

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ  
ФЕДЕРАЦИИ

Федеральное государственное бюджетное образовательное учреждение  
высшего образования

«Забайкальский государственный университет»

(ФГБОУ ВО «ЗабГУ»)

Факультет филологии и массовых коммуникаций

Кафедра иностранных языков (гум.-пед. направление)

**УЧЕБНЫЕ МАТЕРИАЛЫ**

для студентов заочной формы обучения

по дисциплине «**Деловой иностранный язык**»

для направления подготовки 44.04.01 – Педагогическое образование

Магистерская программа – Математическое образование

**Общая трудоемкость дисциплины 108 часов, 3 зачетные единицы**

Виды занятий	Распределение по семестрам		Всего часов
	1 семестр	2 семестр	
Общая трудоемкость			108
Аудиторные занятия, в т.ч.:	10	10	20
лекционные (ЛК)			
практические (семинарские) (ПЗ, СЗ)			
лабораторные (ЛР)	10	10	20
Самостоятельная работа студентов (СРС)	26	62	88
Форма текущего контроля в семестре*	зачёт	зачёт	108

## 1 семестр

### *Part 1 My research interests*

#### **Exercise 1 Read and translate the following expressions.**

to do/ to carry on/ to carry out/ to conduct research

to contribute to/ to make a contribution to

to influence/to affect / to have an effect on/upon

to study/ to make studies/ to investigate/ to explore

to put forward an idea

to suggest an idea/ a theory/ a hypothesis

to advance/ to develop/ to modify a theory

to accumulate knowledge

to publish an article (a paper)

field/ sphere of science/ research

a new area of research

current branch/ field of research

latest/ recent achievements/ developments/ advances

a (an) outstanding/ prominent/ world-known scientist/ researcher

scientific adviser/ supervisor

scientific degree

to participate/ to take part in a conference

to take master (graduate) course

to prove a thesis (dissertation).

#### **Exercise 2 Answer the questions.**

1. What is your field of science/research?

2. What are the current issues in your field of science/research?

3. Have new areas of research appeared in recent years?

4. What is your particular area of research?

5. What are the latest achievements in your field of science/research?

6. Can you name some outstanding researchers in your field of science? What contribution have they made?

7. Do achievements in your branch of science/ research influence everyday life?

**Exercise 3 Read and translate the texts. Pay attention to the words in bold type.**

Hi! My name is James Blunt. I am a **Master Student** from Australia. I **do my degree** in Public Relations. My **Bachelor's degree** was in biology. I **do research on** the public relations for centers for genetics. The **Master programme** in Public Relations at the University of Sydney lasts two years. I will have a **degree of Master** of Economics when I **graduate**. Then I am planning **to continue my education and work for a Ph.D. Degree**. I would like to teach public relations and be a consultant one day.

**Exercise 4 Agree or disagree with the following. Use the introductory phrases:**

I (quite) agree. That's true. Yes, I think so. Absolutely (true). That's right. I share this viewpoint. Exactly. Quite so.

I disagree. I don't quite agree. I'm afraid I can't agree with you here. I don't think so. That's false. That's not quite right. That's wrong. That's not exactly so. Quite the contrary. Not quite so.

1. James Blunt is a Master Student from England. 2. James Blunt does his degree in Journalism. 3. His Bachelor's degree was in biology. 4. The Master programme in Public Relations at the University of Sydney lasts four years. 5. He is planning to continue his education and work for a Ph.D. Degree.

**Exercise 5 Answer the questions.**

1. Where is James Blunt from? 2. What was his Bachelor's degree? 3. What is he now? 4. What research does he do? 5. What Master degree will he have? 6. What would he like to do?

**Exercise 6 Answer the questions about you.**

1. What are you? 2. What is your special subject? 3. What field of knowledge are you doing research in? 4. Have you been working at the problem long? 5. Is your work of practical or theoretical importance? 6. Who do you collaborate with? 7. When do you consult your scientific adviser? 8. Have you completed the experimental part of your dissertation? 9. How many scientific papers have you published? 10. Do you take part in the work of scientific conferences? 11. Where and when are you going to get Ph.D. degree? 12. What do you enjoy most about working in your scientific field? 13. What would you like to do next in your career? 14. Which of your past and present experiences are most relevant to your future in science?

**Exercise 7 Complete the sentences. Speak about your field of science/research.**

1. I do research in the field of ....
2. It is the science that studies...
3. The field of science/ research that I'm concerned with gathers knowledge about...
4. Major developments include advances in ....
5. Remarkable advances have been made in....
6. The branches of science contributing a lot to progress in my field of research are....
7. My current field of science/ research is....
8. It's difficult/ not difficult to foresee/ forecast/ predict...

**Exercise 8 Imagine you are giving a short presentation about your scientific research. Choose a topic on your own research area and plan a short presentation (about 70 words). Use exercise ...**

1. Hello. My name is ... and I'm currently ... 2. My research focuses on ... 3. This is useful because ... 4. For example, ... 5. However, there are a number of problems with ...

## ***Part 2 Scientific conferences.***

### **Exercise 1 Discuss the following questions.**

1. Have you ever been to a conference? Have you ever given a paper to a large audience at a conference?
2. Do you plan to attend any conferences in the near future?
3. What might be difficult (apart from giving a presentation) about attending a conference where the main (or only) language is English?

### **Exercise 2 Match English words and word-combinations with the corresponding Russian ones.**

1. To take place; 2. call for papers; 3. short abstract; 4. to make a presentation; 5. manuscript of the paper; 6. attendee; 7. accommodation; 8. key-note speaker; 9. review paper; 10. proceedings of the conference; 11. to take the floor; 12. to take part in (to participate in); 13. poster session; 14. contributed paper; 15. digest panel discussion; 16. to submit a paper; 17. registration fee

1. Стендовое заседание; 2. представить статью на рассмотрение; 3. обзорная статья; 4. основной докладчик; 5. иметь место (происходить/случаться); 6. сборник материалов конференции; 7. выступить; 8. принимать участие; 9. регистрационный взнос; 10. делать презентацию; 11. участник; 12. краткая аннотация; 13. рукопись доклада; 14. дискуссия с участием ведущих специалистов; 15. проживание (размещение); 16. приглашение на присылку материалов для публикации; 17. представленный доклад

### **Exercise 3 Arrange in pairs the words which are close in meaning.**

1. participant, accommodation, speaker, to take place, exhibition, scientific associate, head, deputy director, to take the floor, to present a paper, seminar, overview paper, concurrent session, round table discussions.

2. to submit a paper, display, assistant director, round tables, attendee, reporter, chief, workshop, housing, research associate, review paper, parallel session, to be held, to speak.

**Exercise 4 Combine words from the left and right to form compound words.**

- |         |         |
|---------|---------|
| 1. dead | a. date |
| 2. work | b. note |
| 3. key  | c. see  |
| 4. up   | e. shop |
| 5. for  | f. line |

**Exercise 5 Complete the table with verbs or nouns.**

Verb	Noun
attend	A ....
B ...	participant
exhibit	C ...
register	D ...
E ...	presentation
speak	F ....
G ...	submission

**Exercise 6 Match words 1-10 to words a – j to form conference-related collocations.**

- |                 |                 |
|-----------------|-----------------|
| 1. keynote      | a. research     |
| 2. attend       | b. a paper      |
| 3. application  | c. fee          |
| 4. round        | d. a conference |
| 5. registration | e. for papers   |
| 6. submit       | f. presentation |
| 7. online       | g. speaker      |

8. poster

h. deadline

9. call

i. registration

10. do

j. table

**Exercise 7 Complete the sentences with one of the collocations from Exercise 4.**

**Use necessary verb forms. Translate the sentences.**

1. Bryan Imes, a former teacher with a great passion for sharing his rich knowledge, has been the \_\_\_ \_\_\_ for many corporate events and industry conferences around the world. 2. Most conferences include \_\_\_ \_\_\_, which are a mixture of a brief text mixed with tables, graphs, pictures. 3. The \_\_\_ \_\_\_ is 5:00 p.m. Eastern time on Friday, October 16, 2015. 4. Take advantage of discounted \_\_\_ \_\_\_ and save up to \$120! 5. Our website contains a collection of \_\_\_ \_\_\_ issued by professional bodies, journal editors and other conference organizers in all disciplines. 6. I'm going to \_\_\_ \_\_\_ on thermodynamics next Monday. 7. Max is a graduate student at Oxford University and he is \_\_\_ \_\_\_ in the field of environmental science. 8. This famous scientist has just \_\_\_ \_\_\_ to our journal. 9. The ease of the \_\_\_ \_\_\_ process makes managing the conference much less burdensome than old paper registration process. 10. \_\_\_ \_\_\_ is a form of academic discussion when participants agree on a specific topic to debate.

**Exercise 8 Choose the following words to complete the sentences. Put them in the correct forms.**

*Take place, particular, fix, take part, understand, submit, concentrate on, paper*

1. Every year conferences \_\_\_\_\_ in our university.
2. Last year I \_\_\_\_\_ in the conference on the problems of e-learning.
3. I had to \_\_\_\_\_ a paper covering the technical aspects of e-learning.
4. The time limit was \_\_\_\_\_ and I had ten minutes to present my \_\_\_\_\_.
5. My report was \_\_\_\_\_ the problem that is given much attention.
6. Of \_\_\_\_\_ interest were the reports presented by Dr. Smith and Professor Pavlov.
7. I found it difficult to \_\_\_\_\_ English.

**Exercise 9 Read and translate the text below.**

**The world conference on computers in education**

The World Conference on Computers in Education took place in Switzerland last month. This Congress brought together more than 1000 people concerned with their development and use in primary, secondary and university education, as well as in vocational training. This Conference was organized by the Swiss Federation of Automatic Control, on behalf of the International Federation for Information Processing (IFIP), and had the backing of UNESCO and the Intergovernmental Bureau for Informatics (IBI, Rome), which were offering to support participants from developing countries, preferentially those who wished to present a paper.

In addition to the Congress, a youth world computer programming tournament was being held in different countries; the national winners were invited to present their papers at the Conference.

At the same time, an exhibition was set up to present educational material and a range of hardware and software, going from the smallest personal computer to the largest distributed informatics network, a concrete illustration of the multiple resources of these techniques applied to teaching and education.

The Conference put the accent on the relations between informatics and the teaching of other disciplines (computers in the teaching of physics, humanities at school, engineering, economics and social sciences), on instructional techniques (large scale experiments in computer aided learning - CAL) and on the impact of new technologies. Moreover, the social impact of informatics on teachers and students, as well as on leisure were discussed during the conference. Other contributions presented reviews of national policies and models of computer education; a special emphasis was put on the identification of the needs of developing countries and on the definition of the means to meet them.

**Exercise 10 Read the text again and find the answers to the following questions.**



1. When did the World Conference on Computers in Education take place? 2. Did this Congress bring together people concerned with the development of computers in education? 3. How many participants took part in the Conference? 4. What organization was the Conference organized by? 5. What organization offered support to participants from developing countries? 6. What was being held in different countries? 7. What did the national winners of this tournament present at the Conference? 8. What exhibition was set up at the Conference? 9. What did the Conference put the accent on? 10. What impact of informatics was discussed during the Conference? 11. Did other countries present reviews of national policies and models of computer education? 12. What was special emphasis put on?

**Exercise 11 Read the text contributed by Nick, the former postgraduate, who wanted to share his experience in attending a conference. Pay attention to the words in italics.**

You know any *scientific conference* is an important event in the researcher's life, especially in post-graduate student's activity. It provides an opportunity for *exchanging opinions* with more experienced colleagues and gives impetus to valuable discussions.

I've *taken part in* several conferences, both as an organizer and as a *participant*. But now I'd like to dwell upon my first experience in *attending an international conference* of young researchers. The initiative to *convene the conference* belonged to the University Academic Council. Thus, an *organizing committee* was formed which sent the so-called "Preliminary Announcement" to all the establishments concerned with the view of supplying potential participants with general information about the conference. From the *announcement* I learnt such important things as the main programme of the conference, orders of *plenary sessions*, rules for scientific contributions, requirements to submitted abstracts, information about *registration fees*, hotel reservations, etc. It was very important for me as a post-graduate student that the *abstract* would be published in *Conference Proceedings*.

I immediately filled in the preliminary *application form* and mailed it without delay. After that I was *to submit a short abstract* of my paper (one printed page) before the *deadline*.

Finally, my abstract was accepted and I started preparing my *report*.

I will never forget the first conference day. The conference started at 9 a.m. with the registration of *attendees*. Before the plenary session I had some time to get acquainted with other participants, to look through the latest information, to buy some booklets about the conference work. I was particularly interested in the *workshop on criminalistics*, since it is my *specific field*. There were more than twenty scientific contributions to our workshop, all of them being on topical problems of criminalistics and applied sciences. According to the workshop schedule I was the last to speak. All the reports were followed by *discussions*, mine wasn't an exception. I was asked several questions and did my best to answer all of them. I spoke without even looking into my notes and tried to make my reasoning very clear.

I also *attended a poster session* and found it of particular interest because I managed to study numerous texts of the papers supplied with diagrams, drawings, schemes and photographs. The final session with *review papers* was truly rewarding for it summarized all that had been going on not only at the conference but also in the field of law for the past twelve months.

In conclusion, I'd like to say that I liked a specific atmosphere of the conference characteristic of any scientific meeting: groups of delegates discussing something, the sight of *prominent scholars* surrounded by their followers, talks, smiles, greetings, *exchange of opinions*.

**Exercise 12 Are the sentences *true* or *false*? Correct the false sentences.**

1. Scientific conferences are important events in the researchers' and post-graduates' lives. \_\_\_\_\_
2. Nick has taken part in conferences only as a participant. \_\_\_\_\_
3. The preliminary announcement gives information about the main programme of the conference, plenary sessions, registration fees, etc. \_\_\_\_\_

4. Nick submitted a short abstract of his paper before the deadline. \_\_\_\_\_
5. The conference started at 10 a.m. with the registration of attendees. \_\_\_\_\_
6. Criminalistics is Nick's specific field. \_\_\_\_\_
7. There were more than thirty scientific contributions to his workshop. \_\_\_\_\_
8. Nick was the first to speak. \_\_\_\_\_
9. Nick attended a poster session and found it of particular interest. \_\_\_\_\_
10. Nick liked a specific atmosphere of the conference. \_\_\_\_\_

**Exercise 13 Complete the advice below about preparing a poster using the following words.** *abstract colours columns contact font heading number sentences simple text title white space*

### ***General points***

- Give your poster a (1) \_\_\_\_ which summarises the main idea.
- Keep your poster focused and (2) \_\_\_\_ so someone can understand the key points without any extra explanation.
- Remember that a poster is a summary of your work - so it's not usually necessary to include an (3) \_\_\_\_.
- Don't forget to include your name and (4) \_\_\_\_ information.

### ***The look of your poster***

- Arrange information in (5) \_\_\_\_.
- Use charts and diagrams as much as possible, only using (6) \_\_\_\_ to support your visuals.
- Give each section of your poster a clear (7) \_\_\_\_ in large type.
- (8) \_\_\_\_ each section to guide readers through your poster.
- Leave plenty of (9) \_\_\_\_ around each section to make them stand out more easily.

### ***The text in your poster***

- Use phrases rather than full (10) \_\_\_\_.
- Try to keep phrases short.

- Choose a (11) \_\_\_size which makes the text easy to read from a distance of 1-2 metres.
- Use different (12) \_\_\_ for different kinds of information in the poster - but remember to use them consistently.

**Exercise 14 Tell about your participation in scientific conferences. The following questions can help to make your story.**

1. Have you ever participated in international conferences?
2. When did you last take part in a conference?
3. Where did the conference take place?
4. What problems were considered and discussed?
5. How many participants attended the conference/session/workshop?
6. Which reports attracted general attention?
7. Whose report was of particular interest?
8. What problem did it deal with?
9. Did you present a paper at the conference?
10. Were you given the floor?
11. Was the time limit fixed?
12. Did you find your English sufficient/adequate to participate in the international conference?
13. Do you think you have a good/poor knowledge of English?
14. Did you find the speaker's English hard to follow?
15. Why is it necessary/important for a scientist to know foreign languages?

**Оценочные средства промежуточной аттестации (зачёт)**

- Устное собеседование по темам:

1. My research.
2. My participation in conferences.

- Итоговый тест

**Учебно-методическое и информационное обеспечение дисциплины**

## *Основная литература*

### **Печатные издания:**

1. Еремина В.М. English for Business and Academic Use: учеб. пособие / В.М. Еремина; Забайкал. гос. ун-т. – Чита: ЗабГУ, 2015. – 126 с. (30 экз.)
2. Назарова, Т. Б. Английский язык делового общения [Текст]: пособие по обучению чтению: Учеб. пособие для студентов вузов, обучающихся по специальности 021700 - "Филология" / Т. Б. Назарова, А. А. Левина. - М. : Высшая школа, 2006. - 135 с. – ISBN 5-06-004971-X. (1 экз.)
3. Сафроненко О.И., Макарова Ж.И., Малащенко М.В. Английский язык для магистрантов и аспирантов естественных факультетов университетов: Учебное пособие. – М.: Высшая школа, 2005. – 175 с. (43 экз.)

### **Издания из ЭБС**

4. Английский язык для академических целей. English for academic purposes : учебное пособие для бакалавриата и магистратуры / Т. А. Барановская, А. В. Захарова, Т. Б. Поспелова, Ю. А. Суворова ; под ред. Т. А. Барановской. — М. : Издательство Юрайт, 9 2017. — 198 с. — (Серия : Бакалавр и магистр. Академический курс). — ISBN 978-5-9916-7710-3. <https://biblio-online.ru/book/9DECDEFF-0CFB-48ED-82B3-8620AEBDEF3>
5. Чикилева, Л. С. Английский язык для публичных выступлений. English for public speaking : учебное пособие для бакалавриата и магистратуры / Л. С. Чикилева. — 2-е изд., испр. и доп. — М. : Издательство Юрайт, 2017. — 209 с. — (Серия : Бакалавр и магистр. Модуль.). — ISBN 978-5-534-00594-3. <https://biblio-online.ru/book/1145E169-DCB2-4783-9324-F596B30201E9>

## *Дополнительная литература*

### **Печатные издания**

1. Гуревич, В. В. Практическая грамматика английского языка = Practical English Grammar : упражнения и комментарии: учеб. пособие / В. В. Гуревич. - 6-е изд. - М. : Флинта : Наука, 2009. - 291 с. (10 экз.)
2. Гусевская Н.Ю., Ерёмина В.М. English for Science Students: учебное пособие / Забайкальский гос. гум.-пед. ун-т. – Чита, 2009. – 173 с. (2+е)

3 . Щавелева, Е. Н. Практикум по развитию умений публичного выступления на английском языке : учеб. пособие для студентов вузов, диссертантов, научных работников технических специальностей / Е. Н. Щавелева. - М.: Кнорус, 2007. - 92 с. (8 экз.)

#### **Издания из ЭБС**

4. Филиппова, М. М. Деловой английский язык : учебник и практикум для академического бакалавриата / М. М. Филиппова. — 2-е изд., испр. и доп. — М. :

Издательство Юрайт, 2017. — 353 с. — (Серия : Бакалавр. Академический курс). — ISBN 978-5-534-00602-5. <https://biblio-online.ru/book/13127DE7-5C8E-4CEB-B3AD03EBD2E8AC41>

5. Якушева, И. В. Деловой английский язык. Introduction into professional english: учебник и практикум для академического бакалавриата / И. В. Якушева, О. А. Демченкова. — 3-е изд., испр. и доп. — М. : Издательство Юрайт, 2017. — 221 с. —(Серия : Бакалавр. Академический курс). — ISBN 978-5-534-03705-0. <https://biblioonline.ru/book/7889CA96-AACF-4398-98BA-921FDF10BE90>