

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
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"National Research.
Lobachevsky State University of Nizhny Novgorod.
N.I. Lobachevsky State University of Nizhny Novgorod

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Working program of the discipline

"FOREIGN LANGUAGE"
(ENGLISH)

Level of higher education
Training of scientific and scientific-pedagogical personnel

Graduate program
Sociology of Management

Scientific specialty
5.4.7. Sociology of Management

Form of training
Full-time

Nizhny Novgorod
2023

1. Place and purpose of the discipline in the structure of the HPE

The "Foreign Language (English)" discipline belongs to the mandatory disciplines of the educational component of the postgraduate program, and is studied in the first year of study in the first and second semester.

Goal of the discipline

The study of the discipline requires students to achieve a number of training objectives, which are intended learning outcomes. These goals include educational, developmental and practical.

The general educational goal as an intended learning outcome is embodied in the form:

- the ability to create and implement trajectories of intellectual, cultural and moral self-development;
- analysis and evaluation of information when solving professional tasks;
- The ability to activate foreign language knowledge and skills when working with digital libraries, collections, and documentation;
- the ability to more fully and adequately search for information about the latest scientific and technological developments on the Internet on the basis of active use of foreign language skills and abilities.

The developmental goal as a planned learning outcome is expressed in the form of:

- the ability to perceive and analyze the logic of language phenomena;
- ability to write and speak logically, argumentatively, and normatively in a foreign language;
- ability to master models of foreign language verbalization of basic semantic structures, basic skills and abilities of discussion and polemics;
- the ability to independently acquire new language knowledge and skills;
- The ability to interact and collaborate with professional networks and international consortia, to monitor the dynamics of the selected areas in their professional field, while actively using foreign language skills;
- the ability to understand the concepts of syntactic and semantic organization of electronic forms of communication, including those based on foreign language knowledge;
- The main goal of the program is to increase the level of learning autonomy and to develop cognitive and research skills.

The practical goal as a designated learning outcome is expressed in the form of:

- The ability to normatively and competently construct one's own statements and to adequately understand spoken and written language in the learning space and real communication in a foreign language;
- the ability to effectively use the system of foreign language predicativity;
- the ability to transfer the acquired foreign language skills and abilities to a new communicative situation;
- the ability to see contradictions and inconsistencies in the models of predicativity of the native and French languages;
- The ability to independently use educational, reference, and original authentic foreign language sources to improve their proficiency in a non-native language;
- The ability to compensate in the process of communication the lack of knowledge of a foreign language, as well as speech and social experience of communication in it.

2. Planned learning outcomes for the discipline

A graduate who has mastered the program must

Know:

- the peculiarities of presenting the results of scientific activity in oral and written form when working in Russian and international research teams;
- methods and technologies of scientific communication in the state and foreign

languages;

To be able to:

- follow the norms accepted in scientific communication when working in Russian and international research teams to solve scientific and educational problems;

Own:

- different types of communication when working in Russian and international teams to solve scientific and scientific-educational problems;
- skills of analyzing scientific texts in the state and foreign languages communication in the state and foreign languages;
- different methods, technologies and types of communication in carrying out professional activities in the state and foreign languages.

3. Structure and content of the discipline

The volume of the discipline (module) is 3 s.u., total - 108 hours, of which 72 hours of contact work of a student with a teacher (practical work, consultation), 36 hours of independent work of a student, including 8 hours - preparation for the exam.

Table 1

Structure of the discipline

Name of the section of the discipline	Total hours	Including					Independent work of the student, hours
		Contact work, hours					
		Lecture-type classes	Laboratory-type classes	Seminar-type classes	Advice	Total	
1. Predicativity as the basis of speech	11			8		8	3
2. types of predication, the concept of <i>clause</i>	11			8		8	3
3. <i>Ing-forms, Ing-clauses</i>	11			8		8	3
4. <i>En forms, en-clauses</i>	11			8		8	3
5. Formation of propositional structures; semantic changes; structuring dis-courses	11			8		8	3
6. Noun modifiers-. of the other; infinitive predicates	11			8		8	3
7. Types of adjectival sentences	11			8		8	3
8. Modality and Subjunctivity	11			8		8	3
9.Effective sub-strategies preparation of a scientific text and presentation	12			5	3	5	4
Total	108			69	3	69	36

Intermediate attestation: 1 semester - credit, 2 semester - exam

Table 2

Content of the discipline				
No · n/a	Name of the section of the discipline	Contents of the section	Form of the lesson tions	Form of current control
Section 1: Predication as the basis of the construction of an utterance, the relationship of the subject/object of action and the verb form. Relation between real and grammatical tense (time & tense relationship). The category of species (aspect).				
1.1	The expressive potential of in - finitive constructions	The infinitive as a means of expressing the relative tense of action (after modal verbs and in autonomous functions). The infinitive as a grammatical formula The tense, species, and pledge.	Practical exercise	Performing practical training tasks
1.2	Organization of discourse	Speech techniques and formulas of discourse structuring (introduction, statement of the main content, conclusion) like; <i>this is perhaps the biggest global problem; the problem is; many experts agree that; be of the opinion that ...; according to; al- most all of us would benefit from; one possible solution would be to; on the whole; mostly, mainly, largely; predominantly; the (vast) majority of; the (biggest) chal- lenge(s) in; however; as we have seen; in the final analysis; the main The conclusion to be drawn is that ...; it can be summarized as follows.</i>	Practical exercise	Performing practical training tasks
Section 2. Types of predication and the concept of "clause": predicates with non-personal forms of the vowel, dependent clauses. Infinitive forms and secondary infini- The prehension of the word "predicates.				
1.1.	Prepositions with non-personal verb forms, dependent prepositions.	Forms of the infinitive and secondary infinitive predicates of the species: - offer to do (<i>also with the verbs</i> promise, attempt, manage, forget, afford, hope, aim, decide, arrange, agree, refuse, plan, learn, deserve, fail); - expect to be (<i>also with the verbs</i> want, ask, mean, intend, would like, would prefer).	Practical exercise	

		<p>Subject/object prefixes + infinitive:</p> <ul style="list-style-type: none"> - the explorer was the first to perform; measurement to be performed; - for us to perform; we expect them to perform; they are supposed to perform 		
1.2.	<p>Speech techniques and</p> <p>Formulas for structuring discourse and the communicative process: expressions</p> <p>The following is an example of a consensual (non-consensual) approach.</p>	<p>Expressions like <i>agree with the view that; agree with Schrodinger; share somebody's concerns about/subscribe to a view (a theory); disagree; take issue with; dispute; differ about; be (deeply) divided on the issue; a contentious issue.</i></p>	Practical exercise	Performing practical training tasks
1.3.	<p>Words and word combinations used in the expression of the comparison.</p>		Practical exercise	Performance of test learning tasks
<p>Section 3. <i>Ing-form</i> predication: attributive and circumstantial modifications of Participle I; complex predicate forms with gerunds, object and attributive predication gerund.</p>				
1.1.	Cascading of the predicate group	<p>Predicates <i>Ing-forms</i> of the form <i>consider changing, avoid confusing</i> after verbs like <i>admit, involve, postpone, imagine, deny.</i></p> <p>Subject/object prefixes + Participle I/Gerund (in various forms):</p> <p>The explorer making a search for new evidence, we admit ...</p> <p>New evidence being energetically searched for, we admit ...</p> <p>We are well aware of the explorer making a search for new evidence.</p> <p>We are well aware of new evidence being energetically searched for.</p>	Practical exercise	Performing practical training assignments

1.2.	Speech techniques and formulas for structuring discourse and the process of communication:	Justification, proof, and explanation of the course of events and its causes <i>give rise to; result in; be responsible for; trigger (be triggered); cause (be caused by); arise from; be a factor in (our decision); the origins of; a major source of; get to the root of the problem; lie at the root of; show, prove, be the evidence of; be symptomatic of;</i>	Practical exercise	Performing practical training assignments
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		<i>re-veal; confirm; corroborate (results); validate; substantiate; dis-prove; contradict; refute; invalidate.</i>		
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Section 4. *En-form* predicates: attributive and circumstantial modifications.

1.1.	The expressive power of Communion II.	Predicates of the species object + Participle II of the species: The necessary proof given, we admit ... "Active" forms of the past participle form: increased, developed, retired, vanished, advanced.	Practical exercise	Performing practical training assignments
1.2.	Speech techniques and Formulas for structuring discourse and the process of general- The following is an example of this.	Explanation of the essence of things like <i>this means, that is, specifically, give (provide) an explanation, set out, outline, expand on.</i>	Practical exercise	Performing test study assignments

Section 5. Passive predicates (generalization). Hierarchy of predicates in the structure of a sentence (generalization based on the previous sections).

1.1.	Prepositions of non-personal verb-forms.	Infinitive, participle, and gerund forming <i>clause</i> .	Practical thesis	Performing a test assignment of
1.2.	Cascading of the predicate group	Tenses, modal verbs, gerunds, and infinitives as components of pervasive-form of the predicate form.	Practical exercise	Performing a test task

1.3.	Speech techniques and Formulas for structuring discourse and the communicative process: giving special expressiveness to fragments of speech.	The structures of the form <i>the thing that...; what we do is; what happened was; it is ...that (who); all I want is; it was not until we ...that</i> . Express an opinion <i>in my opinion (in my view); I think that...; I believe that...</i> The expression of opinions and points of view using nouns like <i>announcement, argument, acknowledgement, forecast, suggestion</i> . Expressing opinions and points of view with adjectives like <i>adamant, grateful, certain, inconsistent, critical, abusive</i> .	Practical exercise	Performing practical training tasks
Section 6. Interdependence of subjects and predicates in an utterance.				
1.1.	Predicative-conceptual dependencies in the structure of the pre-provisions.	Structures of the verb + object species + noun/adjective": verbs like <i>call, elect, appoint, award, regard</i> .	Practical exercise	Performing practical training assignments
1.2.	Predicative-conceptual Dependencies in the structure of the pre provisions.	Infinitive predicates with the verbs <i>attempt, manage, forget, afford, hope, aim</i> (see also Raz- cases 2).	Practice-hobby	Performing practical training tasks-
1.3.	Predicative-conceptual dependencies in the structure of a sentence.	Predicates <i>Ing-forms</i> after verbs like <i>consider, imagine, delay, avoid, admit, involve</i> . Infinitive predicates and <i>Ing-form</i> predicates after verbs like <i>remember, regret, continue</i> : meaning differences.	Practical exercise	Performing test study assignments
Section 7. Complex sentence predication levels; types of appendices and their connectors (conjunctions).				

1.1.	Types of Adjective Sentences	The following are examples: the tenses (<i>after, as, as long as, as soon as, before, by the time, once, since, until, when, whenever, while</i>); the adjectives (<i>as, because, inasmuch as, now that, since</i>); the conditions (<i>if, in case, provided, providing, unless, whether</i>); the constutive adjectives (the contrastive adjectives (<i>although, even though, though, while, whereas</i>); determinative (relative) adjectives (<i>who, that, which, whose, whom, where</i>)).	Practical exercise	Performing practical training tasks
1.2.	Speech techniques and formulas for structuring discourse and the process of communication.	Words combining parts of the utterance of the form <i>also, too, as well (as); in addition, furthermore, moreover; not to mention; due to, due to, thanks to; in view of; whereas, while; however, nevertheless; by contrast, even so; as a result; consequently</i>	Practical exercise	Performing practical training tasks
Section 8. Modality and subjunctive as means of expressing opinions and modeling hypothetical situations.				
1.1.	Modal vowels in indirect speech.	Peculiarities of the modal meanings <i>will</i> and <i>would</i> . Modal vowels in the agreement of tenses.	Practical exercise	Performing practical training assignments
1.2.	Expressing advice and recommendations with the help of Subjunctive forms. Conditional Prepositions The following is an example of this.	Statements of the form If I knew ... I would alter If I had known ... I would have altered ... If I were you ... I would change ...	Practical exercise	Performing practical training assignments
1.3.	Adjectives, adverbs, and speech objects about company, expressing available at opinions and points of view	Speech units of the type <i>certain, likely, possible, impossible, apparently, obviously, definitely, presumably, environmentally, financially, logically, ideologically, politically speaking, in terms of science, in biological terms, so far as the experimental base is concerned.</i>	Practical exercise	Performing practical training tasks

Section 9. Effective strategies for preparing a scholarly text and presentation. The main methods of organizing the content of a manuscript (statement of the main problem, chapter, abstract).				
1.1.	Indirect Speech.	Adjective sentences expressing indirect speech. Peculiarities of negative and vo- pleading sentences in indirect speech. Peculiarities of the use of grammatical tenses in indirect speech	Practical exercise	Performing practical training tasks
1.2.	Speech techniques and Formulas for structuring discourse and the process of communication: the words indicating the references to be used over text	above, in the previous (part), in the preceding pages, as has been seen; the former, the latter, below, the following (example), there follows a simple example; see chart over page/overleaf.	Practical exercise	Performing practical training tasks
1.3.	The main stages and parts of the scientific communication	Thesis sentence, the main headings, the outline, paragraphing	Practical exercise	Presentation of the prepared scientific messages

4. Forms of organization and control of students' independent work

Independent work of graduate students during the study of the discipline "foreign language" is designed to contribute to the formation of the following components of knowledge and pro- posal-activitistic nature:

- Formation of skills of holistic perception of the process and result of foreign-language activity;
- mastering the culture of systemic approach in foreign-language scientific communication and the most important linguistic and general methodological principles of its organization;
- mastering technologies of optimal choice of expressive means of foreign language, formation of skills of constructing adequate discourse and predicting the communicant's response;
- Formation of tolerance in the implementation of foreign language activities.

In the course of study on the discipline "Foreign Language" graduate students perform tasks for independent work in accordance with the studied section of the program (paragraph 3). Checking assignments is carried out in the forms of current control, checking the final essay for the candidate's exam in a foreign language - in the form of review- censorship.

5. Assessment tools for certification of the discipline

5.1. Criteria and procedures for assessing learning outcomes in the discipline

Intermediate attestation (1) on the discipline "Foreign language" is held at the end of the first semester in the form of credit, Intermediate attestation (2) at the end of the second semester in the form of a candidate exam.

The assignment for the credit is a written translation of a fragment of scientific prose into a foreign language.

Criteria for evaluating a translation:

- the level of students' mastery of infinitive constructions and complexes (clauses);
- the level of assimilation of ways of expressing modality;
- the correctness and appropriateness of text structuring formulas;
- the level of proficiency in the construction of sentence semantic groups using various forms of prepositioning;
- the level of assimilation of comparative constructions;
- the general normativity of each statement of the text.

The final maximum score is 60 points: 10 points for each aspect mentioned. For the certification of the discipline you need 35 points.

When checking the quality of the translation, the instructor evaluates the student's ability to correct identified errors.

The Candidate's Examination in a foreign language is held after studying the "Foreign Language" discipline in its entirety. The candidate exam assumes that students achieve the learning objectives, which are the planned learning outcomes.

At the end of the Foreign Language discipline and as a result of completing the program, the graduate should master all types of speech activities at a level that fully meets his or her communicative needs. This, in its turn, assumes a high degree of flexibility and transition of one type of speech activity to another, which creates the necessary degree of integration of all communicative skills. This condition corresponds to the real condition of language communication continuity and ensures successful foreign language speech activity of a modern researcher.

The postgraduate should have a high technique of reading, applying all types of reading (exploratory, reading, viewing, searching). The student should be able to transform and reformat information extracted from the text (semantic compression, interpretation of certain provisions, commentary, paraphrasing, and interpretation). The postgraduate should be able to orally present the contents of the readings, prepare and present his/her own speech on a given topic, make spontaneous oral commentary and express his/her own opinion on the topic under discussion. The postgraduate should be able to speak both prepared and unprepared monologue, which is manifested in the ability to make messages and reports on a given topic. The postgraduate should also be able to speak dialogically, react adequately to what is said by the interlocutor and express himself or herself using authentic formulas of oral speech in situations of scientific, academic and general interpersonal communication. The postgraduate should be able to understand speech in situations of academic and scientific as well as everyday communication. Writing skills include the ability to write a resume, an abstract, an abstract, a report, an article, and business letters (cover letter, application, statement).

Criteria for evaluating the results of the candidate exam

Evaluation n	Requireme n ts
Great	<p>Reading an original scientific text aloud at a natural pace without pronunciation errors and with correct semantic accents. Accumulated reading comprehension skills with full de- pendent reading comprehension; accurate translation of text into Russian without cases of unjustified paraphrasing. Effective introductory reading and a well-organised retelling of a scientific text in a foreign language or in Russian with a precisely formulated main idea of a fragment. During the retelling the graduate student also demonstrates adequate understanding of the content of the fragment, the ability to highlight its main substantive content, summarize and correctly formulate the main idea. In the course of the following conversation with the examiner on the text read, the graduate student (applicant) demonstrates lexically and grammatically correct logical speech and the ability to respond to the questions posed reasonably. The same requirements are imposed on the quality of reading a public- cistic text. Oral presentation of the postgraduate student about his/her academic</p> <p>The work is characterized by fluency, correctness, and authenticity of speech, as well as by the variety of word forms used.</p>
OK	<p>Reading of the original scientific text aloud at a natural pace with correct semantic accents, but with occasional pronunciation mistakes - not more than five in a text fragment of 2500-3000 printed characters. Good reading skills with full reading comprehension, and translation inaccuracies that do not distort the propositional structure of the sentence. Effective introductory reading and narration of a read scientific text in English, but with some speech errors that do not hinder, however, understanding of the meaning of the speech - not more than five mistakes during the speech. Retelling of the text in Russian, showing some deviation from the text's content and a certain amount of unreasonable interpretation. Effective reading of a public text; in the course of the following conversation, the graduate student answers questions accurately, but does not develop thought and does not show any speech initiative. The graduate student's oral presentation of his/her research work is fluent and mostly correct, but contains errors both in the part of the monological statement and in the subsequent conversation with the examiner.</p>
satisfactorily	<p>Reading the original scientific text aloud at a "word-for-word" slow pace, without semantic accents, indicating incomprehension of what is being read. Multiple pronunciation errors (more than five in a text fragment of 2500-3000 characters). Insufficiently developed reading comprehension skills, resulting in misunderstandings of some parts of the text. Accordingly, there are distortions of the meaning of certain statements and other inaccuracies in the translation, but in general the meaning of the text is retained. The result of the reading of a scientific text allows the graduate student to retell the content of the read- ing text. The Russian version of the book is the only one in which he fails to correctly identify and summarize the main idea; the translations from the</p>

	<p>of individual sentences in the text. The introductory reading of a journalistic text is not entirely successful; the graduate student answers only part of the questions and does not express his or her own assessment of what he or she has read. A graduate student's oral presentation of his or her research work is a prepared monological statement, but he or she does not express his or her own assessment of what he or she has read.</p> <p>holding grammatical and other errors; there is no conversation with the examiner.</p>
The discontent of the preferably	Lack of orthoepic skills, the ability to read and understand the original scientific and journalistic text; lack of skills speaking and listening.

5.2. Examples of typical test assignments or other materials used to assess learning outcomes in the discipline

Assignments for independent work

№	Contents of tasks
1	Analysis of the infinitive forms in the given text fragments. Discursive analysis of the presented sample in terms of means of expressing the main idea of the message
2	Analysis of collapsed predicates (clauses) in various structures based on the text fragments presented. Paraphrasing conventional adjectival sentences into clauses. Paraphrasing clauses into conventional adjectival sentences. A discursive analysis of the presented sample in terms of the means of expression. of agreement/disagreement and comparison
3	Analysis of convoluted predicates (clauses) in various structures based on the presented text fragments (continued). Discursive analysis of the presented sample in terms of expressions of justification, evidence, and explanation of the course of events and their causes
4	Analysis of convoluted predicates (clauses) in various structures based on the presented text fragments (continued). Discursive analysis of the presented sample in terms of the expression of generalization
5	Writing a message on a scientific topic using the studied pre-dicative structures and means of discourse formation
6	Analysis of complex predicates (verb + adjective, verb + participle, verb + infinitive, verb + <i>ing-form</i>) in given text fragments. Analysis of predicates in the noun group (sequence of prepos- (i.e., the text fragments of the text are not the same as the postpositive and postpositive predicates).
7	Analyze the structure of the text by the function of the adjective sentences. Analysis of the Means of Expressing the Integrity of the Message
8	Analysis of a given text fragment in the light of available propositions, author's evaluation and hypothetical (unrealistic) situations
9	Preparing a presentation of the topic of a research paper

Typical tasks for the current control of progress

Examples of test assignments

Task 1. Make sentences using progressive infinitives.

1. I just happened (pass).
2. If you were speaking to a customer you (might/talk) to a total stranger and would certainly not use slang.
3. The members of the team (must/will) to cooperate with each other.
4. As a manager, you are not supposed to do everything yourself. You should (delegate).
5. Set-ups shouldn't (continually/change) because it results in the increased wastage.
6. Dave can't (look for) a better paying opportunity as you called it. He has just got an excellent job.
7. It's rather difficult to say what I will be doing next summer. I could (travel) or (attend) a summer school.
8. A lot of foundations are going (look for) projects dealing with American history.
9. You look kind of young (hitchhike) across the country.
10. Jim is likely (make) some progress in his French course.
11. It's nearly four. Professor Quin is unlikely (give) a class this time. You'll probably find her in the lab.
12. Working in the lab one is sure (take) proper precautions.
13. We are too busy (waste) our time on trifles.

Task 2. Rephrase the following statements making use of modals followed by progressive infinitives:

Task 2: Pattern: If your friend accepts the proposition he will do himself much good. You

say: If my friend accepts the proposition he could be doing himself much good.

1. How could my boss possibly know that I should have an interview on that particular day and at that particular time? Does he have a room opposite the house where he sits watching with binoculars? If he is not there himself someone is doing it for him, of course. Someone is watching, following and waiting for the moment. The most unremarkable moment. If one did not know what my boss was like that would be enough to drive one out of one's socket. (The boss can't... himself. Someone else must...)
2. Part of the art of management is knowing when to delegate.
(A manager is to ... when it is necessary.)
3. My friend called me this morning to say that his secretary would call in for the keys to the office on Ascent Street. (The secretary must ... this afternoon.)
4. Brian sounds very bossy. You might think he is about to take charge of the case.
(He might really...)
5. Brian Everthorpe, the Marketing Director produced a very modest expense account. He didn't claim much for overnight stays. (The Marketing Director of the firm this size was supposed ...)
6. Mary is keeping long hours to complete her project before the deadline. (She needn't ... because there is plenty of time before the deadline.)
7. Half past seven! It's about time the kids got up. (Shouldn't the kids ... ?)

Task 3. Compare the present simple and the present progressive; make sentences using a proper tense form:

1. - Will such simplified indicators be scientifically credible and meaningful?

- (I/come) to that.
 - 2. (every science/need) mathematical precision.
 - 3. What nonsense (I/talk)!
 - 4. (it/seem) to me the evidence (you/look) for is contained in this file.
 - 5. (experiments/not/always/needed) laboratories and equipment.
 - 6. (John/currently/take) graduate level courses in mathematics.
 - 7. If (you/want) a challenging career in sciences you are sure to find it here.
 - 8. Partners in all healthy relationships (disagree).
 - 9. (Mick/be/unusually/nice) today. Perhaps he is up to something.
 - 10. "Dirty trick," said Miss Bream as she put down the telephone receiver.
- "(somebody/play) us a dirty trick.
- 11. (I/appreciate) your question.
 - 12. I (not/like) being accused of plagiarism if that's what you (accuse) me of.

Task 4. (test) Complete the sentences making the right choice:

- 1. Are you going to achieve your ... before the end of your directorship?
A. B. objective C. obligation D. observation
- 2. The amount of money that you spend on something is your
A. expense B. expect C. expression D. expansion
- 3. is associated with special attention or importance.
A. Eccentricity B. Enterprise C. Emphasis D. Establishment
- 4. If you admit or accept that something really exists you actuallyit.
A. approach B. account C. acquire D. acknowledge
- 5. Publicity is occasionally used as another name for .
A. advertising B. popular affection C. popularity D. advertisement
- 6. You might express your full agreement with a suggestion saying ...
A. "By no means!" B. "By means!" C. "By all means!" D. "I mean it!"
- 7. There is a.... line between a statement and an assertion.
A. fussy B. C. fuzzy C. future D. futile
- 8. I came to the hotel to see Elliott. It was easy to find him there as he had his usual
A. suit B. suitable C. suitcase D. suite
- 9. There are too many pictures in this handbook. I mean it is illustrated.
A. lazily B. C. lavishly D. lately
- 10. It looks to me that your.... is based on your strong belief that things are exactly what they appear. But you've got no proof whatever.
A. supposition B. assertion C. anticipation D. assumption

Task 5. Rephrase the italicized fragment making the right choice:

- 1. Word is Dr. Krauss is about to *start* a new campaign to prevent Dorothea from taking over the directorship.
A. B. lavish C. labor D. launch
- 2. Jane is just the kind of person who would *not try very hard to study* at school.

- A. coat B. cost C. coast D. cobble
3. The expert will easily *establish* whether the pattern of development is normal or not.
A. determine B. describe C. declare D. demonstrate
4. Ryan is *intent on pursuing* a career in the showbiz.
A. determined to do B. determined to make C. developed to make D. deviated to make
5. Is the pay you get there *appropriate to* the work you do?
A. conceptual for B. competent at C. commensurate with D. compassionate for
6. This is the most *persuasive* argument.
A. confident B. controversial C. D. convincing
7. If one wants to get a job they are to *make a formal written request* for it.
A. apply B. appeal C. appear D. appease
8. Is any attempt to predict the future really *pointless*?
A. future B. futile C. fussy D. fuzzy
9. Ann Lyne was a young lady who knew her mind and was not discouraged by the
uncon- ventionality of the *situation*.
A. circuit B. circumference C. circulation D. circumstance
10. Let's figure out how we are going to *handle the issue*.
A. address the subject B. deal with the problem C. print this particular journal
D. argue about the question
11. The magazine *gives* the readers *all the newest information* on application software.
A. brings the readers up B. brings the readers together
C. brings the readers up-to-date
D. brings the usefulness of the newest application software out.
12. What are the *implications* of your new technology for the development of the field?
A. possible ways B. anticipated difficulties C. unpredicted factors D. possible effects
13. I don't like the *hint* that my work is not efficient.
A. implication B. implementation C. instruction D. innovation
14. His motives are *unusual and strange to understand*.
A. incorrigible B. inefficient C. inexplicable D. informal
15. I'll *go over* my schedule.
A. ignore B. change C. choose D. check

Task 6. (test) Complete the sentences choosing a proper equivalent:

- 1) The Net advertisers' ... is how to make users click through to them.
A. some concern B. concerns C. primary concern D. a cause of concern
- 2) There is ... (1) that half of every ad budget is regularly wasted. That raises important ...
(2) among advertisers.
(1) A. some concern B. concerns C. main concerns D. raised concerns
(2) A. environmental concerns B. domestic concerns C. political concerns D. commercial concerns
- 3) My ... is to gain my degree by the end of the course.
A. cause of concern B. matter of concern C. concerns D. major concern
- 4) Cognitive science considering no mental states raises some important ... about its status.
A. conceptual concerns B. growing concerns C. causing concerns D. primary concerns
- 5) The toxicity of various contaminants released into the environment is becoming ...
A. concerns B. causing concerns C. a matter of great concern D. a matter of some concern
- 6) The lawyers'.... is to protect the rights of law-abiding people in the first place.
A. a matter of great concern B. major concern C. concerns D. a cause for concern **yours**
- 7) If you do not submit your paper in time, it is
A. your concern B. your adviser's concern C. somebody else's concern D. no concern of
- 8) One's private life ismembers of the public.
A. a matter of great concern B. a cause of concern C. no concern D. no concern
- 9) My colleague looked sympathetic and listened with .
A. a cause of concern B. genuine concern C. with primary concern D. a matter of great concern

Assignment 6. Complete the sentences making the right choice:

1. Scientists often debate the choice between successive theories, ...?
A. aren't they B. aren't you C. don't they D. won't they
2. There is often a possibility . . . some terms to nature differently.
A. to attach B. of attaching C. for attaching D. attaching
3. - I hope I'm not in trouble.
- You ... (1) but someone ... (2) .
(1) A. aren't B. are C. don't D. do
(2) A. aren't B. isn't C. doesn't D. is

4. Very few people really knew her, even if they thought they
A. do B. did C. are D. were
5. - Toxic wastes are the subject of discussion and public concern.
- ... are some consumer goods.
A. Such B. Also C. As D. So
6. - Michael did not think of himself as a genius.
- Dave.
A. So did B. Nor was C. Neither did D. So would
7. Today those achievements are ... by science books.
A. to recount B. recounted C. recounted D. recounting
8. Why didn't you tell me? You should... me!
A. have told B. told C. tell D. telling
9. A ... face appeared in the doorway.
A. smiled B. smiled C. smiling D. smiles
10. If there's anything I know about you, it's that you will prevail against all odds. You always... .
A. are B. do C. did D. will
11. Thank you for noticing. I'm glad somebody 'round here... .
A. does B. do C. did D. will
12. I never wanted to believe this day would come but itand I'm here for you.
A. does B. do C. did D. will
13. It's going to be.... a hard decision to make.
A. that B. so C. very D. such
14. - Sure, your partner doesn't know.
- But actually he
A. is B. did C. does D. do
15. I tried to make my smile(1), wondering if I was laying it on too thick. The doorman smiled back, though, ... (2).... (3).
(1) A. allure B. allured C. to allure D. alluring
(2) A. looked B. looking C. to look D. look
(3) A. allure B. allured C. to allure D. alluring
16. Nobody ... (1) what(2) want. There are always compromises.
(1) A. do B. doing C. does D. done
(2) A. she B. one C. he D. they
17. I soon discovered that the paper was not about any logically arranged stuff, it was a ...
(1) continuation of(2) thoughts.

- (1) A. rambling B. rambled C. random D. rumbling
- (2) A. rambling B. rambled C. random D. rumbling

Assignment 7. Rephrase making participle clauses.

e.g. The students will make marked improvement **if they use videos, recordings, and other learning aids alongside the books.**

You say: The students will make marked improvement using videos, recordings and other learning aids alongside the books.

1. **When you are exposing an inconsistency within an accepted theory**, you are about to make a discovery.
2. We will be absolutely safe **as long as we take proper precautions.**
3. We get much happier **if we conform to this world.**
4. Sometimes statistics are crude **and pervert the message of the original data.**
5. What civil servants, scientists, and representatives of pressure groups really need is a brainstorming seminar **which generates a list of key indicators.**
6. What do you usually do **when you encounter problems in your research?**
7. **While you are learning science** you are acquiring habits of mind, ways of arguing and standards for evaluating data.
8. The film is about a team of scientists **who are forging their accounts of the world.**

Assignment 8: Substitute conventional clauses for participle clauses.

e.g. When the difficult economic times are coming, how safe is your career?

You say: The difficult economic times are coming, how safe is your career?

You should volunteer for projects even if the tasks are slightly outside of your area of expertise.

You say: You should volunteer for projects, the tasks being slightly outside of your area of expertise.

1. If the Congress passes legislation restricting smoking the nation's anti-tobacco lobby will win another victory.
2. As depression hits losers hardest doing things right is the best way to avoid it.
3. Since this computer is an absolute cutting edge all users are eager to get it.
4. The rules of the game were laid out previously, and all of us realize that in the back of our minds.
5. As my boss has quirky habits I seldom have a chance to talk to him face-to-face.
6. If the book has relevance to business the company is going to blurb it.
7. Whether to accept a job offer is a big decision and a very personal one. Many variables are involved.
8. Since Apple machines can now run Windows, why can't I run the Macintosh operating system on a Dell, or on any other computer normally sold with Windows?
9. Since Apple is primarily in the business of selling hardware combined with software, its legal policies are against running its operating system Mac OS X on non-Apple hardware.
10. Hackers have demonstrated Mac OS X on a non-Apple computer. But their methods can't be easily replicated by an average user.
11. While raw silicon is the most abundant element on the planet after oxygen, its highly purified version is in short demand.

Assignment 11. Complete the sentences making use of perfect infinitives; account for every situation.

1. That suit was not at all the sort of thing Merilyne (should/wear) this evening. It looked ten years out of date.
2. The first thing, which some of you (may/read) about or I've told you about - it (must/be) fifteen years ago - is the President's resignation and the way he resigned.
3. Why didn't they ask me? I (could/do) it for them for half the price.
4. I (could/never/pass) this exam - I'm too ignorant.
5. The report says that the results (may/get lost).
6. It was so blurred a passage in my life. (might/in fact/be) a dream.
7. The gathering of six or seven people looked to Dorothea for confirmation; but she murmured only a few ambiguous words and (must/show) her discomfort for they let her off lightly and returned to their spiritual analysis of local gossip.
8. I think I know of an instance which fits these conditions very aptly. You (may/see) some mention of this case in the papers of a year ago.
9. My assistant (could/not/talk) to you here yesterday because he was away on a business trip. Someone (must/play) a trick on you.
10. - Our accountant retired but, if you contact him, he can verify these facts.
- Don't you know? He died a month ago.
- Oh! But he (could /verify) them.
11. It takes a thoroughly clever person to do a thoroughly stupid thing. Your friend (should/never/ disregard) the obvious.
12. Julia is so upset. What (can/happen), I wonder?
13. James (can't/prepare) for the test properly. Otherwise he wouldn't have failed it.
14. The only explanation that will cover the facts seems to be that Mr. Clark for some reason or other deliberately sheltered his competitor. There (might/be) some financial arrangements between them.

Assignment 9 (test). Complete making the right choice:

1. I think I saw all Hitchcock's films ... "The Thirty-nine Steps."
A. but for B. besides C. except D. unless
2. In the room, there was no sound ... the insect voice of the clock.
A. except B. besides C. unless D. but for
- day.
- grant.
3. You have to be pretty tough to swim anywhere ... near the sandy beaches on a warm day.
A. except for B. apart from C. besides D. but
4. an apartment Chuck has got an office downtown.

A. except B. besides C. apart of D. but

5. being an actor Chuck is also a producer and a model.

A. beside B. apart from C. but D. except

6. Burt Wicke, the police didn't find any witnesses to the shooting incident.

A. but B. except C. except for D. unless

7. There was no other way for Edwin to complete his PhD dissertation win another

A. except B. except for C. except that D. except as

8. The editor wouldn't talk about the project say that it was to be placed in Georgia.

A. but B. apart from C. except to D. besides

9. We wouldn't have shown any interest in the guy ... we were going to take him on as a certified intellectual.

A. apart from B. but for C. except that D. except when

10. Scientists will never be able to simulate the environment of another planet ... they experiment under similar conditions.

A. except B. unless C. but for D. apart from

11. I have a suit just like this ... it is red.

A. except B. besides C. apart from D. except for

Assignment 10. Rephrase or complete:

1. This is *an obvious* lie!

A. blazed B. blatant C. blended D. blank

2. If a person is on the ego trip they think that what they do makes them more ...

A. important B. responsible C. particular D. peculiar

3. *Inflexible* policy is often associated with *authoritarian* rule.

1) A. rigorous B. right C. rightful D. rigid

2) A. totalitarian B. authoritative C. total D. authentic

4. You are not allowed to disturb the boss ... in an emergency.

A. except for B. except when C. except that

5. That's all very nice but isn't it time to get to the *point* of the whole matter?

A. end B. essence C. reason D. effect

6. We spent the rest of the day *browsing* the antiquity shops in the center.

A. bopping around B. walking around C. shopping around D. eddying around

7. Someone having complete power or control over the community is referred to as

A. an all-time individual B. an all-round ruler C. an all-important human

D. an all- powerful dictator

8. As a matter of fact, Donald *took* the position *without having any right to*.

A. B. captured C. usurped D. won

9. If you try hard to do too much what you get is often

A. overdone B. overreaching C. overemphasized D. overcome

Task 12. (test) Choose a proper equivalent to complete the sentence:

1. It was his troubled.... that made him offer some help.

A. conscience B. consciousness C. consciousness D. conscientiousness

2. The Vice President was famous for hisand loyalty to the company.

A. conscience B. consciousness C. consciousness D. conscientiousness

3. Addiction and drugs are inextricably entwined in people's

A. conscience B. consciousness C. consciousness D. conscientiousness

4. A situation in which it is very difficult to decide what is the right thing to do can be described as a crisis of

A. conscience B. consciousness C. consciousness D. conscientiousness

A ... employee might feel like taking work home.

B. conscience B. consciousness C. consciousness D. conscientious

5. Leo became ... of someone watching him.

A. conscience B. consciousness C. consciousness D. conscientious

6. The style of the book is very close to what we call the stream of .

A. conscience B. consciousness C. consciousness D. conscientiousness

7. I don't know what you ought to do - it's a matter of

A. conscience B. consciousness C. consciousness D. conscientiousness

8. The man is utterly indecent. He's got no sign of

A. conscience B. consciousness C. consciousness D. conscientiousness

9. Languages can't be learned without anyeffort.

A. conscience B. consciously C. consciously D. conscientious

10. We make aattempt to evaluate the quality of the curriculum.

A. conscience B. consciousness C. consciousness D. conscientiously

11. We are not ... (a) aware of our attitudes; sometimes we respond to things(b).

(a) A. conscience B. consciously C. consciously D. conscientiously

(b) A. subconscious B. consciously C. consciously D. conscientiously

Tasks (evaluation tools) to be passed for credit

Assignment

Translate into English:

EXPERT SYSTEMS IN REAL WORLD SITUATIONS

An expert system is a computer application that solves complex problems that would otherwise require extensive human expertise. In other words, it is a system that

uses human knowledge (captured) in a computer to solve problems that require human competence. According to another definition, an expert system is a computer program designed to simulate the ability of a human expert to solve problems. One could also say that an expert system is an intelligent computer program that uses knowledge or inference procedures to solve problems for which it is quite difficult to acquire significant expertise. In fact, all the definitions given are very similar. To perform its functions, a program models the human reasoning process by applying specific knowledge and interfaces. Intelligent systems represent expertise knowledge in the form of data or rules in a computer. This data or rules can be accessed when needed.

Expert systems usually have a number of several components. The standard components are as follows.

A knowledge base is a part that contains knowledge obtained from an expert in a certain domain (the domain expert). Usually, the way to represent knowledge is by using rules.

The inference engine is the part that manages the knowledge found in the knowledge base as needed to arrive at a result or decision.

The user interface is a block that allows the user to query the system and receive the results of those queries.

Many ESs also have an explanatory device that explains why the question is asked and how the result or solution is obtained.

There are a number of major application areas for expert systems, such as education, environment, agriculture, law, medicine, etc. These applications are widely used among practitioners due to the maturity of the field, which is manifested (by revealing) in the acceptance of the technology by the commercial sectors.

Assignment

Translate into English:

Experiments and experimentation

It is well known that experimentation can determine a number of new directions for future work. We are aware of many attempts to classify experiments based on some simplified criterion. For example, there is a conventional division of experiments into working experiments and mental experiments. Such a classification is probably more theoretical than practical. It is more useful to divide experiments into two categories as well, but according to whether their outcomes are definite or indefinite. According to this classification, we distinguish experiments with certain (deterministic) outcomes and call them accordingly. Their opposite are experiments with uncertain (nondeterministic) outcomes. The distinction between the two is pragmatic rather than logical, because experiments with definite outcomes can give uncertain results if different methods are used or if the accuracy of the measurement equipment (devices) is increased. For example, repeatedly measuring the length of a line may give the same result if the ruler has a coarse scale, and several different values if the ruler has a more precise scale.

Nevertheless, the distinction between certainty and uncertainty is a useful concept. In a deterministic experiment, the result is only one constant value of the measurand. The result of a nondeterministic experiment is called a random variable. A random variable is completely defined not by a number, but by a function that shows the relative frequency of occurrence of certain values.

An example of an examination assignment to be presented at the candidate exam:

1. Reading and translation of an original scientific text with a dictionary.

Wireless networking is an emerging technology that will allow users to access information and services electronically, regardless of their geographic position. The use of wireless communication between mobile users has become increasingly popular due to recent performance advancements in computer and wireless technologies. This has led to lower prices and higher data rates, which are the two main reasons why mobile computing is expected to see increasingly widespread use and applications.

There are two distinct approaches for enabling wireless communications between mobile hosts. The first approach is to use a fixed network infrastructure that provides wireless access points. In this network, a mobile host communicates to the network through an access point within its communication radius. When it goes out of the range of one access point, it connects with a new access point within its range and starts communicating through it. An example of this type of network is the cellular network infrastructure. A major problem of this approach is handoff, which tries to handle the situation when a connection should be smoothly handed over from one access point to another access point without noticeable delay or packet loss. Another issue is that networks based on a fixed infrastructure are limited to places where there exists such network infrastructure.

The second approach is to form an ad-hoc network among users wanting to communicate with each other. This means that all nodes of these networks behave as routers and take part in discovery and maintenance of routes to other nodes in the network. This form of networking is limited in range by the individual nodes transmission ranges and is typically smaller compared to the range of cellular systems. However, ad-hoc networks have several advantages compared to traditional cellular systems. The advantages include 'on-demand' setup, fault tolerance, and unconstrained connectivity.

A key feature that sets ad-hoc wireless networks apart from the more traditional cellular radio systems is the ability to operate without a fixed wired communications infrastructure and can therefore be deployed in places with no infrastructure. This is useful in disaster recovery, military situations, and places with non-existing or damaged communication infrastructure where rapid deployment of a communication network is needed.

A fundamental assumption in ad-hoc networks is that any node can be used to forward packets between arbitrary sources and destinations. Some sort of routing protocol is needed to make the routing decisions. A wireless ad-hoc environment introduces many problems such as mobility and limited bandwidth which makes routing difficult.

2. Reading and retelling an original scientific text in a native or foreign language

Computer-aided speech recognition has been in the research mainstream for the last few decades. "The proper place of men and machines in language translation", that is, the right distribution of labor between the human translators and the computer-assisted translation system, is one of the key problems under investigation.

There is a statement attributed to Fred Jelinek "Every time I fire a linguist the results of speech recognition go up", i.e. explicit linguistic knowledge is dispensable. This sentiment is related to a paradigmatic shift that happened in the computational linguistics in the beginning of the 1990s: with more and more data available and with the advance in the methods of machine learning, more approaches switched from careful encoding of linguistic phenomena to finding statistical correlations in texts (either annotated or raw). The vast majority of publications at major conferences on computational linguistics belong to this paradigm and present a fairly radical stance. The approach implies that it is redundant to encode linguistic knowledge explicitly; a completely automatic machine learning procedure can quickly produce a fast and

reliable NLP component which rivals (and in some cases exceeds) the performance of hard-coded linguistic rules requiring the efforts of many person-months (if not years). Hence, the efforts of linguists need to be spent on creating data rather than writing rules.

3. Oral presentation on the scientific work of a graduate student.

4. A discussion of the publicist text you have read.

TEXTING BOOM COULD LEAD TO INJURIES

The popularity of text messaging on mobile phones is continuing to rise, but experts are warning that sending too many could lead to hand injuries.

In February 2002, a record 1.4 billion messages were sent in the UK - 100 million more than in January. The surge is attributed to a boom in messages sent on Valentine's Day. The Mobile Data association, which compiles the figures, says the 57.5 million messages sent by anonymous texters on 14th February was more than double the number sent on the same day last year.

However, the increase could lead to finger and wrist injuries from repetitively pushing the tiny buttons on mobile phones, say medical experts.

A safe text guide with exercises for avoiding injury, including shoulder shrugs and neck-muscle stretches, has been launched by Virgin Mobiles. The guide is backed by the British Chiropractic Association and the Repetitive Strain Injury Association. A spokesman from the BCA said "Text messaging regularly, over a long period of time, could cause repetitive strain and lead to injuries in later life.

After E. Sharman Across Cultures. Madrid: Pearson Education Limited, 2004. - P. 123

- 1. How many messages were approximately sent in the UK on 14th February in 2001?*
- 2. What caused the massive increase in messages in February 2002?*
- 3. Why could text-messaging be harmful?*
- 4. What should the new text guide help to avoid?*
- 5. What are you to be aware of, as a texter, in order to avoid trouble in your later life?*

6. Educational and methodical and informational

support of the discipline

Basic literature:

1. Orlova E. S. English grammar in a new way. University Universal: English Language Course for Universities. - Moscow: Tsentrpoligraf, 2003. - 479 p. [FB-150]. – in English
2. Orlova E. S. Universal University Prime. Textbook of English for Universities. N. Novgorod: UNN Publishing House, 2011. [FB - BC - 70] – in English
3. Orlova E.S. Fifti - Fifti. English grammar tests with Commentaries Directions Keys. - N. Novgorod: Nizhnikniga, 1997. - 224 p. [FB - BC -50] – in English
4. Orlova E. S. Universal University Essentials. English Language Course for Universities. N. Novgorod: Publishing house of State Medical Academy, 2004. -306 p. [FB - BC- 50] – in English
5. Zhernovaya O.R. Political debates. Teaching materials - Nizhny Novgorod: Nizhny Novgorod State University, 2017. - 45 p. – in English

Additional literature:

1. Orlova N.L. Practice in the English language. Learning to speak in English correctly. Tutorial and methodical guide. - Nizhniy Novgorod: Nizhniy Novgorod State University . N. I. Lobachevsky, FEOR UNN, 2015.-62p. www.unn.ru/books/met_files/NOrlova.doc
2. English for Cross-Cultural and Professional Communication. English for Cross-Cultural and Professional Communication [Electronic resource] : textbook / O.E. Danchevskaya, A.V. Malev. - English. - Moscow : FLINTA : Nauka, 2013. - 192 c. - ISBN 978-5-9765-1284-9 (FLINTA), ISBN 978-5-02-037820-7 (Nauka) [Re-accessed at: <http://znanium.com/catalog.php?bookinfo=454058>]
3. Shishkina S.G. Faces of History, or History in Faces [Electronic resource] : textbook / S.G. Shishkina. - 2nd ed. - M. : FLINT, 2013. - 117 c. - ISBN 978-5-9765-0230-7
[Mode access: <http://znanium.com/catalog.php?item=booksearch&code=history%20of%20usa#none>]
4. A Few Lessons from American History: Reader for Students of English. Lessons from American History. In English / T. Tarasova. - Moscow: Statute, 2014. - 80 p.: 60x90 1/16.
(cover). ISBN 978-5-8354-1011-8. [Mode. access: <http://znanium.com/catalog.php?item=booksearch&code=usa%20history#none>]

Internet resources - free access:

1. <http://www.bing.com> (Tg Group, YouTube)
2. <http://puzzle-english.com>
3. [www. language-link.ru/centers/akademicheskaya.php](http://www.language-link.ru/centers/akademicheskaya.php)
4. <http://www.uchiyaziki.ru/index.php>
5. [www. sfcedit.net](http://www.sfcedit.net) (San Francisco Edit)
6. <http://ocw.mit.edu/courses/> (MITOPENCOURSEWARE)
7. <http://www.wordle.net/create> (WORD CLOUDS)
8. <http://www.ted.com>
9. <http://www.ted.com/talks/>

7. Material and technical support of the discipline

- rooms for lectures, seminars, group and individual consultations, current control and interim certification, as well as rooms for storage and preventive maintenance of equipment and rooms for students' independent work, equipped with computers with the ability to connect to the Internet and provide access to the electronic information and educational environment of UNN;
- material and technical support necessary for the implementation of the discipline, including laboratory equipment;
- licensed software: *Windows, Microsoft Office*;
- Students with disabilities are provided with electronic and/or printed educational resources in forms adapted to their disabilities.

The working program of the discipline is drawn up in accordance with the

curriculum, Regulations on the training of scientific and scientific-pedagogical personnel in graduate school (adjunctura) (Russian Federation Government Decree of 30.11.2021 № 2122), the federal state requirements for the structure of training programs for scientific and scientific-pedagogical personnel in graduate school (adjunctura) (Order of the Ministry of Education and Science of Russia from 20.10.2021) № 951).

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