level, relying heavily on mutual understanding.

## Exercise 2

**Fill in the spaces in the introduction below using the following words:**

*concern data consists of important purpose followed*

Modal words are used to express ideas such as possibility, certainty, obligation and necessity. *May, might, can, could, will, would, shall, should, ought to* and *need* are some examples. Many studies have demonstrated that the use of modal verbs is an \_\_\_\_\_ feature of academic writing. Areas of academic texts where modal verbs are found in high frequency are the discussion and concluding sections of research reports and dissertations. It is in these sections that writers assess the evidence presented and carefully draw conclusions from their **2)**\_\_\_\_\_. To date, however, no studies have investigated the use of modal verbs for this purpose in any detailed way. The **3)** \_\_\_\_\_ of the present paper is to examine how modal verbs are used to present evidence in research articles and how they are used to draw conclusions from this. A more specific **4)** \_\_\_\_\_ is how the quality of the evidence and the disciplinary context affect the use and choice of modal verb. The first part of this paper **5)** \_\_\_\_\_ a brief review of the current literature dealing with the use of modal verbs in academic writing. This is **6)** \_\_\_\_\_ by an examination of the use of modal verbs in the results and discussion sections of a small corpus of research articles in the bioscience and in the social science disciplines.

## Conclusions: Common elements

**A conclusion** is the last section of a piece of writing. It may also be a final decision or judgement. In an academic essay or assignment, the conclusion normally draws together and restates the main points and if appropriate, adds a final comment or judgement. This may sometimes be followed by recommendations. The most common elements are listed below:

- Brief restatement of main points
- Final comment  
*and /or*
- Judgement /Evaluation  
*and /or*
- Future prospects  
*and /or*
- Recommendation(s)

### Exercise 3

#### **Text study**

**a) A conclusion may consist of no more than one paragraph, as in the example below.**

This short essay has considered some of the main benefits and costs for those students who take the brave step of leaving their home country to study in an educational institution thousands of miles away, where different cultural norms prevail and where a different language may be spoken. The financial costs of studying abroad are usually very high and individuals may experience personal and emotional difficulties. In spite of this, increasing

numbers of students are finding that the long term career benefits together with opportunities to acquire new knowledge and experiences, and to gain proficiency in a second language, made the experience worthwhile.

**b) A good conclusion should give the reader a reasonable idea of the content and structure of the text that preceded it. Does the conclusion below fulfil this requirement?**

**c) After deciding on the function of each sentence in the conclusion, try to identify any phrases or grammatical structures which might be found in other conclusions.**

1) This paper has given an account of and the reasons for the widespread use of the English language in today's world. Resistance to the use of English and inherent problems with the language itself were also examined, along with some of its more advantageous features. Finally, proposals to make the language easier to learn and more internationally standardized were discussed.

2) At present there are few other contenders for the status of an international lingua franca. Many other widely spoken languages have strengths, but few match the lexical hybridization or the inflectional simplicity which give English such wide appeal. Furthermore, no other language has such a dominant role in commercial, diplomatic, scientific and technical fields as English does at the present time. It seems, then, that English, despite its weaknesses and some opposition, will most probably continue to develop as the international language of communication, ideally in a simplified and more standardized form, in the foreseeable future.

## Writing Task

Write an introduction and conclusion for an assignment that you are currently working on. Pay attention to the structure and language of your introductory and concluding sections in the light of the information presented above.

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### 4.1.5. COHESIVE DEVICES

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¶ One way that writers try to achieve textual cohesion is by using adverbial connectors. These are words or phrases that fall outside the meaning of a sentence but serve to connect one idea to another idea in a different sentence. Connectors may also be used to join ideas across paragraphs.

#### Exercise 4

##### Adverbial connectors 1

Match the adverbial connectors to their pragmatic / functional meanings in the tables below. Some of the connectors may have more than one meaning.

Connecting word or phrase	Pragmatic or functional meaning
<b>a</b> Alternatively,	<b>I</b> introduces a second fact that exists together with the previous fact, even if it contradicts this
<b>b</b> As a result,	<b>II</b> introduces an additional / opposing idea or point

<b>c</b> At the same time,	<b>III</b> introduces another possible way of doing / thinking about something
<b>d</b> For example,	<b>IV</b> introduces an additional point or fact
<b>e</b> Furthermore,	<b>V</b> indicates an illustration for support
<b>f</b> Nevertheless,	<b>VI</b> indicates consequence

### Adverbial connectors 2

Match the adverbial connectors to their pragmatic/ functional meanings in the tables below. Some of the connectors may have more than one meaning.

Connecting word or phrase	Pragmatic or functional meaning
<b>a</b> However,	<b>I</b> introduces a statement which supports or gives more detail about the previous point
<b>b</b> In addition,	<b>II</b> introduces an opposing or alternative idea or point
<b>c</b> In contrast,	<b>III</b> introduces a problem
<b>d</b> In fact,	<b>IV</b> introduces a contrasting aspect or fact
<b>e</b> On the other hand,	<b>V</b> introduces an effect of something
<b>f</b> Consequently,	<b>VI</b> introduces another point or fact

### Exercise 5

Fill the gaps in the sentences below with the appropriate connecting word or phrase.

*alternatively nevertheless in fact consequently for example in contrast*

a) Many companies value the study abroad experience. \_\_\_\_\_ anecdotal evidence from students who have studied abroad suggests that it is this experience which makes them stand out and sets them on the path to new and attractive opportunities.

b) English speaking countries such as the USA, Britain, Australia, New Zealand and Ireland are frequent choices for studying abroad; \_\_\_\_\_, many students choose to go elsewhere because they are interested in learning a new language.

c) In the 2002-03 academic year 584,000 international students were studying at the U.S. universities. \_\_\_\_\_ only one percent of American students, about 161,000, study abroad and a full two-thirds of that one percent head to Western Europe.

d) Although some US students go abroad to discover more about a culture that is not their own, some do the exact opposite. \_\_\_\_\_, students from Arabic-speaking families may study in the Middle East, and Hispanic students may select any of the countries where Spanish is spoken.

e) Women might not have the same status or role in the host country that they enjoy at home. \_\_\_\_\_, they may experience anxiety, confusion, fear, powerlessness or anger.

f) Your courses may consist only of formal lectures and a final exam. \_\_\_\_\_, they may consist of seminars or discussion groups with the expectation that you will complete all of the readings on your own before the final exam.

**Exercise 6**

**Match the following compound prepositions on the left with their functions on the right.**

<b>a</b> on account of	<b>I</b> indicates that something exists or happens as an alternative to something else
<b>b</b> in terms of	<b>II</b> specifies an aspect of something you are discussing
<b>c</b> according to	<b>III</b> introduces the reason or explanation for something
<b>d</b> instead of	<b>IV</b> indicates a source of information or source of an idea

**Exercise 7**

**Now fill the gaps with one of the compound prepositions from Ex.**

**6.**

a) \_\_\_\_\_ style, the paintings Goya produced during this period must count among his best.

b) \_\_\_\_\_ killing the cell they inhabit, plasmids often help the host cell by conferring resistance to drugs.

c) \_\_\_\_\_ the unexpected number of students, there were insufficient handouts.

d) \_\_\_\_\_ the general theory of relativity, space-time is smooth and does not any irregular points.

**Exercise 8**

**Match the following compound prepositions on the left with their functions on the right.**

a with regard to	I to introduce information or a fact
b in addition to	II
c in spite of	III
d in the light of	IV

**Exercise 9**

**Fill the gaps below with one of the compound prepositions above.**

a) \_\_\_\_\_ the overwhelming scientific evidence, many people still refuse to believe that smoking causes lung cancer.

b) \_\_\_\_\_ the recent survey data, the government are introducing measures to restrict the number of cars in cities.

c) However, the author raises a number of difficulties \_\_\_\_\_ the third point.

d) \_\_\_\_\_ homesickness, students who study in other countries may experience culture shock.

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#### ***4.1.6. CAUSE & EFFECT AND PROBLEMS & SOLUTIONS***

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### **I. Cause and Effect**

#### **Exercise 1**

**Read the following sentences. In each sentence:**

- **which is the *cause* and which is the *result* or *effect*?**
- **what is the phrase that joins the *cause* to the *effect*?**

a. Boredom at work can lead to low levels of productivity and high levels of absenteeism.

b. Residents believe that, with some assistance, local planning can give rise to an environment completely to their liking.

c. The bad performance of large parts of the manufacturing industry was the cause of Britain's relatively poor economic record of that period.

#### **Exercise 2**

**Read the following sentences. In each sentence:**

- \* **which is the cause and which is the result or effect?**
- \* **what is the phrase that joins the cause to the effect?**

a. The British countryside continued to be affected during the 1970s when more elm trees were cut down owing to Dutch Elm Disease.

b. Owing to the large number of learners and a shortage of teachers in nursing education, medical schools are creating more courses based on learning by discovery, with the teacher acting as guide, counselor and facilitator.

c. The fall in the consumption of fish is partly due to reduced demand and partly to increasing prices, in turn resulting from reduced catches.

d. Thailand's efforts to stem serious problems resulting from extension of cultivated land as a result of population growth and large-scale destruction of forests by logging companies are reported to be largely ineffective.

**Now answer these questions about the last group of sentences:**

- **what is the difference between 'b' and the other sentences?**
- **what is the difference between 'c' and the other sentences?**
- **what is the difference between the positions of cause and effect in the sentences in exercise 1 above, and the sentences in exercise 2?**

### **Exercise 3**

**Use the information in the following text to complete the table below the text.**

(1) Many diseases may **result** if a person does not have an adequate diet. Protein deficiency diseases such as kwashiorkor are particularly damaging; they **lead to** mental retardation, particularly when they occur in young children. Vitamin and mineral deficiencies can **lead to** weak bones, loss of teeth, blindness or failure of any of a number of vital organs. Children who do not receive sufficient protein or calories develop characteristic bloated bellies, thin arms and legs, wide eyes and shriveled skin. Perhaps even more sinister is the fact that severe malnutrition in young people **leads to** early and irreversible brain damage. This **results in** a negative feedback cycle, for if undernourished and retarded children survive to become adults, they will be likely to have a hard time finding work and if work is found it is often of the kind that pays the least money. When these impoverished adults in turn have children, their young are likely to be undernourished as well, **thereby** perpetuating the tragic cycle.

(2) Other diseases **caused by** nutritional deficiency are common throughout the world. By one estimate, a quarter of a million children become permanently blind every year **because** their diets are deficient in Vitamin A. Another 200,000 people per year become deaf **owing to** a lack of iodine. An additional uncounted number of individuals die of infectious diseases **because** their bodies and immune systems have been weakened by hunger and lack of proper nutrients. In total, some 15 million people starve to death or die indirectly from malnutrition every year.

<b>Causes</b>	<b>Results</b>
<b>Protein deficiency</b>	<b>mental retardation</b>
<b>Vitamin and mineral deficiency</b>	
	<b>bloated bellies, thin arms and legs, wide eyes and shriveled skin</b>
<b>Severe malnutrition</b>	
<b>Lack of Vitamin A</b>	
	<b>deafness</b>

**Language for describing causes and effects**

**Verbs:**

Lack of protein	(may) cause(s) (can) lead(s) to (can) result (s) in (can) give(s) rise to	mental retardation.
-----------------	--	---------------------

**Reduced relative clauses:**

**Kwashiorkor is a disease caused by insufficient protein.**

**Beri-beri is a disease resulting from vitamin deficiency.**

**Vitamin deficiency can cause metabolic disorders,  
resulting in mental handicap.**

**Nouns:**

One	effect consequence result	of vitamin A deficiency is blindness.
-----	---------------------------------	---------------------------------------

**The cause of Kwashiorkor is insufficient protein over an extended period.**

**Prepositions:**

200,000 people per year become deaf	owing to because of as a result of	a lack of iodine.
--	--	-------------------

**Scurvy is a disease which is due to vitamin C deficiency.**

**'thereby + -ing'**

<b>Their young are likely to be undernourished as well,</b>	<b>thereby thus</b>	<b>Perpetuating the tragic cycle.</b>
<b>Subordinators:</b>		
<b>An additional number of individuals die of infectious diseases <u>because</u> their bodies and immune systems have been weakened by hunger and lack of proper nutrients.</b>		
<b>Connectors:</b>		
<b>If undernourished and retarded children do survive to become adults, they have decreased learning ability.</b>		
<b>Therefore, Consequently, Because of this, As a result of this,</b>	<b>when they grow up, it may be difficult for them to get work.</b>	

**Exercise 4**

Use the words and phrases from the list to complete the following sentences.

<p><i>as a result   because   consequently</i> <i>due   resulting   thereby</i></p>
---

- a. \_\_\_\_\_ of severe malnutrition, young children may become brain damaged.
- b. Agricultural improvements \_\_\_\_\_ from drainage enabled both small and large landowners to improve position.
- c. The Business School is acutely aware that the world of business is global.

\_\_\_\_\_ many of the courses have units explicitly concerned with Europe and Asia.

d. Technical secondary schools in Malawi have shown very large drops in enrolment, mainly \_\_\_\_\_ of unemployment among their graduates \_\_\_\_\_ to a collapse in the productive sectors of the economy.

e. The problem of water shortage was compounded by a series of hot summers which increased the rate of soil evaporation, \_\_\_\_\_ reducing further the amount of water which penetrated through to the aquifers.

f. In winter the sun's rays have to travel through more of the Earth's absorbent atmosphere to reach the ground than they do when the sun is overhead, \_\_\_\_\_ in a drop in temperature.

### **Exercise 5**

**Use the words and phrases to complete the following sentences.**

<p><i>affected by as a result caused</i> <i>depends gives rise give rise</i></p>
--

a. Improved scientific knowledge generally \_\_\_\_\_ to improved accuracy in forecasting.

b. A diet which consistently lacks a sufficient quantity of a particular vitamin is certain in time to \_\_\_\_\_ to the corresponding vitamin deficiency disease.

c. Kwashiorkor is one of the conditions \_\_\_\_\_ by protein deficiency.

d. The quality and character of coffee beans is \_\_\_\_\_ climate and varying soil types in which they grow.

e. The effects of nutrition on health are both direct and indirect as in many ways health \_\_\_\_\_ on the quantity and quality of diet.

f. On March 14, the U.S. Health Department published statistics showing that more American teenage males died \_\_\_\_\_ of gunshot wounds than from all natural causes combined.

## II. Problems and Solutions

**Formal academic texts sometimes have the following format:**

**Situation or Background: Who is involved, when and where is this happening; what is the situation and context of the 'problem' that follows.**



**Problem: What difficulty /need/complication/doubt has emerged out of the 'situation'?**

**Solution: How is/was the 'problem' resolves, or overcome?**



**Evaluation: How good was the solution? If there is more than one solution, which is the best?**

### **Exercise 6**

**Read the text on child poverty. It looks at the problems children face in developing countries and some solutions to those problems.**

(1) A recent study concluded that over 1 billion children – more than half the children in developing countries – suffer from at least one form of severe deprivation. The investigation also confirmed that children suffer a range of problems that overlap one another: poor nutrition makes children vulnerable to sickness and diarrhea, which can then pollute the local water that children use, which then causes weight loss and reduces resistance to disease. Furthermore, children who are poorly fed, frequently ill or live in crowded homes with no electricity are likely to encounter more problems at school. Children experience poverty with their hands, minds and hearts. Thus material poverty, such as starting the day without a nutritious meal, or engaging in hazardous labour, hinders emotional capacity as well as bodily growth.

(2) Poor access to education, food or health-care services also has particular implications for girls and women. There are large differences between the numbers of girls and boys who have never attended school. Providing education for girls leads to greater employment for women. In addition, countries that have rates of education among women also have far less child poverty.

(3) Each year, tens of millions of children are victims of exploitation, violence and abuse. The effects of these abuses are far-reaching and enduring. They rob children of their childhood, preventing them from fulfilling anything close to their full potential. Families are the first line of defence for children. The further away children are from their families, the more vulnerable they are to risk. Children separated from their families are more likely to be marginalized, abused and live in poverty in adulthood, and are less likely to develop vital social skills as well as

community support and interaction. The countries that have the best records in terms of preventing child poverty offer generous support for families with children. For example, The Oportunidades programme, launched in Mexico in 1997, grants cash transfers on the condition that members of a household are certified as attending school and health clinics. The results have been significant and consistent. In rural areas covered by the scheme, there has been a 57 per cent rise in visits to health clinics and significant reductions in under-five mortality. In Madagascar, one solution has been a comprehensive child survival programme which helps to reduce infant mortality. The programme includes activities to vaccinate every child, to ensure that every mother and newborn is protected by insecticide-treated mosquito nets and to provide free oral rehydration packs.

(4) Another major programme for children in developing countries is the pressure put on them to work. A recent study by the International Programme on the Elimination of Child Labour offers convincing evidence that, over a 20-year period, the economic benefits of eliminating child labour would far exceed the costs.

(5) Children themselves help us understand what child poverty means. In Serbia and Montenegro, a country impoverished by more than a decade of war and economic crisis. UNICEF has been working on a participatory study of child poverty that has made a point of consulting children in discussions that are set up like games. Consulting children leads to better targeting of education, health and social assistance services towards the poor.

Now re-read the text and complete the following table:

➤ = causes/ leads to

Background	Problem (by paragraph)	Solution	Evaluation
1 billion children suffer from at least one form of deprivation	1. Poor (I) ----- ➤ sickness & diarrhea ➤ (II) ----- bad water ➤ (III) ----- Overcrowding / poor food / illness ➤ (iv) -----		
	2. Girls do not (I) ----- Girls are not (II) -----	Greater rates of (III) ----- among Women.	a. Greater women's (IV) ----- b. Reduction of (V) -----
	3. Children victims of (I) ----- ----- -----	a. Support for children in (II) -----	
		b. Mexico: (III) -----	(IV) ----- and drop in (V) -----
		c. Madagascar: (VI) -----	Drop in (vii) --- -----
	4. Pressure on children to work	(I) -----	Economic benefits
5. Child poverty following war	(I) ----- -----	Better (II) ----- -----	

Look through the table you have completed. Now answer the following questions:

- What is the relationship between the various 'problems' in paragraph 1?
- What is the relationship between the various 'solutions' in paragraph 3?
- What do you feel about the various solutions and the evaluations of the solutions that are outlined in this passage?

### Exercise 7

Read this passage adapted from an academic article on health problems suffered by young doctors and complete the table below. Before doing this, find the meanings of the words in bold.

(1) ... it seems that the young doctors suffer from fairly minor illness. The common respiratory infections may well be due to the fact that they are under stress and are also exposed in hospitals to a higher risk of infection. In terms of mental health, there are no direct comparisons but the **prevalence** of psychiatric symptoms is comparable with other research on junior medical staff. Firth-Cozens found 50% of junior doctors with symptoms that required treatment. This was much higher than most community samples; the doctors were in their preregistration year, however, and when sampled again, later in their careers, the rate had dropped to 36%, similar to other health workers.

(2) The reports of the doctors' own health care have several implications for the health and well-being of doctors and their management. Young doctors are not treating themselves properly when ill: they carry on work-

ing, they **self-prescribe** and they ask a friend or colleague to treat them rather than go for a proper independent consultation. This is of particular concern in relation to psychiatric problems where it is generally inappropriate to be treated by a colleague or friend. If such behaviour is clearly apparent at this stage in their careers, it is easy to see how patterns for the future, a proportion of these doctors are likely to suffer from depression or alcohol problems and from the evidence presented here, they are unlikely to seek help appropriately.

(3) These doctors are not aware of the Occupational Health Service and are not in the habit of using it. If this service is planned to be for the use of medical staff, consideration should be given nationally to its promotion. If not, alternative services need to be developed. Such services must be well-known, accessible and **confidential**. More importantly, the climate of **stoicism** needs to be altered at an early stage in medical careers. Whether this is a cultural phenomenon first developed at the undergraduate level, or simply due to the pressure of work and lack of cover arrangements in the NHS, the problem has to be addressed as a matter of priority. Failure to do so jeopardizes doctors' own health, the welfare of their colleagues and families and patient care.

<b>Paragraph 1:</b>	<b>a) Background</b> <b>Young doctors suffer from fairly frequent illnesses.</b>	<b>b) Problems</b>
<b>Paragraph 2:</b>	<b>a) Problems</b>	<b>b) Future Problems (note the language used)</b>
<b>Paragraph 3:</b>	<b>a) Problems</b>	<b>b) Solutions (note the language used)</b>

➤ *This 'Background / Situation - Problem - Solution - Evaluation' organisation of academic text structures can be found in paragraphs, chapters and whole books.*

### Commonly Confused Words

There are words which are commonly misspelt. This misspelling results in a word which has another meaning or use. Here is a list of words which are commonly confused:

#### **affect/effect**

*Affect* is a verb. *Effect* is a noun and is therefore always used after an article / determiner e.g. *The weather can **affect** our mood. The **effect** of the weather on our mood is well known.*

#### **compliment /complement**

*Compliment* (verb) means to praise someone. *Complement* (verb) means to complete something in a way that makes it very good. Both words can be used as nouns. e.g. *They **complimented** him on his success. There is always a written exam to **complement** the practical test.*

#### **comprise /consist**

Both words mean 'to be made up of,' but only consist is accompanied by of. e.g. *The book **comprises** ten units. The exam **consists** of four parts.*

#### **discrete / discreet**

*Discrete* is an adjective which means 'separate' or 'distinct'. *Discreet* is an adjective which means 'to keep silent or be tactful about something'. e.g. *The instructions were written in **discrete** steps. He was very **discreet** throughout the inspection.*

### **formerly /formally**

*Formerly* means 'earlier'. *Formally* means 'conventionally' or 'officially'. e.g. *They had all **formerly** been students in the engineering department. They were all dressed **formally** for the graduation ceremony.*

### **its / it's**

*its* -without the apostrophe - is a possessive determiner similar to 'my' or 'you'. **It's** is a contracted form of 'it is' or 'it has'. e.g. *The experiment was interesting but **its** outcome was predictable. **It's** the first step towards assimilation.*

### **later / latter**

*Later* is an adverb which means 'at an advanced point of time'. *Latter* is an adjective used to refer to items in a text. It means 'more recently mentioned'. e.g. *They planned to merge the two departments at a **later** point. A word can acquire a more restricted sense or be chiefly used in one specialist field, the word doctor being a classic example of the **latter**.*

### **practice / practise**

In British English, *practice* is a noun and *practise* is a verb. American English allows both spelling for both forms. e.g. *The more **practice** students get, the better their results will become. The more they **practise** evaluating texts, the more they will be able to identify flaws in research findings.*

### **precede / proceed**

*Precede* means 'to come before'. *Proceed* means 'to go forward' or 'to begin to carry out'. e.g. *Any place offers will be **preceded** by interviews with de-*

*partment heads. Students are generally allowed to **proceed** with their research following approval to proposals from the head of department.*

### **principle / principal**

*Principle is a noun which means 'a basic belief, theory or rule'. Principal is an adjective which means 'main' or 'most important'. e.g. The **principles** of quantum theory are not easily grasped. The **principal** reason for changes in the system is financial.*

### **there / their**

*There is used to indicate the existence of something. There is used to indicate possession, i.e. if something belongs to someone or something. e.g. **There** is only own way to achieve results. It was **their** determination that saved the day.*

**False friends**

False friends are words from two different languages that look very similar but have different meanings.

The most common of these is *actually*, which in English means *in reality*,

but its false friend in other languages means *at the moment*.

Another one, which frequently appears in research, is to *control* whose false friend in many other languages means to *verify*. Here is the difference:

S1. A thermostat is used to *control* the temperature.

S2. We *checked* the patient’s temperature with a thermometer.

In S1 *control* means to regulate, whereas in S2 to *check* means to make a verification without altering anything.

In 1905 this particular false friend nearly caused a treaty between Russia and Japan to fall apart. The draft of the treaty was written in English and French, and *control* and *contrôler* were both attributed the same meaning, whereas the English word meant ‘dominate’ and the French word ‘inspect’.

In scientific papers, false friends rarely cause problems.

<b>The word in English</b>	<b>Most common meaning in science and engineering texts</b>	<b>False friend</b>
actually	фактически	актуально
alternative	вариант	альтернатива

argue	1) считать, указывать; 2) выдвигать гипотезу о ...; 3) утверждать; 4) возражать, оспаривать	спорить
argument	1) авторское изложение, мысль автора, контекст, крат- кое изложение; 2) анализ, рассуждение; 3) возражение, обоснование	аргумент
article	изделие	статья
authority	1) власти; 2) регламентирующий орган	авторитет
commercial	промышленный, выпускае- мый промышленностью	коммерческий
complex	сложный	комплексный
conservative	1) осторожный; 2) с запасом	консервативный
construction	1) строительство; 2) сооружение; 3) изготовление	конструкция
detail	1) подробность; 2) узел (машины);	деталь
discipline	отрасль знаний (профессия)	дисциплина
dramatic	1) поразительный, исключи- тельно сильный, замеча- тельный; 2) значительный, существенный;	драматический

	3) сильный (эффект); 4) резкий, кардинальный (скачок, изменение)	
dramatically	1) значительно, существенно; 2) явно; 3) четко, отчетливо; 4) наглядно, убедительно	драматично
examination	1) обследование; 2) контроль; 3) анализ	экзамен
expertise	1) квалификации, опыт; 2) компетентность, эрудиция; 3) квалифицированные кадры; 4) специализация	экспертиза
fragment	1) обломок; 2) осколок	фрагмент
fundamentally	теоретически	фундаментально
history	1) развитие; 2) результаты; 3) данные; 4) практика, опыт; 5) использование, применение; 6) пример; 7) предыстория; 8) исследование, анализ	история
ideal	1) подходящий, удобный; 2) желаемый (результат); 3) теоретический (срок изготовления)	идеальный

industrial	1) промышленный; 2) заводской, фабричный, 3) производственный; 4) технический; 5) относя- щийся к тяжелой промыш- ленности	индустриальный
instrument	1) прибор; 2) документ	инструмент
mode	режим	мода
motor	электродвигатель	мотор
object	1) предмет; 2) цель	объект
operation	1) работа; 2) эксплуатация	операция
original	1) первоначальный; 2) исходный, начальный; 3) первичный; 4) основной	оригинальный
originally	впервые, первоначально	оригинально
philosophy	1) концепция, основные принципы; 2) предпосылки; 3) подход; 4) сущность; 5) взгляд, мнение	философия
physical	1) материальный; 2) реаль- ный, связанный с оборудо- ванием; 3) механический	физический
pilot	1) опытный; 2) вспомогательный	пилот
positive	1) уверенный; 2) явный; 3) определенный, настоя-	позитивный

	щий, реальный	
probe	1) зонд; 2) пробоотборник	проба
production	1) производство; 2) производительность; 3) добыча	продукция
prospect	перспектива	проспект
prototype	опытный образец	прототип
public	1) население; 2) общественность	публика
qualification	1) оговорка; 2) аттестация; 3) необходимое качество	квалификация
record	1) запись; 2) протокол; 3) послужной список; 4) отзыв ( <i>характеристика</i> )	рекорд
replica	точная копия	реплика
resin	смола	резина
resolution	1) разрешающая способ- ность; 2) разложение (на компоненты); 3) решимость; 4) решение	резолуция
resource	1) потенциал; 2) запасы; 3) источники, средства; 4) рабочая сила; 5) обеспеченность кадрами	ресурсы
routine	1) порядок работы; 2) режим, порядок дня, порядок действий;	рутина

	3) программа работы; 4) программа	
scenario	1) вариант; 2) методика	сценарий
simulation	1) моделирование; 2) имитирование	симуляция
speculation	1) обдумывание; 2) предположение	спекуляция
strategy	1) методика (эксперимента); 2) политика (техническая)	стратегия
unique	1) новый, не имеющий аналога; 2) особый; 3) оригинальный, своеобразный, отличающийся; 4) единственный; 5) определенный, конкретный; 6) небывалый	уникальный



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МАТЕРИАЛЫ К СДАЧЕ ЭКЗАМЕНА КАНДИДАТСКОГО МИНИМУМА  
ПО АНГЛИЙСКОМУ ЯЗЫКУ

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