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РОССИЙСКОЙ ФЕДЕРАЦИИ

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ФОРМИРОВАНИЕ КОММУНИКАТИВНЫХ, ИССЛЕДОВАТЕЛЬСКИХ И
ПРЕЗЕНТАЦИОННЫХ УМЕНИЙ В ОБЛАСТИ КРОССКУЛЬТУРНОЙ
КОММУНИКАЦИИ

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Содержание пособия включает материалы, связанные с проблемами кросскультурной коммуникации и их проявлениям в профессиональной деятельности работников АПК и научно-академической среде. Система упражнений на текстовую компрессию, восстановление причинно-следственных связей, смысловое прогнозирование и переработку и презентацию информации призвана способствовать формированию устойчивой осознанной мотивации к учебной в поликультурной среде и предстоящей кросскультурной коммуникации с зарубежными коллегами.

Пособие предназначено для студентов, обучающихся по ФГОС ВО по направлению 27.04.01 «Стандартизация и метрология».

The study manual includes materials related to the problems of cross-cultural communication and their manifestations in the professional activities typical for agribusiness and the scientific-academic environment. The system of exercises on textual compression, cause-and-effect relationships, sense prediction and information processing and presentation is designed to develop sustainable conscious motivation to study in multicultural environment and get better prepared for forthcoming cross-cultural communication with foreign colleagues.

The study manual is applicable to courses offered within the Federal State Educational Standard of Higher Education in training area 27.04.01 - “Standardization and Metrology”.

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РАЗДЕЛ 1
НАУЧНО-ПРОФЕССИОНАЛЬНОЕ ОБЩЕНИЕ
В МЕЖКУЛЬТУРНОМ МИРЕ

Текстово-тематический модуль 1

«Научно-профессиональное общение в межкультурном мире»

ТЕХТ А

INTERCULTURAL LEARNING

- **Просмотрите текст и попытайтесь понять его основные идеи.**
- **Переведите текст со словарем (устно), при необходимости выписывая перевод незнакомых слов.**

Intercultural learning can be viewed as following a process. The starting point, level one, is a state of unawareness — a state of not recognizing that cultural differences exist. It is an attitude of 'our way is the only way' or 'everyone is like us'. The narrower the confines of one's experience are, the more strongly this attitude will be maintained. For example, a culture that has been isolated from the rest of the world is likely to be unreceptive to different approaches. If anyone does appear different, they are labeled social deviants, obviously 'not brought up correctly to fit into the way people do things around here'.

Through intercultural contact, communication and observation, people can move to level two, a state of being aware of the differences. This is an attitude of 'other people have different ways of doing things from us'.

From awareness comes level three, tolerance. This is the attitude of 'they are different from us', but without attaching any judgment of better or best. The typical barriers which can form are based on the conclusion 'we are better than you', which implies that if you smarten up you will conform to our way or that it is in everyone's interest that we should manage or control you. The opposite conclusion is 'you are better than us' and, therefore, we will obey you; at the extreme, someone from another culture may be seen as a god.

When an individual is transplanted into a new culture for whatever reason, they are likely to experience a culture shock, which can be an intensely frustrating situation. Ultimately, the individual is faced with three basic choices: tolerating and adapting to the new culture, remaining but with a negative attitude towards the host culture or returning to the home culture.

From tolerance of differences, the final level — four — is possible. This is a state of using our differences positively to achieve team work and the attitude is one of 'let us work together in an integrated manner'. If the cultural differences are too great, the person may conclude that they respect the differences but cannot bridge them. For example, adapting may go beyond our cultural or personal ethics or beyond our behavioral capabilities. In this circumstance people may find ways to work at a distance or to use intermediaries. They may conclude that while it is possible to adapt, it could take years to do so and, therefore, is an unrealistic option.

Cultural differences evolve because given groups of people develop different values and basic concepts for understanding the world around them and for guiding their action. The starting point is to appreciate the human dynamics which can result in intercultural barriers to effective relationships. These differences can become barriers between cultures because of four human factors. First, the psychological processes and defense mechanisms of the individual can result in suspicion and distrust. Second, barriers are often reinforced by group dynamics, that is, the predisposition of groups to close ranks against and stereotype other groups. Third, barriers may be erected as a result of the competitive nature of business. All parties can either fight, compete or find collaborative forms of working together. Finally, problems of language can make understanding difficult, generate frustration and lead to misinterpretation of important communication.

Culture is defined as 'the collective programming of the mind which distinguishes the members of one group or society from those of another'. The programme starts from babyhood, when parents tell children what to do and not do, what is good and what is bad. Programming continues from teachers, friends

and eventually from organizations. The narrower the individual's experience, the more uniform and powerful the programme. Eventually these programmes are applied to other people — this person is clever, another one is lazy and still others are not to be trusted. Where these positive and negative labels are applied to groups of people, stereotyping and prejudice begins. It is possible to be aware of cultural differences without holding prejudice. Prejudice says, I am better, smarter and more able than another. And if I think I am better than you, this gives me the right to control you or even to exploit you.' Prejudice is undoubtedly as old as ancient tribal rivalries and wars.

Задание 1.1.1

Заполните таблицу, подобрав к каждому уровню межкультурного поведения соответствующие характерные глаголы (на английском языке).

Level of Cultural Awareness	Characterizing Verb (Verbs)
1)	
2)	
3)	
4)	

Задание 1.1.2

Основывая на таблице, составьте план текста. Попробуйте трансформировать каждый абзац в одно предложение.

Задание 1.1.3

Сформулируйте основную мысль текста на русском (английском) языке.

Задание 1.1.4

Рассмотрите классификацию «ролей» межкультурного поведения и соотнесите каждую роль с соответствующим видом действия и типичной ментальной установкой.

Role in Intercultural Advancement	Level of Intercultural Advancement	Basic Premise

1) Universal expert	a) action	<ul style="list-style-type: none"> • “I am trying to study the intercultural differences.” • “I know how to deal with them.” • “I say, they turn to be different from us.” • “I will drive their cultural specificity in my way.” • “I can find some beneficial cultural combinations.” • “People are really pretty much alike.”
2) Puzzled tourist	b) ignorance	
3) Curious sojourner	c) realization	
4) Bicultural researcher	d) selection	
5) Intercultural expert	e) synthesis	
6) Leader	f) understanding	

Задание 1.1.5

Выполните тест на понимание текста. При выборе ответов следует основываться на информации из текста, а не на собственном опыте.

1	<p>Закончите предложение по смыслу (выберите правильный вариант ответа).</p> <p><i>The level of cultural unawareness implies ...</i></p> <ol style="list-style-type: none"> 1) that people recognize the convergence of cultural differences. 2) complete ignorance of actual cultural differences. 3) a belief that cultural differences aren't very important nowadays.
2	<p>Закончите предложение по смыслу (выберите правильный вариант ответа).</p> <p><i>На уровень осознания межкультурных различий можно выйти с помощью ...</i></p> <ol style="list-style-type: none"> 1) контактирования, коммуникабельности и сохранения собственной идентичности. 2) контакта, коммуникации и размышлений. 3) взаимодействия, общения и наблюдения.
3	<p>Ответьте на вопрос.</p> <p><i>When does cultural programming begin?</i></p> <ol style="list-style-type: none"> 1) At school when adolescents are introduced to the diversified world of cultures. 2) In early childhood in family. 3) When a person goes abroad and experiences a culture shock then.
4	<p>Ответьте на вопрос.</p> <p><i>В чем причина возникновения межкультурных различий?</i></p> <ol style="list-style-type: none"> 1) Различные ценности и алгоритмы поведения в окружающем мире у разных групп людей. 2) Различные концепции постижения окружающего мира и руководства поведением окружающих. 3) Различные авторитеты, мнение которые является ориентиром для

	большого числа людей.
5	<p>Сколько причин возникновения межкультурных барьеров из четырех предложенных содержится в тексте? <i>Suspicion and distrust; predisposition and stereotyping; competitive goods; disabled connections.</i> 1; 2; 3; 4</p>
6	<p>Какое из этих утверждений содержится в тексте? 1) Чем уже индивидуальный опыт, тем более разнообразной должна быть программа культурного программирования. 2) Чем шире личный опыт, тем меньшее влияние может оказывать программа культурного программирования. 3) Чем шире индивидуальный опыт, тем большее воздействие может оказывать программа культурного программирования.</p>
7	<p>Справедливо ли данное утверждение? <i>A culture shock may result in complete rejection of the host culture values.</i> 1) в тексте не содержится подобной информации; 2) да; 3) нет</p>
8	<p>Справедливо ли данное утверждение? <i>Толерантность предполагает осознание различий между культурами с вынесением моральных суждений.</i> 1) в тексте не содержится подобной информации; 2) да; 3) нет</p>
9	<p>Выберите единственный правильный вариант перевода предложения. <i>Other people have different ways of doing things from us.</i> 1) Другие люди делают вещи по-разному у нас. 2) Другие люди имеют разные способы делать вещи, в отличие от нас. 3) У других могут существовать свои способы деятельности, непривычные для нас.</p>
10	<p>Выберите единственный правильный вариант перевода предложения. <i>Чем шире чей-либо опыт, тем слабее будет развита подобная установка.</i> 1) The broader one's experience, the more this installation is developed. 2) The wider the confines of one's experience are, the less strongly this attitude will be maintained. 3) The wider someone's experience, the weaker will be developed a similar setup.</p>
11	<p>Что означает в данном контексте выделенное слово? <i>A culture that has been isolated from the <u>rest</u> of the world is likely to be unreceptive to different approaches.</i> 1) отдых; 2) опора; 3) остальная часть</p>
12	<p>Заполните пробел. <i>A culture shock can be an intensely ... situation.</i> 1) frustrated; 2) stressing; 3) gorgeous</p>
13	Вставьте пропущенное слово.

	<i>The wider the confines of one's experience are, the ... strongly this attitude will be maintained.</i>
14	<p>Выберете пропущенное слово (из ряда предложенных). <i>Cross-cultural differences arise because of various (...) and concepts for understanding the surrounding world.</i> 1) valuables; 2) values; 3) treasures; 4) amenities; 6) relics</p>
15	<p>Answer the question in English (a short essay). <i>According to the text, what are the main causes of cross-cultural differences?</i></p>

TEXT B

CULTURAL DIVERSITY AND CULTURE SHOCK

- **Просмотрите текст и попытайтесь понять его основные идеи.**
- **Переведите текст со словарем (устно), при необходимости выписывая перевод незнакомых слов.**

Culture shock is the reactions to living in a new culture, a sort of anxiety that results from losing the ways of social intercourse that we are accustomed to. These ways are a thousand and one, and they deal with our finding efficient ways in situations of daily life. When to shake hands and what to say when you meet people; which environment dictates a dress-off and which stimulates a keep low; how much later or earlier are you expected to arrive at an appointment, or should you come in time even if it hurricanes. What is more, whether to shift straightway to the first-name basis with a peer, superior or subordinate, or to rather stick to formality; whether to expect immediate assistance from colleagues at any lightest need, or to try to be self-sufficient to the maximum; what to take as a national norm, and what to question; how to make requests or suggestions that would be polite and appropriate; when to accept and refuse invitations; when to take statements seriously, and when not, etc. The cultural signs, even though we are often not aware of them, may be words, gestures, facial expressions, customs, or norms. They are acquired by us naturally in the course of up-bringing, and are as much a part of our culture as the language we speak, or the beliefs we accept, or behavior patterns we practice.

Interestingly, but there are some rather indicative symptoms of culture shock. Among others, we might mention headaches, sleeplessness, overeating, desire for comfort foods (for example, chocolate), stomach pains; excessive washing of the hands; excessive concern over drinking water, food, dishes, and housing. Moreover, there is observed a sense of loss and feeling of helplessness and a desire for dependence on longer-term residents of your own nationality or locals; feeling rejected; anger over delays and other minor frustrations. On top of all that, visitors strive for inculcation of their national ways in the host country; and, surely, there is that terrible longing to be back home, to be able to speak your native language, to have a good plate of soup with sour cream and rye bread, and to talk to amicable and sympathetic people who really make sense!

It is worth noting here that a national *culture* may be compared to an *iceberg*, with the tangible expressions of behaviour above the surface of the water, and the underlying attitudes, beliefs, values, implications and understatements below the surface.

It seems relevant to remind to you here that the word *culture* does not simply mean *national culture*, but the whole range of different types of sub-cultures, including professional culture (for example, the culture of students or professors), gender (the different cultures of men and women), age (the different cultures of teenage, middle-aged, and senior people), etc. In some cases these types of sub-culture may play very significant role in binding people together. Academics of different nationalities who work together on research projects frequently report on their common professional interests as a something so strong that it helps bridge any national cultural gaps!

Be aware that some people belief contact between cultures to only bring problems. However, ever more communities attend this issue times more positively, and are looking for synergy effects in cultural diversity. As a person of technical background you surely know that '*synergy*' (from the Greek for 'working together') means that the combined effect is more than the effect of the sum of the individual parts, i.e. one plus one is more than just two.

Summarizing the facts quoted above, we are to feature the ability to deal with this diversity, which provides for a broader, richer, more fertile environment for creative thinking and innovation. Search for positive differences results in new experiences that may be employed for your further personal advancement. Culturally diverse academic environments encourage collaboration that brings about our different talents, resources and experiences together to produce better ideas and superior achievement of our academic mobility objectives.

Задание 1.2.1

Выберите одно подходящее по смыслу слово из группы предложенных.

- 1) Culture shock is a sort of *anxiousness / trouble / concern* that results from losing the conventional ways of social intercourse.
- 2) You constantly have to choose whether to shift straightway to the first-name basis, or to rather *adhere / stuck / abide* to formality.
- 3) The cultural signs are acquired naturally in the course of *bringing / education / reformation*.
- 4) There are some rather indicative *signs / symptomatic / reflections* of culture shock.
- 5) Synergy is the *combined / joint / superfluous* effect is more than the effect of the sum of the individual parts.

Задание 1.2.2

Раскройте скобки, поставив слова в соответствующие формы. Переведите предложения (письменно).

- 1) Not all know when invitations should be **(to accept)** and **(to refuse)**.
- 2) A feeling of helplessness and a sense of loss **(to observe)** in case of a culture shock.
- 3) Visitors may strive for **(to introduce)** of their national ways in the host country.

- 4) Sub-cultures may contribute to **(to band)** people together.
- 5) Strong common professional interests **(to facilitate)** **(to bridge)** any national cultural gaps.

Задание 1.2.3

Переведите текст В письменно.

Задание 1.2.4

Перескажите текст В своими словами на иностранном языке (10-12 предложений, письменно).

Задание 1.2.5

Вопросы для обсуждения (по фактическим реалиям текстов А и В) темы «Успешность межкультурной коммуникации – имитация или сохранение своеобразия?».

- 1) Is the problem of cross-cultural differences vital for Russia? Why (not)?
- 2) What level of cultural awareness are you on?
- 3) What do you think is the most serious cultural barrier for Russian people going abroad?
- 4) Is learning a foreign language an easy task for you? If not, what are the main obstacles?
- 5) In what way, in your opinion, should we relate to other cultures, cultural differences and ways of thinking – accept them as given and imitate, or try just to consider them to form your own effective strategy of communication?

TEXT C

THE ONLY THING PEOPLE ARE INTERESTED IN TODAY IS EARNING MORE MONEY

- **Просмотрите текст и попытайтесь понять его основные идеи.**

Once upon a time there lived a beautiful young woman and a handsome young man. They were very poor, but as they were deeply in love, they wanted to get

married. The young people's parents shook their heads. 'You can't get married yet,' they said. 'Wait till you get a good job with good prospects.' So the young people waited until they found good jobs with good prospects and they were able to get married. They were still poor, of course. They did not have a house to live in or any furniture, but that did not matter. The young man had a good job with good prospects, so large organisations lent him the money he needed to buy a house, some furniture, all the latest electrical appliances and a car. The couple lived happily ever after paying off debts for the rest of their lives. And so ends another modern romantic fable.

We live in a materialistic society and are trained from our earliest years to be acquisitive. Our possessions, 'mine' and 'yours' are clearly labeled from early childhood. When we grow old enough to earn a living, it does not surprise us to discover that success is measured in terms of the money you earn. We spend the whole of our lives keeping up with our neighbours, the Joneses. If we buy a new television set, Jones is bound to buy a bigger and better one. If we buy a new car, we can be sure that Jones will go one better and get *two* new cars: one for his wife and one for himself. The most amusing thing about this game is that the Joneses and all the neighbours who are struggling frantically to keep up with them are spending borrowed money kindly provided, at a suitable rate of interest, of course, by friendly banks, insurance companies, etc.

It is not only in affluent societies that people are obsessed with the idea of making more money. Consumer goods are desirable everywhere and modern industry deliberately sets out to create new markets. Gone are the days when industrial goods were made to last forever. The wheels of industry must be kept turning. 'Built-in obsolescence' provides the means: goods are made to be discarded. Cars get tinnier and tinnier. You no sooner acquire this year's model than you are thinking about its replacement.

This materialistic outlook has seriously influenced education. Fewer and fewer young people these days acquire knowledge only for its own sake. Every course of studies must lead somewhere: i.e, to a bigger wage packet. The demand for skilled

personnel far exceeds the supply and big companies compete with each other to recruit students before they have completed their studies. Tempting salaries and 'fringe benefits' are offered to them. Recruiting tactics of this kind have led to the 'brain drain', the process by which highly skilled people offer their services to the highest bidder. The wealthier nations deprive their poorer neighbours of their most able citizens. While Mammon is worshipped as never before, the rich get richer and the poor, poorer.

Задание 1.3.1

Распределите аргументы «за» и «против» в соответствующие графы таблицы.

Pro-arguments	Counter-arguments

- 1) A marked reluctance to work long hours for money: desire to enjoy life.
- 2) A marked swing away from scientific studies has been noted: return to humanities; knowledge for its own sake.
- 3) Big firms compete; recruit students: big salaries, 'fringe benefits'.
- 4) Brain drain: services to highest bidder.
- 5) Brain drain: skilled people are not always looking for more money but better work facilities.
- 6) Education is not money-orientated; it's skill-orientated; necessary because of modern technology.
- 7) High taxes: a disincentive.
- 8) Interest in earning money not a modern phenomenon, but people are not interested only in that.
- 9) Jones and neighbours spending borrowed money, paying interest rates.
- 10) Keeping up with the Joneses: e.g, new TV; new car.
- 11) Living happily ever after paying off debts; modern romantic fable.
- 12) Many voluntary organisations (e.g. Peace Corps): idealistic, no reward.

- 13) Many young people are not motivated by money: many reject materialistic values.
- 14) Materialism influences education.
- 15) 'Mine', 'yours' concepts are formed since early childhood.
- 16) Modern industry creates new markets.
- 17) No knowledge for its own sake; all is aimed at more money.
- 18) Not only affluent societies want more money; consumer goods desirable everywhere.
- 19) Once upon a time: young woman, young man; poor but in love.
- 20) Parents objected to marriage: good job, good prospects first.
- 21) People interested in living decent lives consistent with human dignity.
- 22) Social welfare in many countries makes it unnecessary for people to struggle for money.
- 23) State provides education, medical services, etc.
- 24) Still poor: borrowed money for house, furniture, car, etc.
- 25) Success is measured by money.
- 26) Technology requires professionals, not amateurs.
- 27) The argument proves nothing: only that living standards are better.
- 28) The rich get richer; the poor poorer.
- 29) We live in materialistic society; trained to be acquisitive.
- 30) Wealthy nations deprive poorer neighbours of talented people.
- 31) Wheels of industry: built-in obsolescence: e.g. cars
- 32) Young people borrow money: a satisfactory arrangement: independent of parents, they can start their own lives.
- 33) Young people could get married.

Задание 1.3.2

Напишите эссе по тексту С “The Only Thing People Are Interested in Today Is Earning More Money” на тему «Современные стимулы к личностному развитию», отразив собственную точку зрения на мысли текста. Используйте предложенную структуру и клише.

Задание 1.4.1

Просмотрите предложения ниже и попытайтесь интуитивно заполнить пробелы словами и словосочетаниями из-под черты.

- 1) The recognition of qualification falls within **(1)** of each country.
 - 2) The NARIC **(2)** is comprised of fifty-four countries.
 - 3) NARIC conduct data gathering and analyze data to provide the **(3)** of qualifications.
 - 4) Europass is a **(4)** of five documents.
 - 5) **(5)** is filled by the applicant himself.
 - 6) **(6)** is filled by the competent organizations.
-

Europass CV, set, Europass Diploma Supplement, network, competence, recognition

Задание 1.4.2

Прослушав диалог “The First Step to Study Abroad” студентки, желающий поехать учиться за рубеж и сотрудника центра академической мобильности, подтвердите или исправьте свои предположения.

Задание 1.4.3

Напишите короткую инструкцию для желающих учиться за рубежом студентов на русском (английском) языке.

Теоретический модуль 1

Задание 1.5.1

Взяв за основу лексический материал текстов А, В и С, подготовьте не менее 5 словарных статей – терминов и их определений, связанных со сферой межкультурной коммуникации.

Задание 1.5.2

Составьте терминологический словарь-минимум по тексту А (работа в мини-группах).

Коммуникативный модуль 1

Мотивация обучения в магистратуре и осуществления научной деятельности с использованием иностранного языка

Задание 1.6.1

Ознакомьтесь с материалом информационного ресурса относительно структуры и содержания резюме (CV) и основываясь на рекомендациях и предложенном образце, составьте собственное резюме путем заполнения шаблона.

Задание 1.6.2

Ознакомьтесь с диалогом по теме «Обсуждение условий зарубежной стажировки».

Собеседники:

Stepan Belov, Master's degree student, Moscow Pedagogical University, a prospective participant (applicant) of an international exchange programme

Dr. Klara Haas, International Project Developer, International Cooperation Service, Humanitarian University of Amsterdam

Klara It's been long time, Stepan, since we heard last. I was glad to learn from your letter that you've been pre-selected for our **exchange programme**.

Stepan Thanks for calling back. I would like to discuss particular aspects of my **Learning and Research Contract** with your University.

Klara Do I have a sample of that? What are your concerns here?

Stepan Questions are many. I am still not very clear at selection of courses, counting of **ECTS points** and **scheduling** of courses, **availability** of those to Master's students, research projects **supervision** schemes.

Klara Just a minute, Stepan! Don't hurry! As we do that in Holland, let's take those one at a time, please. My general answer will be as this: students have **experienced** and **knowledgeable advisors**, who can help with courses, ECTS and other stuff like that.

- Stepan* Do you mean that somebody will surely take care of my programme details?
- Klara* I would not put it in this way. Every student is still personally **responsible** for his study, and, trust me, you won't be an **outcast** here. Normally there are no problems with that. Students consult our Webpage, and, I tell you, the needed information is always there.
- Stepan* Sounds good. And, to be frank, I worry somewhat about your **entrance requirements**. Those are tight, and **admission** to the programme seems limited, you know.
- Klara* That should not bother you. If your **application portfolio** is complete and your **background** proved to be sufficient for the **screening committee**, you will **qualify**.
- Stepan* And there is another point too. That is my **placement** at the hostel on **campus**. I wouldn't want to stay with more than two other students in the room.
- Klara* Dear! A hostel? You cannot be serious! Unlike some other countries, we don't provide students with any sort of **hostel placements** in the Netherlands! There are specially **commissioned private organizations** that **facilitate** students with finding **residences**. Contact those.
- Stepan* That is more-or-less clear now. Thanks. If you say that, I tend to trust you. Sorry for bothering you with my personal matters. What a pleasure it is to deal with you, Klara.
- Klara* You are always welcome. Pleasure is mine too. I believe that colleagues should always **be of assistance**.

Задание 1.6.3

Вставьте пропущенные слова в фрагменты диалогов. Речевые обороты несколько изменены, и вам следует предложить любые подходящие, на ваш взгляд, варианты для каждого конкретного случая.

Фрагмент 1

Klara I congratulate you on being (1) for our academic mobility programme.

Stepan Thank you. Could we discuss some specific (2) of my Learning and Research Contract with your University? I mean, first of all, the number of (3) to take, and the list of courses (4) to Master's students, research activity (5) patterns ...

Klara You shouldn't (6): students have skilled and (7) supervisors, who can help with courses, ECTS and other matters like that.

Фрагмент 2

Stepan Will somebody (1) me with my (2) scheme details?

Klara Every student is still personally (3) for his study, and, trust me, you won't be an exception. Normally the needed information is always in our (4).

Stepan But I still worry somewhat about your enrollment (5). Is the number of candidates to be selected (6)?

Klara It is not your case. If your (7) package is complete and your background is rather sufficient for the selection (8), so you will be (9).

Фрагмент 3

Stepan Could you please (1) me on my (2) placement on campus?

Klara Unlike some other countries, we don't (3) any sort of hostel (4) to our (5) students! Contact special (6) that (7) students to (8) accommodation.

Stepan Thanks. Sorry for troubling you with my (9) problems.

Задание 1.6.4

Проанализируйте ситуацию и предложите свой вариант мотивационного письма.

Крупный зарубежный исследовательский центр объявил о конкурсе на получение научного гранта в соответствии с профилем вашего исследования. Однако у вас крайне небольшой опыт исследовательской работы. Вашим

преимуществом является то, что вы получили образование в российском техническом вузе, проходили стажировки в компаниях, работающих в данной сфере, а также неплохо владеете иностранным языком. Составьте соответствующее **мотивационное письмо** для членов отборочной комиссии.

Сообщите причину обращения именно в этот исследовательский центр, источник Вашей осведомленности о конкурсе, изложите свои профессиональные и личные качества, а также опыт работы по данному научному направлению, выразите готовность развиваться и повышать свою квалификацию во время стажировки, а также укажите время и дату, удобные Вам для прохождения собеседования.

Задание 1.6.5

Подготовьте рекомендации по написанию мотивационного письма. Используйте соответствующие речевые образцы:

- *A motivation letter should include ...*
- *You should give information on ...*
- *You are not recommended to ...*
- *Don't forget to give information on ...*
- *It will be especially advantageous to ...*

Задание 1.6.6

Подготовьтесь к беседе с преподавателем, который будет выступать в роли представителя зарубежного вуза, и обсудите условия своей предполагаемой стажировки в этом вузе. Подготовьте список основных вопросов.

РАЗДЕЛ 2
ПОИСК ПУТЕЙ ВЗАИМОДЕЙСТВИЯ
В УСЛОВИЯХ ДИАЛОГА КУЛЬТУР

Текстово-тематический модуль 2

«Поиск путей взаимодействия в условиях диалога культур»

ТЕХТ А

NATIONAL STEREOTYPES

- **Просмотрите текст и попытайтесь понять его основные идеи.**
- **Переведите текст со словарем (устно), при необходимости выписывая перевод незнакомых слов.**

A ‘national stereotype’ is a fixed image that many people have of a particular culture. Naturally, generalizations in cultural backgrounds are necessary for easier perception and processing of cultural information, but when they are too rigid they can be a barrier to the effective interpretation of a cultural intercourse. Within a culture there will be a range of attitudes, beliefs, values and behavior patterns, and care should be taken in applying generalizations to individuals. However, in spite of the diversity of individual characters, there are distinct cultural differences in the individual states. Indeed, much of these are based on prejudice, but some of it is confirmed now and then.

Austria represents a unique blend of European cultures, combining Germanic efficiency, neatness, obedience to rules, punctuality and order; Romanic relaxed, romantic and happy approach to life, charm and courtesy; macho Slav individualism, dichotomy in their mind, flexibility (i.e. search for compromise), bittersweet attitude to life and strong family bonds. The Austrians will never fail to help you if they know you experience a problem. They regard deeply for stringent environmental standards and are proud of their beautiful country’s landscape.

The French represent a somewhat marvellous combination of cosmopolitanism and prevailing ignorance in foreign languages. Singling out wine and cheese, they appreciate food in general (similarly to the Austrians or the Italians). Most people

are left winged in their life attitudes, and even the right wing here is equal to the left wing in most other European countries!

Turning to the English, it is worth mentioning their endeavor to fair play (i.e. respect to a partner in joint action), politeness, puzzling rigid queuing and overall self-insulation. As is famed with, they cherish a good cup of tea with cake or biscuits. The English are not always neatly dressed and housed; rather than that, they are concerned with pets and plants, and strive for arrangement of even a smallest garden.

In much the same way as inhabitants of Slavic countries or Switzerland, Italians are loud patriots, but that does not prevent them from cheered-up criticism of the country's government. They are not so much cosmopolitan, and, like the English, feature dominating ignorance of other cultures and languages. Their elevated community spirit and tight family bonds are mysteriously coupled with high individualism. Italians behave with a sense of decorum and formality at all times. This concept is known as "bella figura" ("nice figure"). In contrast to the Dutch and the Scandinavians who are rather abrupt in communication and get immediately to the point of discussion without lengthy preambles, Italians would always dress their speech with verbosity, i.e. dozens of irrelevant word and figures of speech.

The Swiss (with their renowned military stamina) on the one hand, - like that is the case with the shade old-fashioned Austrians (and their beloved Habsburg dynasty and Austro-Hungarian Empire) - appreciate highly recollections of their past and traditions; but, on the other hand, the Swiss are pragmatic, and challenges are usually taken up. At instances, the Swiss are rather over-scrupulous, which may baffle a mobility visitor. High quality goods, services and health-care are held in high esteem (as they are in Germany), and this has some repercussions on the advanced quality of the educational system that seems crucial to the Swiss. Unlike England, Switzerland, being a multicultural country, is characterized with respect to other people's opinion. At the same time, similarly to the English, the Swiss are

a bit reserved, making it difficult to get into contacts rapidly, but they are nevertheless friendly and helpful.

What is a 'typical German' like? As all representatives of Germanic culture, he favours discipline and regulations, but also friendliness, openness, helpfulness. Particular mention should also be made of politeness, reliability, keep of the word and extreme scrupulousness. Other stereotypical German qualities are said to be very high individualism, coolness, limited initiative, difficulty in making bosom friends; certain arrogance, Euro-centrism and a marked inclination to material values are also listed by our German and other European respondents questioned recently within our survey.

The Dutch are very independent, but they follow group and cosmopolitan spirit in both open and hidden ways. Research has shown that Dutch expect foreigner to become rather completely Dutch, which is difficult by all the unwritten rules. In Sweden, like in the Netherlands, there dominates the 'open-mind' approach, i.e. putting everything rather directly, if not roughly; there too an international visitor finds hands-on approach, self-sufficiency and self-reliability, somewhat exaggerated schedule consciousness, and enjoyment of reading and learning in general that is taken as a way to personal development.

Say, Czech people are very much as those in other East-European countries: they are connected by common history, traditions and culture. Beer culture is large, as it is in Germany. You can see people behave collectively in case of some problems. Slavic nations are very inventive: there are many things they are proud not to copy from existing and working systems; at the same time, they are open for cooperation. A striking feature for the foreigners is Slavic making fun of themselves and joking about neighbouring countries. Elderly people are respected as well as those who have rendered great service to their country, family bonds are considered as the most important value in their lives.

Note that present-day European countries are formed on the basis of integration of smaller formerly semi-independent territories, which may still have their characteristic culture particularities. Say, within the south of Germany there

are quite differently minded Bavarians and Swabians, and Austria boasts, say, the Viennese and the Carinthians.

Be aware of two important facts. First, there is a high chance that you may face a representative of a rather different culture in the country of your mobility. This is linked to a growing number of expatriates and labour immigrants in Europe. Second, many Europeans are rather cosmopolitan today, so they may couple traits of more than one culture!

To sum-up, it is best to trust your own judgment and not be put off by other people's generalizations. On the other hand, what can be typical about a country with millions of inhabitants? Anyway, through European integration and many migrants from all over the world in the past decades, European communities have gained so much diversity and tolerance that most clichés simply do not work anymore.

Задание 2.1.1

Просмотрите текст еще раз и выделите упомянутые в нем специфические особенности менталитета каждой культуры / страны, подразделив их на ожидаемые Вами и новые для Вас.

<i>Country/Culture</i>	<i>National Traits</i>	
	<i>Expected by You</i>	<i>New and Surprising for You</i>
...

Задание 2.1.2

Сформулируйте основную мысль текста на русском (английском) языке.

Задание 2.1.3

Используя Текст А, интернет и дополнительные материалы (предоставленные, в том числе, преподавателем), составьте «культурный образ» любой европейской страны согласно представленному ниже плану (в виде текстового файла или, при желании, в форме презентации):

- Country background: general aspects;
- Cultural orientation: value elements and 'icons' of the national culture;

- Culturally specific adjectives;
- Dangerous words;
- Negotiation Styles and some practical tips,

Задание 2.1.4

Выполните тест на понимание текста. При выборе ответов следует основываться на информации из текста, а не на собственном опыте.

1	<p>Закончите предложение по смыслу (выберите правильный вариант ответа). <i>The Swedish resembles the Dutch by their ...</i> 1) open-mindedness towards close friends and business partners. 2) general roughness and harshness. 3) straightforward approach to actions.</p>
2	<p>Закончите предложение по смыслу (выберите правильный вариант ответа). <i>Культура включает в себя, в частности, определенный набор ...</i> 1) верований, правил этикета, коммуникативных стратегий и целевых установок. 2) ценностей, воззрений, поведенческих запретов и рекомендаций. 3) воззрений, взглядов, ценностей и образцов поведения.</p>
3	<p>Ответьте на вопрос. <i>What do the Swiss and Germans have in common?</i> 1) Long and deep memory of their past and traditions. 2) Evaluation of high quality goods, services and health care standards. 3) Respect to others' people opinion.</p>
4	<p>Ответьте на вопрос. <i>Чем схожи англичане и швейцарцы?</i> 1) Дружелюбием и готовностью прийти на помощь. 2) Некоторой сдержанностью в общении. 3) Способностью быстро устанавливать деловые контакты.</p>
5	<p>Какое из этих утверждений содержится в тексте? 1) Slavic nations like making fun of and joking about foreigners. 2) East-Europeans like playing jokes on themselves and ridiculing some facts about neighbouring countries. 3) A striking feature of foreigners for Slavic people is making fun of them and joking about their countries.</p>
6	<p>Какое из этих утверждений содержится в тексте? 1) Датчане также разговорчивы, как и итальянцы. 2) Датчане переходят к делу после обстоятельного вступления. 3) Голландцы объясняются лаконично и сразу приступают к разговору</p>

	о сути дела.
7	<p>Справедливо ли данное утверждение? <i>The English are accustomed to staying in a line.</i> 1) в тексте не содержится подобной информации; 2) да; 3) нет</p>
8	<p>Справедливо ли данное утверждение? <i>Австрийцы в наименьшей степени заботятся об охране окружающей среды.</i> 1) в тексте не содержится подобной информации; 2) да; 3) нет</p>
9	<p>Выберите единственный правильный вариант перевода предложения. <i>There are many things Slavic people are proud not to copy from existing and working systems.</i> 1) Есть много вещей, которые славянские люди гордятся не копировать из существующих и работающих систем. 2) У славян есть много предметов гордости, которые могут использоваться в разных существующих рабочих системах. 3) Славянские нации по праву гордятся своими многочисленными изобретениями, которые не были ими откуда-либо заимствованы.</p>
10	<p>Выберите единственный правильный вариант перевода предложения. <i>Грубые обобщения могут выступать преградой эффективному восприятию информации в определенном культурно окрашенном контексте.</i> 1) Rigid generalizations can be a barrier to the effective interpretation of a cultural intercourse 2) Tough generalizations can be a barrier to efficient information perception in a particular culturally painted context. 3) Gross generalizations can act as an obstacle to effective perception of information in a specific cultural context.</p>
11	<p>Что означает в данном контексте выделенное слово? <i>Many Europeans are rather cosmopolitan today, so they may <u>couple</u> traits of more than one culture.</i> 1) пара 2) сочетать в себе; 3) несколько</p>
12	<p>Заполните пробел. <i>The Italians' elevated community spirit and tight family ... are coupled with high individualism.</i> 1) links; 2) bones; 3) obligations</p>
13	<p>Сколько компонентов включает в себя понятие «культура» в соответствии с информацией текста? <i>Верования, воззрения, взгляды, поведенческие запреты, правила этикета, коммуникативные стратегии, целевые установки, ценности, образцы поведения.</i> 1; 2; 3; 4; 5; 6; 7; 8; 9</p>
14	<p>Ответьте на вопрос одним словом (дайте определение на</p>

	английском языке). <i>What approach to the action is typical for Holland citizens?</i>
15	Подготовьте краткий письменный ответ в форме мини-эссе. <i>What is 'bella figura' concept, in your opinion? Is it helpful in cross-cultural communication?</i>

ТЕХТ В

PERSONAL CONTACTS WITH PEERS

- **Просмотрите текст и попытайтесь понять его основные идеи.**
- **Переведите текст со словарем (устно), при необходимости выписывая перевод незнакомых слов.**

In Western and Northern Europe, office is not a place for friendship, and friends are typically made outside of the office.

In any country there are welcome topics of conversation, such as sports, travel, your country, weather, food and drink. Beer is often a good topic of conversation in Germany and Czech Republic; the same is true with wine and cheese in France. The most dangerous topics are politics, World War II (especially in Germany), salary, religion, personal medical problems, and private hobbies that may not always be shared by other people present. Jokes are a difficult area: try to avoid jokes about sex, ethnic origin, professions, gender and religion. Remember that humor is acceptable in informal circumstances but rarely at a formal meeting.

Invitation is always a problem. People usually refuse the first invitation, in case the person invites through politeness only. If you really mean invitation, ask twice. In some countries people refuse invitation several times before accepting it.

Sometimes the Dutch may invite you to a restaurant, pub or office cafeteria, but most socializing takes place either through organized activities or in a home. Like in Germany, friends are invited in small numbers for coffee or a drink, and the atmosphere is usually casual. But as food does not play the big role in Dutch hospitality, you should not rely on large meals: you will only be offered coffee/tea with a piece of cake or a snack. Likewise, the Dutch do not appreciate unexpected meals at odd times, so if your offer of food is turned down, you should not get insulted. In cafes and restaurants people practice 'Dutch treat' (which is also found

in Germany), i.e. everyone is expected to pay for him/herself, unless you are invited to be 'the guest'.

As anywhere in Europe, flowers and wine are always a safe gift for home visits, but a something typical from your country is best of all. Make sure not to embarrass your hosts with an expensive gift! It is no rule that hosts do special things for guests, although they may do, but that is at their own discretion.

In Austria and Germany, there is a clear demarcation between business and personal life. During the visit, try to always start with a small social talk, and do not initiate discussion of work or study unless invited to by the host. Despite the fact that luxurious Austrian 'coffee boutiques' with their delightful pastry are still there, homes are gradually becoming more popular for hosting, because eating out has become more expensive. A book may be a good present here, as well as in the Netherlands, as these nations boast reading-fashion.

Interestingly, but in both France and Italy, with their outstanding cooking cultures, it is a norm to host at a restaurant. If a home visit - whether that be a student party or an adult reception, - you very often bring drinks or food or a bottle of good (!) wine.

Usually you should expect no specially planned entertainment in Europe. With very few exceptions, most hosts do not take special preparation to home visits, do not cook extreme specialties, do not tidy-up the rooms to please you. These are just not taken as a something very important. This is not true with Italy, as hospitality plays a key role in Italian culture. Be aware that the formalities of dining are also taken seriously: wait for the host to tell you where to sit, show respect and make a 'bella figura'. For Italians, building up and looking after relationships is of utmost importance. They consider that having a meal with someone is a vital part of getting to know each other, and it leads to better mutual understanding and trust.

As the Brits are not always neatly housed and their poor cooking skills are known across Europe, they invite colleagues and mates to simple restaurants or pubs. British pubs are relaxed, family-friendly establishments especially designed

for socializing. They are social havens throughout much of the UK where you can go to watch football and a place to take your colleagues or your whole family. There is an unspoken etiquette rule you should follow, i.e. 'rounds': you are expected to offer to buy a drink for everyone at the table (table-mates take turns in treating); people may refuse, but the offer should be there.

In Britain, Germany and the Netherlands (unlike Italy!), if you are invited to someone's house for dinner at half past seven, they will expect you to be there on the dot. If an invitation says 'sharp', you must arrive plenty of time ahead.

Many Germans are very reserved when it comes to private contacts. So don't be offended if you have to wait a while before receiving an invitation to visit your new German acquaintances at home. You will most probably be invited to a restaurant dinner or some social event with them first. Generally, you will be treated courteously and helpfully. You can expedite the process of 'slowly getting to know each other' by taking the initiative and inviting them to you or suggesting doing something together. Many Germans will be grateful for this, accept gladly, and return your invitation. Like in case of the Dutch, it is not customary to 'drop in' on German acquaintances without an invitation – make an appointment first!

Food taboos are an important issue. It is polite not to offer or eat certain foods in front of people with specific food restrictions, even if you do not share their taboos. There are some religious taboos: Muslims and Jews don't eat pork and some kinds of seafood, and Hindus don't eat beef products. Some people only eat 'cruelty-free' foods out of concern for animal welfare. Others avoid some food for health reasons. Most vegetarians don't eat meat and fish.

Whatever country you are in, your host will certainly be pleased if you thank him/her briefly the following day, either in person or by telephone.

Задание 2.2.1

Выберите одно подходящее по смыслу слово из группы предложенных.

- 1) The most dangerous conversation topics may not always be *respected / regarded as such / condemned* by other people present.
- 2) In some countries people *reject / refusal / give up* invitation several times before accepting it.
- 3) In Austria and Germany, there is a clear *demarche / distinction / differential* between business and personal life.
- 4) Flowers and wine are always a *safeguard / convenient / suitable* gift for home visits.
- 5) Italians consider that having a meal with someone *leads out of / results in / results from* better mutual understanding and trust.

Задание 2.2.2

Расположите данные высказывания в той последовательности, в которой они идут в тексте.

- 1) Always mind the unspoken etiquette when eating out abroad.
- 2) As a rule, most European hosts do not take special measures to please their visitors.
- 3) Do always thank you hosts for hospitality the following day.
- 4) If you really want to invite foreign colleagues, it is good to ask more than once, or they might think it is just an act of politeness.
- 5) In any country there are recommended as well as avoidable topics of conversation.
- 6) It is extremely polite to respect other people's food preferences and restrictions.
- 7) Many Germans are not very quick at inviting their new acquaintances to their houses.

Задание 2.2.3

Раскройте скобки, поставив слова в соответствующие формы. Переведите предложения (письменно).

- 1) Remember that humor can be **(to accept)** in informal circumstances but rarely at a formal meeting.
- 2) In some countries people refuse invitation several times before they **(to accept)** it.
- 3) The Dutch do not appreciate unexpected meals at odd times, so if your offer of food **(to refuse)**, you should not get insulted.
- 4) Usually you should expect no specially **(to arrange)** entertainment in Europe.
- 5) British pubs are social havens **(to invite)** you to watch football, or take your colleagues or the whole family.

Задание 2.2.4

Перескажите текст В своими словами на иностранном языке (10-12 предложений письменно).

Задание 2.2.5

Переведите текст В письменно.

Задание 2.2.6

Вопросы для обсуждения (по фактическим реалиям текстов А и В) темы «Кодекс профессионального взаимодействия с русскими коллегами».

- 1) Would it be enough for foreigners to know English only, or should they necessarily learn the Russian language to communicate effectively with their Russian colleagues?
- 2) What forms of greetings (gestures, hugs, official titles or informal addresses) should foreigners use when meeting their Russian colleagues?
- 3) Do Russians typically invite their colleagues to their homes, or rather meet in restaurants, or only meet at the university/company environment?

- 4) In case of a home visit, what is a normal gift to be brought to the hosts? And do hosts take special preparation to home visits, i.e. special food, cooking, tidying-up, and planned entertainment?
- 5) What are, in your opinion, the main taboos to be avoided in personal and professional talks with Russians?

TEXT C

PEOPLE SHOULD BE REWARDED ACCORDING TO ABILITY, NOT ACCORDING TO AGE AND EXPERIENCE

- **Просмотрите текст и попытайтесь понять его основные идеи.**

Young men and women today are finding it more and more necessary to protest against what is known as 'the Establishment': that is, the people who wield power in our society. Clashes with the authorities are reported almost daily in the press. The tension that exists between old and young could certainly be lessened if some of the most obvious causes were removed. In particular, the Establishment should adopt different attitudes to work and the rewards it brings.

Today's young people are ambitious. Many are equipped with fine education and are understandably impatient to succeed as quickly as possible. They want to be able to have their share of the good things in life while they are still young enough to enjoy them. The Establishment, however, has traditionally believed that people should be rewarded according to their age and experience. Ability counts for less. As the Establishment controls the purse-strings, its views are inevitably imposed on society. Employers pay the smallest sum consistent with is keeping you in a job. You join the hierarchy and take your place in the queue. If you are young, you go to the very end of the queue and stay there no matter how brilliant you are. *What* you know is much less important than *whom* you know and how old you are. If you are able, your abilities will be acknowledged and rewarded in due course - that is, after twenty or 20 thirty years have passed. By that time you will be considered old enough to join the Establishment and you will be expected to adopt its ideals. God help you if you don't.

There seems to be a gigantic conspiracy against young people. While on the one hand society provides them with better educational facilities, on the other it does its best to exclude them from the jobs that really matter. There are exceptions, of course. Some young people do manage to break through the barrier despite the restrictions, but the great majority have to wait patiently for years before they can really give full rein to their abilities. This means that, in most fields, the views of young people are never heard because there is no one to represent them. All important decisions about how society is to be run are made by people who are too old to remember what it was like to be young. President Kennedy was one of the notable exceptions.

One of the most tragic aspects of his assassination is that mankind was deprived of a youthful leader. Resentment is the cause of a great deal of bitterness. The young resent the old because they feel deprived of the good things life has to offer. The old resent the young because they are afraid of losing what they have. A man of fifty or so might say, 'Why should a young rascal straight out of school earn more than I do?' But if the young rascal is more able, more determined, harder-working than his middle-aged critic, why shouldn't he? Employers should recognize ability and reward it justly. This would remove one of the biggest causes of friction between old and young and ultimately it would lead to a better society.

Задание 2.3.1

Распределите аргументы «за» и «против» в соответствующие графы таблицы.

Pro-arguments	Counter-arguments

- 1) Attitudes to work not a cause of friction between Establishment and young.
- 2) Big conspiracy against the young.
- 3) Big difference in attitude to work and rewards.
- 4) Big organisations (e.g. large firms, civil service) could not function without hierarchy.

- 5) Big organisations are quick to spot and acknowledge ability.
- 6) By that time, those old enough to join Establishment, adopt its ideals.
- 7) Cause of friction between the old and young would be removed.
- 8) Clashes due to other causes: different sets of values.
- 9) Controls purse-strings: pays the smallest possible sums.
- 10) Experience is a valuable commodity, hard to obtain.
- 11) In a free society, people are rewarded according to many factors, eg. enterprise, initiative, etc.
- 12) It's only fair that a young man should receive smaller rewards.
- 13) Many others successful by late twenties, early thirties.
- 14) Many young people in teens, early twenties: great success.
- 15) Resentment causes bitterness.
- 16) Rewards come after twenty or thirty years.
- 17) Young people are free to compete on equal terms in democratic society.
- 18) Society must recognize ability and reward accordingly.
- 19) Society provides a good education, withholds important jobs.
- 20) Tension could be lessened if causes were removed.
- 21) The Establishment believes in rewarding according to age and experience; ability secondary.
- 22) The old resent the young: afraid of losing what they have.
- 23) The young join hierarchy at the end of the queue; *what* you know is less important than *whom* you know.
- 24) The young resent the old: feel deprived of the good things in life.
- 25) The young today: ambitious, well-educated, eager to succeed.
- 26) There is a hierarchy, but young people rise up scale more quickly than ever before.
- 27) Very few young people break through barrier.
- 28) Views of the young not represented; the old make decisions. Kennedy is a notable exception.
- 29) Young people frequently protest against the Establishment.

Задание 2.3.2

Напишите эссе по тексту C “People Should Be Rewarded according to Ability, not According to Age and Experience” на тему «Являются ли личные способности единственным критерием поощрения в профессиональной деятельности?», отразив собственную точку зрения на мысли текста. Используйте предложенные структуру и клише.

Задание 2.4

Заполните пробелы в тексте D словами из-под черты.

TEXT D

ACADEMIC BEHAVIOUR

Taking professional communication holistically, it is also worth mentioning that in western and northern European countries, (1) communication skills are developed. There is limited agitation and (2) in communication: people speak in low voice, with sound manifestation of (3) and consideration of their colleagues. This is not always true with southern Europeans (the Spaniards and the Portuguese), who sometimes turn to be very (4).

In breaking contrast to this rule, Germans are typically focused on the topic and not (5), and heated discussions are not rare. As soon as in Eastern Europe people concentrate on personal relationship and (6) consideration, there is a trap of misinterpretation of the mode of German heated discussion as a sign that colleagues soundly (7) each other. In some cultures (e.g. in Italy), it is more important to preserve (8) relationship (*‘bella figura’*) than to get the task done. For instance, jobs and project grants may be given to family members and nice friends, rather than to the person with better (9) but absence of pleasant communication manners.

As for (10) work organization, there is a peculiarity that is worth mentioning. This is the so-called *‘open-door’* policy, which does not work in all countries. Practically speaking it means that, say, in the Netherlands the office door should be open at all times, except for the cases of business (11) that you cannot

break in under any condition. In (12) to that, Germans naturally close their office doors, but you may (13) and come in if that is required. To break or not to break – that is the question. Advice is rather simple here: you either watch other people’s behavior, or just ask a (14).

Finally, there is another potentially powerful thing that Russian visitors risk to neglect. Those are coffee breaks (in Sweden they call them ‘fika’), which tend to be an integral part of professional (15), equally vital for any academic and business setting, whether that be office or conference. As is clear, eating and (16) are far not the point in this instance; these breaks are more likely to be (17) gatherings (at a university, normally twice a day, at about 11 a.m. and 3 p.m.) that aim at team building, exchange of smaller experiences and professional coordination. Your (18) the coffee break (as a something ‘not relevant to actual academic environment’ and ‘distracting research attention’) may be rendered by your European colleagues as a sign of absence of interest in them as in professional communication partners or (19) towards your joint project, which will in its turn lead to a certain chill-down in their (20) with you.

Aggression, contrast, cooperation, culture, dislike, dressed, impulsive, indifference, knock, local, manners, meetings, mutual, office, qualifications, refreshment, regard, skipping, soft, staff

Задание 2.5.1

Предложите свои варианты перевода следующих выражений.

A truly multilingual institution; to foster an idea; to be the case; sufficient skills; to encourage to be multilingual; mother tongue; to promote linguistic diversity; facilitate intercultural communication

Задание 2.5.2

Прослушав диалог “European Multilingualism” о политике ЕС в области языкового и культурного многообразия, подготовьте письменные ответы на следующие вопросы.

- 1) What idea does the EU promote in terms of multilingualism and cultural diversity?
- 2) What are the benefits of knowing a foreign language?
- 3) How many languages are the EU citizens encouraged to be able to speak?

Задание 2.5.3

Заполните пустые ячейки таблицы, где представлены семь основных европейских языков, правильно указав процент носителей этих языков и тех, кто на них говорит как на иностранных.

Language	% of the EU Citizens Speaking the Language as Their Mother Tongue	% of the EU Citizens Speaking the Language as a Foreign One
English		
German		
French		
Italian		
Spanish		
Polish		
Russian		

Теоретический модуль 2

Задание 2.6.1

Взяв за основу лексический материал текстов А, В и С, подготовьте не менее 5 словарных статей – терминов и их определений, связанных со сферой межкультурной коммуникации.

Задание 2.6.2

Составьте терминологический словарь-минимум по тексту А (работа в мини-группах).

Задание 2.6.3

Выполните исследовательский проект в мини-группах – найдите как минимум три источника актуальной информации на английском языке по теме: «Кодекс профессиональной коммуникации с коллегами из России» как руководство для иностранцев. Обсудите результаты поиска в

мини-группах, при необходимости, внесите коррективы и предложите итоговый список найденных источников.

Коммуникативный модуль 2

Подготовка к участию в международной конференции и установление контактов с оргкомитетом

Задание 2.8.1

Прочитайте диалог телефонного звонка, который содержит наиболее полезные речевые шаблоны для обсуждения участия в международных научных вебинарах. Рекомендуем вам выучить их для дальнейшего применения в похожих ситуациях.

Собеседники:

Igor Severskiy, Assistant Professor, Pedagogy Department, Moscow Pedagogical University

Brigitte Mulder, Coordinator, International Projects Department, Karlsdorf Technical University

Igor Is it Foreign Office of Karlsdorf University?

Brigitte Hm. We are called '**International Department**'. May we help you?

Igor Mm. '**International Department**'. Yes. I meant that. I want to learn about particularities of the pedagogical conference that your university organizes this April. Your internet site said I should deal with **conference coordinators**... Could I **consult** you?

Brigitte If only I could **be of assistance** to you. I think I could give you a **relevant** consultation.

Igor This is about the **terms of my participation**. Say, the length of my speech, the **paper acceptance criteria**, the type of documents confirming my participation...

Brigitte In case you are not planning to visit the conference **in person**, you may **submit** a **paper** for publication in our proceedings and make a **webinar report**. The length may **range** between 10 and 15 minutes. And paper

acceptance criteria are **standardized** for all **participants**. Consult them specifically on our site, or I can send you a file to your e-mail. As to confirming documents, we can **issue** a **certificate of participation** and send it to you as a **soft copy** and in case you wish to have a **paper copy** you are to send us your address but that will cost you extra.

Igor Could you, please, slow down? I am trying to take down your words.

Brigitte Ok, I will. And be aware that English is the official **working language** for all reports and papers.

Igor Would you also comment on the **participation fees** for foreign researchers?

Brigitte If we turn to the participation fee, our university normally **charges** 100 euro per a published paper; but webinar participants who are not going to **make reports** and **get their papers published** have a **pay-waving** scheme.

Igor Sorry for interruption. Could you say that again, please?

Brigitte I said that those who want to participate in the webinar as **listeners** are invited to participate **free of charge**.

Igor Eh ... I don't quite understand you. Could you better **e-mail** this information to my address?

Brigitte Actually everything may be **downloaded** from Internet. ... Alright, I will e-mail that to you.

Igor You are so kind.

Brigitte Right. To a great extent. Anyway, my pleasure.

Задание 2.8.2

Вставьте пропущенные слова в фрагменты диалогов. Речевые обороты несколько изменены, и вам следует предложить любые подходящие, на ваш взгляд, варианты для каждого конкретного случая.

Фрагмент 1

Igor I want to have some (1) of the seminar that your university (2) this May.

Could I (3) you?

Brigitte I think I could give you a (4).

Фрагмент 2

Igor This is about the (1) of my participation. What is the (2) of my speech, the (3) acceptance requirements, and the participation (4) documents?

Brigitte You may submit a paper for publication in our Conference (5) and make a 10-minute webinar (6). The acceptance requirements are common for all (7). I can send you a (8) to your e-mail. And we can issue a (9) of participation and send it to you via e-mail as a (10) copy.

Фрагмент 3

Igor What are the participation (1) for foreign (2)?

Brigitte Our university normally (3) 100 euro per a published (4); but (5) participants who do not (6) reports participate (7) of charge.

Задание 2.8.3

Просмотрите диалог и выберите одно подходящее слово в каждом случае.

Собеседники:

Prof. Francesca Stamina, Executive Secretary, 33-rd European Pedagogical Symposium, Italy

Stepan Belov, Assistant Professor, Pedagogy Department, Moscow Pedagogical University

Stepan Francesca, it's me again. I'm calling to find out about the **planning / coming / approaching** Symposium.

Francesca How are you, Stepan? Getting **ready / steady / preparing** for your presentation?

Stepan Have you received my Registration **blank / letter / form** and my paper?

Francesca Just a minutes. I'll *find / check / investigate*. Sorry to keep you waiting, but I cannot find your materials among the files of the programme *committee / commission/ panel*.

Stepan Strange. I couldn't have *confused /mixed / misunderstood* the address. What will we do with that?

Francesca Would you, please, *realize/ re-submit / reproduce* those materials to our office?

Stepan Could I send my filled-in Registration Form *in / through / by* e-mail.

Francesca Why not. I will *send back / forward / move* it to our Registration Group.

Stepan Francesca ... Eh ... Could I ask you a rather personal question. Could I hope for a certain reduction of the symposium *fee / charge / fare*?

Francesca Reduction? ... Hard to say ...

Stepan You know, Francesca, I always take the most active part in the Symposium *rounds / sessions/ clusters*, and I recruit my colleagues to *submit / fulfil / make* their papers. Are there any *offers / propositions / discounts*?

Francesca I would put it this way. The fee payment schemes are established by the Organizing Committee, and we are not authorized to change the *numbers / figures / rates* ...

Stepan But still ...

Francesca Though ... We may offer you some fringe *benefits / additions / offers*. As an active supporter of the Symposium you will get a *complementary / spare / supplementary* copy of the Symposium Proceedings and ... free coupon to the closing *lunch / reception/ eating out*.

Stepan Hm. Better than nothing ...

Francesca Yes, we are always happy to have such *productive / industrious / cooperative* colleagues. ... Is that about all for now? We are still having lots of paperwork to do ...

Stepan May be ... Oh, sorry, I forgot to ask one more thing. Do you plan any cultural events for entertainment of *supporting / assisting / accompanying* persons? I'm bringing my wife with me.

Francesca Definitely. See our 'Culture *Event / Act / Measures* Programme' on our Internet site. Pay attention that all sightseeing and receptions are for some *considerable / extra / ultra* pay for accompanying persons. But that is not expensive.

Stepan There is a cultural program? That is really great! My wife will be happy.

Francesca Look *forth/ forward / back* to seeing you both in Milan. Enjoy your trip.

Stepan *Look / see / watch* you then.

Задание 2.8.4

Проанализируйте ситуацию и предложите свой вариант письма.

Уровень 1

Ваша кафедра решила принять участие в международной научной конференции (в форме вебинара), организуемой зарубежным вузом по профилю исследований вашей кафедры. Руководитель кафедры поручил Вам составить план-программу выступлений сотрудников кафедры на иностранном языке в рамках конференции для дальнейшего его отправления зарубежным партнерам. Составьте **письмо-предложение сотрудничества**.

Включите в письмо данные о работе вашей кафедры в данной области, составе участников (имена, регалии, должности, предполагаемом выступлении каждого, основных планируемых результатах дальнейшего сотрудничества, потенциальных проблемах, предложениях по совершенствованию исследований в данной области и пр. Выразите надежду на установление плодотворного сотрудничества с зарубежными коллегами

Уровень 2

You are a webinar coordinator from a European University. You are to answer the e-mail questions of a person willing to take part in the international webinar organized by your department. Share the details of participating in the webinar. The person wants to know how he/she can present his report (as a real-time speech, or video recording), how long he is allowed to speak, and whether he is obliged to submit a written copy of his report beforehand.

Summarize the main conditions of participating in 5-7 sentences and write your reply. Include any information you find necessary and useful. Express your willingness to establish and maintain fruitful relations with your colleagues.

Задание 2.8.5

а) Подготовьте рекомендации для зарубежных коллег о правилах делового этикета с русскими коллегами. Используйте соответствующие речевые образцы:

- *You should always be / make / come / expect / speak etc. ...*
- *You should never be / make / come / expect / speak etc. ...*
- *You are not recommended to ...*
- *You are strongly advised to ...*
- *Don't forget to ...*
- *It will be especially advantageous to ...*

б) Затем обсудите все идеи (в минигруппах) и разработайте «Кодекс делового этикета для иностранцев».

Задание 2.8.6

Подготовьтесь к беседе с преподавателем, который будет выступать в роли представителя зарубежного вуза, и обсудите условия своей предполагаемой стажировки в этом вузе. Подготовьте список основных вопросов.

РАЗДЕЛ 3
ОСОБЕННОСТИ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ
В АКАДЕМИЧЕСКОЙ СФЕРЕ

Текстово-тематический модуль 3

«Особенности межкультурной коммуникации в академической сфере»

ТЕХТ А

STUDY STYLE: COLLECTIVISM VS. INDIVIDUALISM

- **Просмотрите текст и попытайтесь понять его основные идеи.**
- **Переведите текст со словарем (устно), при необходимости выписывая перевод незнакомых слов.**

Every Dutch student is solely responsible for his/her own track of study life and learning outcomes. They rarely study in groups for routine class assignments or for examination preparation. This does not mean that foreign students should not seek the help of their Dutch classmates; it does mean that they should be prepared to work independently. There is a sure tendency of altruism and assistance paid to others: help will be there, as soon as (and if!) you ask for it. This is largely associated with the pronounced absence of competition between students in this country – why not help if you can?! As it is a national tradition of daily life in the Netherlands to have personal space, students do their best to regulate by themselves whether to choose to share their study time with others, or be on their own in their smaller hostel or home rooms.

Project work is typical of European schools, and most of the time these projects are developed in teams of 3 to 5 students. The Dutch feature the in-bred concept of mutual respect and regard; so, in contrast to most other nationalities, they normally skillfully structure and share project responsibilities at the planning and development stages, then readily cooperating at the result integration and result presentation stages.

For the Swedes, individual or group forms of work are combined at convenience, though group interaction and teambuilding dominate. The latter are

encouraged by university professors and administrators as a something that would be required in their future jobbing.

Swiss students are rather individualistic, but the spirit of competition among them is not highly developed. In education they are often purposefully put into situations of working in teams. Of course, there are individual differences between types of Universities, i.e. Humanities students are more autonomous, whereas universities of Applied Sciences witness more collective spirit.

It is surely a French university that boasts the utmost collectivism! Everybody is willing to help others at request - and without the one in particular. Student groups and clubs share lot of things and activities, including joint projects and sound discussions, where everyone wants to be a leader.

A fascinating inner contradiction is observed in Italian students. On the one hand, you note flaming collectivism and overall mutual help in the examination room. On the other hand, they carry out their tasks independently and only take care of their own spot. As many future professionals are at a risk of unemployment, competition is very high, especially in engineering and medical schools. Group work is rare and poorly organized, though arts students cooperate more readily – mostly as another way of socializing.

Russian cheating and cribbing - which is taken as a long-established and a semi-legitimized tradition - is not accepted in Northern and Western Europe whatsoever! In English universities cheating is still frowned upon. Swedish students may be suspended from classes for up to two months (which some Eastern European students would take as a reward rather than punishment).

At present, Eastern European universities are in search of the balance between the two extremes of study styles, so pendulum swings. Some schools stimulate their students to work independently, as group work is not considered to be an efficient and beneficial strategy. Others stand for collectivism and prove that a student learns better and more among others. Both face major dichotomic difficulties that relate to both students' in-born community spirit, unskillfulness in teambuilding and fruitful group work. Further development are to come here.

In most European countries universities are obliged by law to have a co-management body with students, and this gives the student council its own rights. A student council is the highest co-management body of the University in which students can let their voice heard and make their interests a priority for the university policy-makers. It is within the competence of the Student Council to even judge and, thus, approve/fail/amend plans of the Executive Board.

Members are typically elected by public vote of all full-time students. In some countries the Councils consist of ‘parties’, which differ in both priorities and approaches to their solution. In the student council students may either work full-time or combine this social function with their course taking.

Student council members cover a rather wide variety of topics, such as educational quality, administrative grants, thesis and work placement, ethics in education, student housing and many other topics. These kinds of direct student-related issues are dealt with within meetings with the Executive Board of the university. Often topics do not only affect students, but staff as well. Here we could mention allocation of university budgets, placement of preferences between fields of education vs. research, quality control, coordination of co-management structures, interaction with sponsors, university strategy planning, complaints regulation, etc. Council members have the right to advise on matters, come with initiatives to improve the university and place inquiries on the issues that are of public concern.

Задание 3.1.1

Просмотрите текст еще раз и выделите упомянутые в нем специфические особенности менталитета каждой культуры / страны, подразделив их на полезные для Вас и бесполезные.

<i>Country/Culture</i>	<i>Nationally Specific Features and Approaches</i>	
	<i>Useful for Effective Learning</i>	<i>Useless or Harmful for Effective Learning</i>
...

Задание 3.1.2

Сформулируйте основную мысль текста на русском (английском) языке.

Задание 3.1.3

Опишите свой собственный стиль обучения, практикуемый в нашей системе дистанционного обучения. Хотели бы вы перенять какие-либо полезные подходы из других культур? (на английском языке, 5-7 предложений).

Считаете ли вы, что в формате дистанционного обучения также должен быть создан своего рода Совет обучающихся?

Задание 3.1.4

Выполните тест на понимание текста. При выборе ответов следует основываться на информации из текста, а не на собственном опыте.

1	<p>Закончите предложение по смыслу (выберите правильный вариант ответа). <i>Some European Universities stimulate their students to work independently, as ...</i></p> <p>1) group work is not considered to be a cost-effective and self-enrichment strategy. 2) independent work is considered to be a very efficient self-actualization way. 3) group work is regarded as less effective and productive method.</p>
2	<p>Закончите предложение по смыслу (выберите правильный вариант ответа). <i>В технических учебных заведениях Европы достаточно высокий конкурс, поскольку ...</i></p> <p>1) в них существуют хорошие научные школы и современная исследовательская база. 2) данные специальности традиционно очень престижны. 3) выпускники таких вузов имеют больше шансов получить работу.</p>
3	<p>Ответьте на вопрос. <i>What aspects of the University general activities does the Student Council engage in?</i></p> <p>1) Budget allocation, education vs. research balancing, quality assurance, coordination of co-management structures, interaction with sponsors, strategy planning, dealing with complaints, etc. 2) Allocation of budget, quality management, educational quality, ethics in education, student housing. 3) Training standards, study and research grants, work placement, study ethics, student accommodation and many others.</p>
4	<p>Ответьте на вопрос. <i>Чем грозит шведским студентам уличение в списывании на</i></p>

	<p>экзаменах?</p> <p>1) Общественным порицанием. 2) Запретом на посещение занятий на определенный период. 3) Денежным штрафом.</p>
5	<p>Какое из этих утверждений содержится в тексте?</p> <p>1) Как правило, студенты-очники могут участвовать в работе студенческого совета только на условиях полной занятости. 2) Студенты могут участвовать в работе студенческого совета на условиях полной или частичной занятости. 3) Студенты-заочники могут участвовать в работе студенческого совета только на условиях частичной занятости.</p>
6	<p>Какое из этих утверждений содержится в тексте?</p> <p>1) The typical representatives of the Netherlands are known as very schedule-oriented. 2) The Dutch are considered to be in-born planners. 3) The Danes are said to be born with a planner.</p>
7	<p>Справедливо ли данное утверждение? <i>Collective work is rather characteristic of arts students.</i></p> <p>1) в тексте не содержится подобной информации; 2) да; 3) нет</p>
8	<p>Справедливо ли данное утверждение? <i>Датские студенты часто готовятся к экзаменам вместе.</i></p> <p>1) в тексте не содержится подобной информации; 2) да; 3) нет</p>
9	<p>Выберите единственный правильный вариант перевода предложения. <i>In education students are often purposefully put into situations of working in teams.</i></p> <p>1) В образовании студентов намеренно помещают в ситуации работы в командах. 2) Преподаватели стремятся создавать ситуации для групповой работы студентов в процессе обучения. 3) Во время занятий студенты активно призываются к совместной творческой деятельности.</p>
10	<p>Выберите единственный правильный вариант перевода предложения. <i>По сложившимся представлениям, в России с давних времен обычным и вполне приемлемым явлением считается переписывание чужих мыслей и плагиат.</i></p> <p>1) According to established views Russian cribbing and grabbing is a long-existing and practically-legitimized tradition. 2) Many people consider Russian cribbing and cheating as a long-existing and semi-legitimized tradition. 3) Russian cheating and gambling is taken by many as a long-established and semi-recognized tradition.</p>
11	<p>Что означает в данном контексте выделенное слово?</p>

	<p><i>European universities <u>face</u> (a) major dichotomic difficulties that relate to students' in-born <u>community</u> (b) spirit and unskillfulness in teambuilding and fruitful group work.</i></p> <p>a: 1) лицо; 2) смотреть на что-либо; 3) сталкиваться с чем-либо b: 1) сообщество 2) общественный; 3) община</p>
12	<p>Заполните пробел.</p> <p><i>Council members have the right to ... (a) on matters and ... (b) inquiries on the public concern issues.</i></p> <p>a: 1) advice; 2) advise; 3) suggest b: 1) placing ; 2) make; 3) ask</p>

TEXT B

EUROPEAN STUDENTS AND PROFESSORS: THE WAY THEY ARE

- **Просмотрите текст и попытайтесь понять его основные идеи.**
- **Переведите текст со словарем (устно), при необходимости выписывая перевод незнакомых слов.**

In France, the UK and the Netherlands students are taken very seriously. **Some non-university people look up to students**, while professors and administrators - who want to be paid higher appreciation - consider their students as taking too much liberty. **This comes from the high level of social awareness and open-mindedness that are actual of Western European students.** Swiss students see themselves as bearers of national continuity spirit as well as future economic and social success of local community. They enjoy some freedom because, they are still apart from the well-structured and monotonous adult world, and, also, they are usually not aware that student life is not a career in itself.

The status of students in Austria used to be high. **University education was, by and large, seen as carrying high prestige, as it was more elitist than it is today.** Now, a significantly higher number of young people enter universities or other tertiary education institutions, though only very few programs can help graduates find a good job; **it is no wonder the public respect to students vanishes gradually.** Historically there were no limitations for the length of learning, and one could attend university for decades. Today, **as there is a more-or-less strict time-frame for the duration of courses, and students are no longer considered to be bad time-wasters:** after 3 to

4 years of studies, they are out onto the job market anyway. **But one thing is there for sure: if one attains a university degree, he/she gains higher social reputation.**

As for the code of rule, **European students (Swedish and Dutch ones, in particular) are strongly discouraged from cribbing and cheating while exams and project works ('copy-and paste' approach is intensively discriminated):** if exposed, a student may be suspended from the course.

European students are accustomed to reading and are prepared to the 'hand-on' learning. The latter implies that the students are personally responsible for their learning outcomes. As attendance is not obligatory in Sweden and some other countries, **students are also to decide for themselves whether they want to be in class today or not.**

As marks (performance level) are important for future jobbing, most of European students (and Swedish, German and Eastern European ones in particular) **tend to strive for academic excellence.** The Netherlands are a contrast here, as students' performance is taken as something negligible: mediocre results are widely accepted by both the universities and the employer community. **If to choose between being a 'social beauty' or an 'academic nerd', the Dutch would sooner prefer the former, as, first, soft skills are pronounced to be of higher in rating in the community value set, and, second, the Dutch are not seeking for the formal public appreciation.** Thus, if a Dutch professor gives you a '*pass-six*' (which is mediocre in the 10-point marking system), it should not be treated as a tragic failure.

These days many young and, thus, ambitious **European students consider education as a pass to achievement of higher social status and well-paid job, but a hampering factor in finding a partner and building of children-full family.** At the same time those who give-up their education are believed to be more family-oriented and satisfiable with far-easier attainable and realistic things. That is why **there is a commonly accepted opinion among students that graduates are those who sacrifice their personal happiness to the well-being of the community.**

In the UK and other countries, you may be puzzled with the way students address their professors and administrators. They may well call them by first names, which would be a sign of disrespect in most other cultures.

For Northern and Western Europe peering is rather characteristic, i.e. professors are respected as a source of profession-relevant info (considered to be coaches), but no more than that. Formalistic signs of respect are not exhibited and classroom environment is rather liberal (including first-name basis and acceptance of food and drinks during learning sessions), but **there is a sure mutual consideration**. Mind, that at the same time **there is a sure line drawn between good attitudes and vulgarised friendship**. Students and professors are very equal in day-to-day communication, in spite of the fact that in effect professors still have large power in taking decisions related to the student. **Professors are open for students, but it is always better to have an appointment** (and it is simply a must in the Netherlands).

In Austria there are different cultures existing side by side. You may still get very authoritarian structures in some courses, while in others **the teacher is seen as a facilitator, partner in a dialogue and a critical friend**. Here students and professors allowed be just human beings with their preferences and personal peculiarities, so there are situations in which professors dominate over students and vice versa.

As we move further to the south and east of Europe, we find higher authoritarian role of professors. **Hierarchy is a key, so students are expected to pay the maximum respect to the advanced status, power and age of their professors as a sign of subordination recognition**. This power distance results rather in mutual dissatisfaction and annoyance: students tend to rebel and seniors exercise their formalistic power for suppression.

Swiss society being highly democratic, open mindedness is almost a must and professors are usually very helpful and consult their students at requirement. As students attend classes because they seek for knowledge, **they ‘mind their spot’ and do not try to dominate the professors** in spite of all the quality control measures imposed at universities.

Задание 3.2.1

Выберите одно подходящее по смыслу слово из группы предложенных.

- 1) The freedom of Western European students *comes out / results from / results in* the high level of their social awareness and open-mindedness.
- 2) If one *obtains / attaches / abstains from* a university degree, he/she *against / gets / grasps* higher social reputation.
- 3) European students *are used / customized / accustom* to reading and *are inclined / are preparing / are ready* to the 'hand-on' learning.
- 4) Soft skills *pronounced / are considered / appeared* to be of higher in rating in the community value set
- 5) European professors are sometimes *regarded / responded / rejected* as a source of profession-*oriented / biased / irrelevant* info.

Задание 3.2.2

Расположите данные высказывания в той последовательности, в которой они идут в тексте.

- 1) European students are not accustomed to cheating while exams.
- 2) Many young self-confident students consider education as a key to a higher social status and a well-paid job.
- 3) People used to take university study courses for many years running.
- 4) Students are personally responsible for their exam results and are free to choose whether to attend classes or not.
- 5) Swiss students enjoy certain freedom because they consider their student life as a part of their career.
- 6) The degree of an authoritarian role of professors increases as we move further to the south and east of Europe.
- 7) There is a clear distinction between kindly attitude and backslapping between professors and students.

Задание 3.2.3

Раскройте скобки, поставив слова в соответствующие формы. Переведите предложения (письменно).

- 1) Professors and administrators want **(to appreciate)** higher.
- 2) University education **(to regard)** as carrying high prestige.
- 3) European students **(to allow)** cribbing.
- 4) The Dutch students' performance **(to consider)** as something negligible.
- 5) The Dutch **(to strive)** for the formal public appreciation.
- 6) Northern and Western European professors **(to exhibit)** formalistic signs of respect.
- 7) The teacher can be a friend **(to facilitate)** a dialogue and **(to instruct)** on task performance.

Задание 3.2.4

Перескажите текст В своими словами на иностранном языке (10-12 предложений письменно).

Задание 3.2.5

Переведите на русский язык только отмеченные предложения и части предложений! Представьте свои результаты в виде таблицы.

English Variant	Russian Variant
1	1
2	2
N	n

Задание 3.2.6

Вопросы для обсуждения (по фактическим реалиям текстов А и В) темы «Как эффективнее учиться – самостоятельно или в коллективе?».

- 1) Some of the European students readily interact in the context of learning, still others prefer isolated studies in the solitude of their rooms. Speak on the advantages and disadvantages of both study styles as you see those.

- 2) Taking into account the mutual support concept that is said to dominate in Russia, compare Russian with European study styles.
- 3) Comment on the main difficulties associated with study styles that you might experience in your distant learning.
- 4) Do you think there should be any difference in the mode of student-teacher interaction in a traditional classroom and in distant learning environment?
- 5) What is your personal attitude to cheating and plagiarism? What are the most effective ways of their elimination, in your opinion?

TEXT C

EXAMINATIONS EXERT A PERNICIOUS INFLUENCE ON EDUCATION

- **Просмотрите текст и попытайтесь понять его основные идеи.**

We might marvel at the progress made in every field of study, but the methods of testing a person's knowledge and ability remain as primitive as ever they were. It really is extraordinary that after all these years, educationists have still failed to devise anything more efficient and reliable than examinations. For all the pious claim that examinations test what you know, it is common knowledge that they more often do the exact opposite. They may be a good means of testing memory, or the knack of working rapidly under extreme pressure, but they can tell you nothing about a person's true ability and aptitude.

As anxiety-makers, examinations are second to none. That is because so much depends on them. They are the mark of success or failure in our society. Your whole future may be decided in one fateful day. It doesn't matter that you weren't feeling very well, or that your mother died. Little things like that don't count: the exam goes on. No one can give of his best when he is in mortal terror, or after a sleepless night, yet this is precisely what the examination system expects him to do. The moment a child begins school, he enters a world of vicious competition where success and failure are clearly defined and measured. Can we wonder at the increasing number of 'drop-outs': young people who are written off

as utter failures before they have even embarked on a career? Can we be surprised at the suicide rate among students?

A good education should, among other things, train you to think for yourself. The examination system does anything but that. What has to be learnt is rigidly laid down by a syllabus, so the student is encouraged to memorize. Examinations do not motivate a student to read widely, but to restrict his reading; they do not enable him to seek more and more knowledge, but induce cramming. They lower the standards of teaching, for they deprive the teacher of all freedom. Teachers themselves are often judged by examination results and instead of teaching their subjects, they are reduced to training their students in exam techniques which they despise. The most successful candidates are not always the best educated; they are the best trained in the technique of working under duress.

The results on which so much depends are often nothing more than a subjective assessment by some anonymous examiner. Examiners are only human beings. They get tired and hungry; they make mistakes. Yet they have to mark stacks of hastily scrawled scripts in a limited amount of time. They work under the same sort of pressure as the candidates. And their word carries weight. After a judge's decision you have the right of appeal, but not after an examiner's. There must surely be many simpler and more effective ways of assessing a person's true abilities. Is it cynical to suggest that examinations are merely a profitable business for the institutions that run them? This is what it boils down to in the last analysis. The best comment on the system is this illiterate message recently scrawled on a wall: 'I were a teenage drop-out and now I am a teenage millionaire.'

Задание 3.3.1

Распределите аргументы «за» и «против» в соответствующие графы таблицы.

Pro-arguments	Counter-arguments

- 1) After judge's decision you have the right of appeal; but not after examiner's

one.

- 2) It cannot give of your best if in terror or after sleepless night.
- 3) Computers are already widely used to mark specially devised tests.
- 4) Education should train you to think for yourself; exam system doesn't
- 5) Educationists haven't devised anything more efficient and reliable.
- 6) Examiners are human beings: tired and hungry, they make mistakes and work under pressure.
- 7) Exams are a well-trying system that can boast years of experience.
- 8) Exams are constantly being improved and modified.
- 9) Exams cause anxiety: mark of success or failure; your stipend and future depends on them.
- 10) Exams encourage memorization; restrict reading; induce cramming.
- 11) Are exams merely a profitable business?
- 12) Exams should test what you know; often do the opposite.
- 13) There has been great progress in many fields, but exams: a primitive method of testing knowledge and abilities.
- 14) Increasing number of 'drop-outs', and even suicides.
- 15) Most successful candidates are not best educated; but best trained in techniques.
- 16) It is not possible to do well relying merely on memory and exam techniques.
- 17) Pernicious aspects of system (cramming, etc.) are the fault of inexperienced teachers only.
- 18) Personal factors (e.g. health, smb's death) increase a possibility of fault.
- 19) Results: subjective assessment by examiner.
- 20) Vicious academic competition: success and failure are clearly defined and measured.
- 21) Teachers cram weak pupils to push them through; but able students don't need cramming
- 22) Teachers are often judged by exam results; therefore, teach exam techniques.
- 23) Teachers evaluate examinations as they suppose they provide a clear and

objective picture.

- 24) Exams test memory and an ability to work under pressure; not aptitude, or operating skills.
- 25) The exam system may not be perfect, but it's the best we have; it may be painful, but so are many things in life.
- 26) Exam reliability has been proved again and again.
- 27) There are complex checking systems used by examiners to ensure fair results.
- 28) There is a lot of research into objective testing techniques to eliminate human error.
- 29) There must be more effective ways of assessing practical abilities
- 30) They are marked anonymously: therefore, the results are rather reliable.
- 31) They are often not the only way of assessing learning outcomes, so they can also be used in connection with teachers' assessments.
- 32) They lower teaching standards; teachers have no freedom.
- 33) They offer the best quick way of assessing learning outcomes.

Задание 3.3.2

Напишите эссе по тексту С “Examinations Exert a Pernicious Influence on Education” на тему «Роль традиционного экзамена в обеспечении качества образования», отразив собственную точку зрения на мысли текста. Рассмотрите отечественный опыт проведения ЕГЭ. Предложите свои идеи усовершенствования системы оценки приобретенных студентами знаний и сформированных у них умений. Используйте предложенную структуру и клише.

Задание 3.4

Заполните пробелы в тексте D словами из-под черты.

TEXT D

ACADEMIC SUPERSTITIONS

Eastern Europeans are considered to be superstitious. Some of them have individual rituals and, frequently have (1) pencil, or socks, or shirt. Or you might

see students who are carrying with them some personal objects which they consider as very (2) and mighty in provision of (3) help. But they are also very religious, so you might see students who are going to a church before their exam.

In Western Europe these (4), such as cross your fingers, touch wood, do not look at a black cat are not rated highly, and are only taken as a something ‘just for (5)’. Though, in Italy before you pull a (6) at an exam you say ‘To the lion’s mouth’, which is close to the Russian "Ni pukha, ni pera" strangely translated into English as ‘break a leg’.

In Britain, superstitions are not common, but one of the most widely-held is that it is (7) to walk under a ladder - even if it means stepping off the pavement into a busy street! If you must walk under a ladder you can avoid bad luck by crossing your fingers and keeping them (8) until you've seen a dog. Alternatively, you must lick your (9) and make a cross on the toe of your shoe, and not look again at the shoe until the mark has dried.

The number 13 (odd dozen) is said to be unlucky for in some countries, and when the 13th day of the month (10) on a Friday, anyone wishing to avoid an inauspicious event had better stay (11); and, of course, no exams on this day!

The worst (12) that can befall you is incurred by breaking a mirror, as it brings seven years of bad luck! The superstition is supposed to have originated in ancient times, when mirrors were considered to be (13) of the gods.

Unlike Russia, black cats are generally considered lucky in the UK, even though they are (14) with witchcraft. It is especially lucky if a black cat crosses your (15).

Associated, believes, card, crossed, falls, finger, fun, important, indoors, lucky, miraculous, misfortune, path, tools, unlucky

Задание 3.5.1

Прослушайте минилекцию “Cheating and Plagiarism in Swedish Universities”, в которой рассказывается о списывании и плагиате и о тяжелых последствиях, связанных с ними. В европейских университетах очень строгое отношение к списыванию и плагиату. Очень часто студенты воспринимают это как одно и то же, но они ошибаются.

Имейте в виду, что лекция записана не носителем языка (австрийцем), а более распространенный вариант произношения слова "плагиат" – [ˈpleɪdʒ(ə)rɪz(ə)m].

Задание 3.5.2

Предложите английские эквиваленты русским словам и выражениям (из прозвучавших в тексте).

<i>Russian Variants</i>	<i>English Variants</i>
1) в равной мере 2) вмешиваться 3) выполнить что-либо с успехом 4) до начала чего-либо 5) запрет на посещение занятий 6) иди на серьезный риск 7) обман (2 варианта) 8) общеизвестный факт 9) подозревать в чем-либо 10) подозрение 11) попытка 12) принимать меры 13) сообщать, информировать 14) списывание 15) сослаться на автора (2 варианта)	

Задание 3.5.3

Прослушайте диалог еще раз и дайте ответы на следующие вопросы.

- 1) What acts are considered as cheating at an exam?
- 2) Who is included in the Disciplinary Committee?
- 3) What is the most common measure taken in case of cheating at an exam?

Теоретический модуль 3

Задание 3.6.1

Взяв за основу лексический материал текстов А, В и С, подготовьте не менее 5 словарных статей – терминов и их определений, связанных со академической сферой (обучение в вузе).

Задание 3.6.2

Составьте терминологический словарь-минимум по тексту А (работа в мини-группах).

Задание 3.6.3

На основе клише подготовьте аннотацию одного иноязычного источника, который мог бы использоваться при Вашем исследовании на русском или английском языке. Соблюдайте правила относительно структуры и содержания текста.

Алгоритм действий:

- подберите источник (в интернете), по ключевым словам;
- выпишите библиографические данные источника;
- составьте реферативный план источника;
- оформите текст аннотации;
- разместите итоговый вариант на форуме.

Взаимная оценка аннотаций производится по следующим критериям:

- соответствие ключевых слов и найденной статьи теме исследования;
- правильность оформления библиографических данных;
- полнота плана;
- четкость структуры аннотации;
- адекватность используемых лексико-грамматических средств.

Коммуникативный модуль 3

*Планирование поездки на зарубежную конференцию, организация
проезда и проживания*

Задание 3.8.1

Вставьте пропущенные слова из предложенных ниже.

When planning a trip (1), it is necessary to provide for the (2) (plane and train tickets), visa and (3).

Tickets nowadays are (4) and bought on-line on transport companies websites. A (5) bank card is usually required for this.

Accommodation is usually (6) at hotels or halls of (7) of several categories.

Typically, distinction is made between single rooms (SGL), and (8) rooms (DBL) which may include one bed for two persons or two (9) beds (these rooms are known as (10)). Detailed (11) of each hotel including on-line (12) is sometimes (13) on the University (or conference) (14) and, as a rule, on the hotel sites or (15) systems.

Accommodation, available, booked, booking, abroad, description, double, reservation, reserved, residence, route, separate, twins, valid, website

Задание 3.8.2

Прочитайте диалог телефонного звонка, который содержит наиболее полезные речевые шаблоны для бронирования проживания за рубежом. Рекомендуем вам выучить их для дальнейшего применения в похожих ситуациях.

Interlocutors:

Stepan Belov, Master's degree student, Moscow Pedagogical University, a responsible officer of International Projects Department

A receptionist, Hotel Clair Chateaux, Lyons, France

Receptionist Hotel Clair Chateaux. May I help you?

Stepan Hello. I am Stepan Belskiy from Moscow Pedagogical University. I would like to discuss **reservation** and hotel services with a responsible person.

Receptionist My name is Frank, and I am **in charge** of the **reception**

Stepan Will you help me with arranging **room booking** with your hotel?

Receptionist I will try to do my best.

Stepan Well, do you **accept credit cards**?

Receptionist Yes, all main credit cards and **cash**.

Stepan Will you be able to provide **twin, double, single rooms** in the requested numbers?

Receptionist Yes, but you will need to provide us with particulate information at least a fortnight in advance.

Stepan Do you mean that we will need to **pay in advance**?!

Receptionist No, there is no need in that, they will pay when they **check-in**. I just wanted to say that you will need to fax or e-mail the list of the guests with room requirements next to each name.

Stepan We will do that as soon as possible. And another question. Will they be able to **exchange money** at the **front desk**?

Receptionist I am afraid not. This service is not available from us.

Stepan But is there a bank or a FOREX office not far from you?

Receptionist I think so. And our guests will also be able **to cash** their credit cards through the nearby **ATM**.

Stepan Our colleagues are going to work all day long. Will they find **catering facilities** in your hotel?

Receptionist Yes. We will offer them dining of two types – **room service** and a lobby restaurant

Stepan Do you offer **discounted rates** for the rooms for large groups?

Receptionist Hm. Well the matter is your group is not large enough to **qualify for** a discount. But anyway you will have a **discounted university rate**.

Stepan Will the rooms be ready at 4 p.m. when our colleagues arrive?

Receptionist Yes, they may come any time after noon and before midnight.

Stepan Would you offer our colleagues **locker boxes** so that they could leave their suitcases after their **check-out**. For half of a day, before the train departs?

Receptionist It will be possible, but we **charge** €5.00 per box.

Stepan That will suit us. And do I understand that correct that you are providing a free **pick-up** to our colleagues at the local train station and are **giving** them a **lift** to the hotel?

Receptionist Sure, there is a **shuttle bus** running four times a day.

Stepan Thank you for your **assistance**.

Receptionist Hope your colleagues will **enjoy their stay with** us.

Stepan See you.

Receptionist Good bye.

Задание 3.8.3

Составьте подходящие вопросы для каждого ответа.

Stepan

Receptionist That will not be a problem. Double rooms are easily modified into twin ones on request. We will settle that when your colleagues arrive.

Stepan ... ?

Receptionist The breakfast is included into the night rate, and dinner is served starting from 6 p.m.

Stepan ... ?

Receptionist No, we do not do that. But we will be glad to order a taxi for you so that you could get to the airport.

Stepan ... ?

Receptionist Check-out is at 11 a.m. We have half-a-day rates if you want to keep your room till 9 p.m. and store your luggage there.

Stepan ?

Receptionist Sorry, but your reservation will only be confirmed after you pre-pay first night.

Stepan ... ?

Receptionist For sure. Just provide us with your credit card details.

Задание 3.8.4

Проанализируйте ситуацию и предложите свой вариант письма.

Уровень 1

A group of your University staff members is going to Graz (Austria) for taking part in an International Symposium. The group consists of five people (Head (Vice-Rector), 2 professors (1 of them with a wife), an assistant professor and a post graduate student. Your task is to plan out the itinerary for the group (flight, transfer to the railway station, searching for interconnected trains, booking accommodation etc.). You can apply different sources (Air company (www.aeroflot.ru), Vienna airport web-page (<http://www.viennaairport.com>), train schedule (www.oebb.at) and Hotel Reservation (www.booking.com) Internet pages).

a. Заполните данную таблицу.

Date	Action	Ticket and Hotel Reservation (Time and Price)
19.12.2023	Arrival to Vienna (morning) Railway transfer to Graz (afternoon)	
20.12.2023	First day of the conference	
21.12.2023	Second day of the conference	
22.12.2023	Railway transfer from Graz (morning) Departure from Vienna (afternoon)	

b. Составьте письмо координатору конференции в Грац и опишите свой маршрут. Не забудьте выразить надежду на плодотворное успешное сотрудничество и заранее поблагодарите за поддержку и советы.

Уровень 2

Вы вернулись из командировки из зарубежного исследовательского центра в Великобритании. В процессе визита Вам был оказан радушный прием в лаборатории, и программа исследования была полностью обеспечена. Вы также провели ряд успешных академических переговоров с руководством центра в отношении продолжения проекта на трехлетний период. Напишите электронное **письмо-благодарность**.

Поблагодарите руководителя лаборатории за гостеприимство, сообщите о том, что Вы крайне довольны результатами командировки, выразите надежду на дальнейшее плодотворное взаимовыгодное сотрудничество и сообщите о своей готовности в любое удобное время оказать встречное гостеприимство своим партнерам.

Задание 3.8.5

а) Подготовьте рекомендации для русских студентов о правилах обучения в зарубежном вузе. Используйте соответствующие речевые образцы:

- *You should always be / make / come / expect / speak etc. ...*
- *You should never be / make / come / expect / speak etc. ...*
- *You are not recommended to ...*
- *You are strongly advised to ...*
- *Don't forget to ...*
- *It will be especially advantageous to ...*

б) Затем обсудите все идеи (в минигруппах) и разработайте «Кодекс академического совершенства».

Задание 3.8.6

Подготовьтесь к беседе с преподавателем, который будет выступать в роли зарубежного преподавателя, и обсудите условия встречи по поводу пересдачи экзамена.

РАЗДЕЛ 4
НАУЧНЫЙ И АКАДЕМИЧЕСКИЙ ЭТИКЕТ
В СОВРЕМЕННОМ ОБЩЕСТВЕ

Текстово-тематический модуль 4

«Научный и академический этикет в современном обществе»

ТЕХТ А

‘ON-TIME’ OR ‘IN-TIME’ – THAT IS THE QUESTION

- **Просмотрите текст и попытайтесь понять его основные идеи.**
- **Переведите текст со словарем (устно), при необходимости выписывая перевод незнакомых слов.**

There are differences between *‘polychronic’* and *‘monochronic’* cultures. In polychronic cultures, it is acceptable to do several things at the same time, and the approach to deadlines is flexible. In monochronic cultures, one thing is done at a time, with great stress being laid on meeting deadlines and schedules.

In other terms, representatives of some cultures with the so-called *‘closed time-frame’* are accustomed to tight schedules, and cannot afford to waste any time when a foreigner breaks their plan. Life events are rather carefully planned and predictable. On the contrary, those with the *‘open time frame’* get frustration because they have to make appointments with international partners who require that. For them, meetings never start on time, and when they do, there are frequent interruptions, with the partner taking phone calls, people dropping in to get papers signed or just for a small talk. With such category of people most of outcomes of your arrangements can hardly be foreseen.

The Dutch are said to be born with a planner. In social interaction with them it is handy to know that most of them live according to rather strict, self-imposed schedule, which is a redline of everything! Certain things happen at certain times of the day, and flexibility is quite difficult on the individual level. Most people need some advance warning if you want them to feel comfortable about deviating

from their schedule-pattern through your initiative. In this way, if your spur-of-the-moment suggestion to stay after the regular office hours for completion of the project or to pop into a bar before going home meets with a nervous response of a Dutch, it must be because the person in question knows that dinner at home will be put on the table at 6.30 pm sharp.

Scheduling and strict observation of appointments are quite important in Germany too, and tardiness signals unreliability. Planning one's life is a traditional value for the Swiss; but the swiftness of life changes undermines this, and people get used to change their outlooks. Being rather rigid in observing schedules, they are gradually becoming more open for life plan flexibility.

In Great Britain scheduling depends on character as much as anything: life plans are reasonably flexible, but being punctual and making arrangements dominate over being spontaneous. British people place considerable value on punctuality. Since Britons are so time conscious, the pace of life may seem very rushed. In Britain, people make great effort to arrive on time, as it is often considered impolite to be even a few minutes later. If you are unable to keep an appointment, it is expected that you call the person you are meeting. You should arrive at the exact time specified, for example, for a dinner, tea, formal parties or appointment with a professor or any other professionals.

An average Swede cares about not being late, but is at the same time rather flexible and may change his/her plan on mutual agreement and mutual convenience. Austria features a noticeable change from careful planning and respect for agenda to ever-higher flexibility.

Italians see themselves as living under the influence of circumstance or at other people's convenience. Despite the fact that Italians put on an air of careful planning and schedule observation, punctuality is not so much of a priority. Final decisions are slow and protracted, and one should be patient, since rushing or putting pressure on the decision-making process will be only an affront to Italian lifestyle and unpronounced code of behaviour. It is an Italian peculiarity too that a visitor should arrive on time, but be prepared to wait for a good half an hour before

your Italian finally colleague appears or lets you into his/her office. As one Italian put that, ‘Appointments are firm but ... rather flexible!’

People in Eastern Europe usually enjoy the present and have vague plans, because it is very difficult to predict much. Say, the Latin spirit of disorderliness and high adaptivity are very much visible in Romania. They like spontaneity and easily change their schedule as many times as required. People have only short term plans, though things are changing towards tighter time planning as globalization takes the upper hand.

Задание 4.1.1

Просмотрите текст еще раз и выделите упомянутые в нем специфические особенности менталитета каждой культуры / страны относительно планирования времени, подразделив их на ожидаемые Вами и новые для Вас.

<i>Country/Culture</i>	<i>National Traits</i>	
	<i>Expected by you</i>	<i>New and surprising for you</i>
...

Задание 4.1.2

Сформулируйте основную мысль текста на русском (английском) языке.

Задание 4.1.3

Выполните тест на понимание текста. При выборе ответов следует основываться на информации из текста, а не на собственном опыте.

1	<p>Закончите предложение по смыслу (выберите правильный вариант ответа).</p> <p><i>Your spontaneous suggestion to stay after the regular office hours for completion of the project or to pop into a bar before going home meets with a nervous response of a Dutch because ...</i></p> <p>1) they are accustomed to fixed time schedule. 2) they do not like over-working. 3) they prefer to have dinner at home.</p>
2	<p>Закончите предложение по смыслу (выберите правильный вариант ответа).</p> <p><i>Представители культур, в которых принято придерживаться</i></p>

	<p>четких временных рамок, не могут позволить себе ...</p> <p>1) устанавливать контакты с представителями культур с иными установками.</p> <p>2) терять время из-за нечетких действий зарубежных партнеров.</p> <p>3) вносить изменения в установленные графики и планы.</p>
3	<p>Ответьте на вопрос.</p> <p><i>What do English people usually do when being late for their appointments?</i></p> <p>1) Call their colleagues asking to come instead of them to the scheduled meeting.</p> <p>2) Ring up the person they have made an appointment with to inform him/her of their delay.</p> <p>3) Phone the partners to cancel the meeting not to waste their time.</p>
4	<p>Ответьте на вопрос.</p> <p><i>Что может вызывать недовольство у представителей культур, в которых отсутствуют четкие временные рамки?</i></p> <p>1) Существование жестких графиков и сроков, в принципе.</p> <p>2) Санкции за несоблюдение жестких рамок и сроков.</p> <p>3) Необходимость подстраиваться под требования зарубежных партнеров с иными установками.</p>
5	<p>Какое из этих утверждений содержится в тексте?</p> <p>1) In Britain it is often considered impolite to come exactly in time to appointments.</p> <p>2) The British consider it extremely polite to come exactly in time.</p> <p>3) In Britain it is usually regarded as polite to come even a couple of minutes before the time fixed.</p>
6	<p>Какое из этих утверждений содержится в тексте?</p> <p>1) Про голландцев говорят, что они прирожденные планировщики.</p> <p>2) Лучшим подарком на день рождения датчанину будет органайзер.</p> <p>3) Говорят, среди голландцев много хороших организаторов.</p>
7	<p>Is the statement true or false? <i>Swedes are prone to time management flexibility.</i></p> <p>1) there is no evidence; 2) yes; 3) no</p>
8	<p>Is the statement true or false?</p> <p>Для немцев опоздания партнеров является знаком их самодостаточности и творческой натуры.</p> <p>1) there is no evidence; 2) yes; 3) no</p>
9	<p>Выберите единственный правильный вариант перевода предложения.</p> <p><i>Final decisions are slow and protracted, and one should be patient, since rushing or putting pressure on decision-making will be only an affront to lifestyle and unpronounced code of behaviour.</i></p> <p>1) Финальные решения будут медленными и долгими, и нужно ждать, так как напор или оказание давления на принятие решений будет только оскорблением образа жизни и невиданной дерзостью в поведении.</p>

	<p>2) Окончательные решения являются медленными и затяжным, и нужно быть терпеливым, так как натиск или давление на процесс принятия решений будут только оскорблением на всю жизнь и нарушение всем понятного без слов кодекса поведения.</p> <p>3) Окончательные решения принимаются не сразу и необходимо проявить выдержку, поскольку давление или попытки ускорить принятие решения будут восприняты как нарушение привычного хода событий и негласных правил поведения.</p>
10	<p>Выберите единственный правильный вариант перевода предложения. <i>В общении с такими людьми сложно предугадать последствия всех ваших договоренностей.</i></p> <p>1) It is hard to foresee most of the outcomes of your arrangements with people like these. 2) With such category of people, most of reasons for your arrangements can hardly be foretold. 3) In communication with such a people is difficult to predict the consequences of your agreements.</p>
11	<p>Что означает в данном контексте выделенное слово: <i>Scheduling and strict <u>observation</u> (a) of <u>appointments</u> (b) are quite important in Germany too.</i></p> <p>a: 1) наблюдение; 2) соблюдение; 3) осмотр b: 1) встреча; 2) назначение; 3) предписание</p>
12	<p>Заполните пробел. <i>Austria features a(an) ... (a) change from careful planning and respect for ... (b) to ever-higher flexibility.</i></p> <p>a: 1) obvious; 2) visible; 3) noticed b: 1) schedule; 2) legend; 3) time-tabled</p>

TEXT B

INTERNATIONAL ACADEMIC CONFERENCES

- **Просмотрите текст и попытайтесь понять его основные идеи.**
- **Переведите текст со словарем (устно), при необходимости выписывая перевод незнакомых слов.**

An international academic conference is a conference for researchers (not always academics) to present and discuss their work. Together with academic or scientific journals, conferences provide an important international channel for exchange of information between researchers.

Academic conferences fall into three categories: a themed conference, a general conference, and a professional conference.

International conferences are usually organized either by a scientific society or by a group of researchers with a common interest. Large meetings may be handled on behalf of the scientific society by a Professional Conference Organizer (PCO). A PCO will assist with finding the right venue, dealing with accommodation and appointing other companies if necessary (audio-visual, registration services, etc.). Site selection is important for the success of the event. It should include considerations for a hotel room rate, conference rooms and facility usage, and easy access from major international airports. Time selection is also important to succeed. It is necessary to avoid a time conflict with existing conferences.

As soon as the dates and venue have been decided, the next step is to advise everyone involved and to issue a directive for attendance. The conference is announced by a Call for Papers (CFP). A CFP is sent to interested parties, describing the title and subject matter to be covered, the way of registration, the deadline for registration, the language of the conference, any costs involved and payment policy, and organizing team contact details. On-line registration service allows delegates to register easily and 24 hours a day.

Prospective presenters are usually asked to submit a short abstract of their presentation, which is peer reviewed by members of the programme committee or referees chosen by them.

At the start of the conference it is a good idea to have an opening session where the chairperson can welcome everyone and follow this with a keynote speaker to set the theme for the meeting. The chairperson plays an important role. He needs to ensure the event flows smoothly, to introduce speakers, to manage questions from the floor, and keep an eye on the time. Accordingly, the chairperson should be a good speaker.

Often there are one or more keynote speakers (usually scholars of some standing), presenting a lecture that lasts an hour or so, and which is likely to be advertised before the conference. All speakers need to be good communicators and their speeches must be relevant, up-to-date and of the correct length for the time allocated. In some disciplines, such as English and other languages, it is common for

presenters to read from a prepared script. In other disciplines such as sciences, presenters usually base their talk on a visual presentation that displays key figures and research results. Thus speakers' presentation and audio visual aids must be determined and provided. An international conference requires quite elaborate translation facilities for the sessions.

Panel discussions, round-tables on various issues, and workshops are parts of the conference. Generally, the topic is presented in the form of a short, concise speech lasting about 10-30 minutes, usually including discussion. It can be presented in the form of academic papers and published as the conference proceedings.

Conferences might be single track or multiple track, where the first one has only one session at a time, while a multiple track meeting has several parallel sessions at the same time with speakers in separate rooms.

Depending on the theme of the conference, social or entertainment activities may also be offered. Informal international networking and getting people talking outside the main conference sessions can be very productive and social activities are ideal for this. People appreciate the opportunity to discuss topical issues and problems with foreign colleagues, or those with a similar interest.

After the conference the organizing committee should meet to evaluate and possibly report on the meeting. If delegate evaluation forms were handed out, the results on the returns should be analyzed, considered and used for planning future events.

Задание 4.2.1

Соотнесите термины и определения, предложите свои варианты перевода только терминов.

Notion	Definition
1) Abstract	a) A conference with a wider focus, with sessions on a wide variety of topics.
2) Academic paper	b) Small conferences organized around a particular topic.
3) Call for papers	c) A large conference not limited to academics, but with academically-related issues.
4) Conference	d) Any place where an organized public meeting, or conference,

	proceedings	is held.
5)	Facilities	e) The means or equipment facilitating the performance of an action.
6)	General conference	f) A method of collecting book or journal articles or conference presentations; it is sent to interested parties, describing the broad theme, the occasion and other formalities.
7)	Keynote speaker	g) The substance or main theme of a discussion, debate, etc.
8)	Networking	h) a brief statement of the essential content of an article, speech.
9)	Panel discussion	i) Evaluation by fellow specialists of research that someone has done in order to assess its suitability for publication or further development.
10)	Peer review	j) The sitting together or meeting of a group.
11)	Professional conference	k) A presenter with a central or determining speech at a conference
12)	Returns	l) Discussion of a subject of public interest by a group of persons forming a panel usually before an audience consisting of questions and answers only.
13)	Round-table	m) A meeting of parties or people on equal terms for discussion.
14)	Session	n) A seminar or series of meetings for intensive study, work, discussion, etc.
15)	Subject matter	o) An essay, or short treatise, on a specific subject published in a scientific journal.
16)	Themed conference	p) The collection of academic papers published in the context of an academic conference and usually distributed as printed books (or sometimes CDs).
17)	Venue	q) Forming academic or business relationships through informal social meetings.
18)	Workshop	r) Written information in reply to official questions about the conference.

Задание 4.2.2

Раскройте скобки, поставив слова в соответствующие формы. Переведите предложения (письменно).

- 1) The final list of **(to accept)** papers will be emailed when available.
- 2) Most abstracts should **(to write)** in academic voice.
- 3) There **(to be)** a number of keynote speakers at the yesterday's conference dinner.
- 4) A number of social events **(to organize)** **(to facilitate)** networking.
- 5) A great interactive session can definitely **(to consider)** an ice breaker.

6) The tomorrow part of the conference (**to conclude**) with a panel discussion where the debate (to thrown open) to the audience.

7) A cozy cocktail lounge (**to choose**) the perfect venue for our quiet socializing yesterday.

8) Submission deadline for articles for the next issue (**to declare**) 10 May 2017.

Задание 4.2.3

Выберите одно подходящее по смыслу слово из группы предложенных.

Call for Papers

You are invited to take part in the 17th London International Conference on Web Engineering to be held on 29-31 May 2017. This *annulled* /*annual* / *annal* Conference has become a traditional meeting place for the exchange of ideas between scientists and engineers involved in web engineering all over the world.

Conference *topics* / *installations* / *questions*:

- Web application development;
- Design models and methods;
- Rich Internet Applications.

The Conference *tongue* / *script* / *language* is English.

The *outcomes* / *proceedings* / *contributions* will be published and handed to the conferees at the registration.

Each full-length paper will be allowed 20 minutes for *talk* / *appearance* / *presentation* and discussion.

Extracts / *abstracts* / *annotations* of 500 words in English should be sent by e-mail to the Conference program *committee* / *commission* / *consortium* (please indicate your telephone number, e-mail and mailing address).

Final day / *termination* / *deadline* for receipt of abstracts is 1 March 2017. The authors of the selected papers will be notified by 15 March 2017.

The conference *fare / tax / fee* – € 350. It includes one copy of the conference proceedings, lunch and coffee during three days, transportation and *entertainment / fun / outdoor* activities (an evening banquet and a tour of London).

Задание 4.2.4

Перескажите текст В своими словами на иностранном языке (10-12 предложений письменно).

Задание 4.2.5

Аналитическое задание: ‘Culture Profile Detective Investigation’.

a) Просмотрите текст.

THE WAY THEY DRESS: UNIVERSITY PERSPECTIVE

Even in sweltering temperatures, Germans will often remain in their suit jackets and ties. You should do the same, unless your German counterpart initiates to take them off. Germans also tend to judge men by the condition of their footwear, so shoes should not be just clean and well polished. As a part of strict German dress code, a reserved suit or a gloomy dress are expected of a woman.

In contrast, meeting a Dutch, it is most of the time difficult to make any assumption about the status or wealth on the grounds of his/her outward appearance: tattered old shoes can be equally worn by a janitor or a professor. In the academic community in particular, people wear casual clothing. In general glamour dress is read by the Dutch as a sign of bad taste. Even for a university party or evening out, people seldom get really dressed-up.

Though there is a change observed now in Northern Europe: dress used to be very informal, especially in academia, but now there is some way of dress code being introduced. Say, Swedish professor are expected to wear a suit (typical without a tie), though it is not a must as long as the dress is neat and appropriate to place and event. As the English are not normally neatly housed or dressed, so shabby jeans, T-shirts and pullover are a ‘dress code’ for students.

In Central and Eastern Europe people just like to look nice! Dressing decently in the university environment is taken as something rather important, though

understanding of ‘appropriacy’ depends largely on a personality, age and gender. Professors and administrators paying attention to the way students are dressed. Austrians or Swiss generally wear European clothing fashions, but they often add a distinctive local touch to their wardrobes.

In France clothes indicates social even political belonging, the latter being rather important for students in particular. The only dress limitation at the university is prohibition of religious accessories, as this country is officially proclaimed a laic one.

Italians try their best to follow latest fashions, whereas universities officially put on an air that they restrict personal manifestations. It is in dress matters that ‘bella figura’ plays the most. What a shame that would be if your shoes do not match your outfit or are not stylish enough! Italian academia women usually wear makeup and jewellery; accessorizing and perfumes are widely practiced by both men and women. Either of these is radically exceptional for Nordic students and professors.

b) определите национальность студентов X, Y, Z, T и E:

(a) Mr. X is normally late, always tries to achieve the maximum in marks, dresses as appropriately as it is affordable, and seeks for chances to assist others.

(b) Mr. Y always sticks to schedule, feels critical about everything, is open-hearted and frank, dresses at his complete convenience and is rather scrupulous with resources.

(c) Mr. Z loves football, favours teambuilding and fair play, is careless in terms of dress, as a student would prefer being an engineer but not a professor.

(d) Mr. T smells and looks a million, is easily outgoing, his speech features dozens of irrelevant word and figures of speech.

(e) Mr. E opposes refined jokes and liberal dress, hates breakage of set regulations, keeps ‘appropriate’ distance and follows titles.

Задание 4.2.6

Вопросы для обсуждения (по фактическим реалиям текстов А и В) темы «Морально-этические нормы в современной академической среде».

- 1) Are all Russians considerate of schedule and life plan? Is everything planned and observed carefully, or may people more-or-less easily change their schedule or even life plan under the influence of circumstance or at other people's convenience? Think of practical illustrations of your opinion on Russian time perception.
- 2) Have you ever had to adjust the behavior and expectations of any foreign colleagues?
- 3) Do Russian academic and scientific staff pay particular attention to the way they dress? Is there any sort of dress-code for university students, professor and administrators?
- 4) Describe the ways of presenting material at the conference? Which way do you prefer? What are comparative advantages of panel discussions, round tables and workshops
- 5) Describe the academic conference organized at your University. Was it a success? What experience have you gained participating in conferences? Share your experience of informal international networking during and afterwards the conference.

TEXT C

IS THERE A REAL NEED IN CENSORSHIP NOWADAYS?

- **Просмотрите текст и попытайтесь понять его основные идеи.**

Let us suppose that you are in the position of a parent. Would you allow your children to read any book they wanted to without first checking its contents? Would you take your children to see any film without first finding out whether it is suitable for them? If your answer to these questions is 'yes', then you are either extremely permissive, or just plain irresponsible. If your answer is 'no', then you are exercising your right as a parent to protect your children from what you consider to be undesirable influences. In other words, by acting as a censor yourself, you are admitting that there is a strong case for censorship.

Now, of course, you will say that it is one thing to exercise censorship where children are concerned and quite another to do the same for adults. Children need protection and it is the parents' responsibility to provide it. But what about adults? Aren't they old enough to decide what is good for them? The answer is that many adults are, but don't make the mistake of thinking that all adults are like yourself. Censorship is for the good of society as a whole. Highly civilized people might find it possible to live amicably together without laws of any kind: they would just rely on good sense to solve their problems. But imagine what chaos there would be if we lived in a society without laws! Like the law, censorship contributes to the common good.

Some people think that it is disgraceful that a censor should interfere with works of art. Who is this person, they say, to ban this great book or cut that great film? No one can set himself up as a superior being. But we must remember two things. Firstly, where genuine works of art are concerned, modern censors are extremely liberal in their views - often far more liberal than a large section of the public. Artistic merit is something which censors clearly recognize. And secondly, we must bear in mind that the great proportion of books, plays and films which come before the censor are very far from being 'works of art'.

When discussing censorship, therefore, we should not confine our attention to great masterpieces, but should consider the vast numbers of publications and films which make up the bulk of the entertainment industry. When censorship laws are relaxed, unscrupulous people are given a licence to produce virtually anything in the name of 'art'. There is an increasing tendency to equate 'artistic' with 'pornographic'. The vast market for pornography would rapidly be exploited. One of the great things that censorship does is to prevent certain people from making fat profits by corrupting the minds of others. To argue in favour of absolute freedom is to argue in favour of anarchy. Society would really be the poorer if it deprived itself of the wise counsel and the restraining influence which a censor provides.

Задание 4.3.1

Распределите аргументы «за» и «против» в соответствующие графы таблицы.

Pro-arguments	Counter-arguments

- 1) Absolute freedom equals anarchy.
- 2) Any publication or film offensive to decency would still be liable to prosecution without censorship.
- 3) Banning books, films, performances etc., has the effect of drawing attention to them and vastly increasing sales.
- 4) Books, plays, films should be considered under common law: not under special censorship code.
- 5) Censors can be extremely liberal, or biased.
- 6) Censor: a wise counsel restraining influence?
- 7) Censors do not distinguish between 'works of art' and art by-products
- 8) Censorship does not prevent pornography; its market is always active whether there is a censor or not.
- 9) Censorship is good for society as a whole as it ensures social stability and integrity.
- 10) Censorship is like the law aimed for the common good.
- 11) Censorship limits and controls the way people feel and think.
- 12) Censorship prevents profits from corrupting minds.
- 13) Children need protection that is different from adults?
- 14) Civilized people might do without laws, but not the society as a whole.
- 15) It is socially dangerous to admit the mere idea of censorship.
- 16) The majority of books, plays, films are not works of art.
- 17) There have been numerous idiotic decisions by 'protectors of public morals'.
- 18) It is just exercising a parent's right to protect children.
- 19) Not all adults are mature enough to decide what's good for them.
- 20) This is not consistent with the ideals of democracy.

- 21) Numerous publications and films form the bulk of entertainment industry and are commercially profitable.
- 22) Parents protecting children is irrelevant to the individual right of choice.
- 23) People think a censor must not interfere with works of art.
- 24) Put yourself in position of parent: let children read any book, or see any film and you will lose them
- 25) Tendency to equate 'artistic' and 'pornographic'.
- 26) Censors cut and ban indiscriminately by making subjective decisions.
- 27) Censorship can never happen in a truly liberal society e.g. Denmark.
- 28) Unscrupulous profit-oriented people produce anything in the guise of art.
- 29) We must not confine interest to masterpieces.
- 30) In totalitarian countries it may lead to outrageous decisions.
- 31) Unbiased censor is nothing but a super-being
- 32) It is difficult to differentiate between permissive or irresponsible.

Задание 4.3.1

Напишите эссе по тексту С “ Is There a Real Need in Censorship Nowadays” на тему «Необходимость введения цензуры в наши дни», отразив собственную точку зрения на мысли текста. Используйте предложенную структуру и клише.

Задание 4.4

Заполните пробелы в тексте D словами из-под черты.

TEXT D

UNIVERSITY CAMPUS MILIEU

Living "on campus" usually means staying in a residence hall or an (1) provided by the university on its grounds. "Off campus" housing is sometimes available in rooming houses and apartments operated by (2) owners and approved by the university's housing office. Some residence halls are segregated by sex, and others are 'coeducational'. Fraternities and sororities, i.e. closed and very

influential student organizations, also frequently operate residences and offer accommodation to a limited number of foreign students.

Some institutions offer cooperative housing, where students/professors share self-contained suites or apartments and practice (3) life arrangement. There is a sort of (4) shifts schedule, which makes it clear who is meant to do what in the house and at what time.

In universities that combine high academic reputation with limited in-town campuses, it is growingly hard to find (5); so there are special housing services that you would need to register with and, then, take a several-month line. Thus, it is more than (6) to start your 'housing hunt' through Internet several months before your mobility starts.

Another lodging (7) may strongly discourage the newcomer. Many residences are in really poor condition. This is partly associated with the four factors. First, young people are (8) of 'smaller disorders' and do not take much care of the (9) of their temporary houses. Second, as their strife for privacy drives, students do not require much of their house lords, and are prepared to live in whatever condition. Third, they are so much immersed in their studies, research projects and social duties that they simply lack time for 'trifle things' such as (10). Fourth, university people are typically (11) of money, and have no resources for serious in-house improvements. This last factor forces them to shop for furniture and other (12) articles in 'flea markets' and 'second-hand sales' or even make their own furniture: DIY (= do it yourself) departments of shops are large and popular in Northern European countries.

Residence halls (dormitories) usually contain sleeping quarters, as well as lounges/recreation areas, dining rooms/kitchens and (13) facilities. Residents sign a contract/agreement to stay for a specified period of time and observe communal rules and duties. Cost of utilities (water, heating, electricity, Internet, etc.) is normally included in the total housing (14) that is charged by the housing administration or private house lords.

Dining halls are in the nearby of the resident halls and provide meals for rather (15) pay. But you should take it into account that in some countries, say in the Netherland, there are dining halls that are operated by fraternities, are for members only, and strangers may not always be welcomed there.

Affordable, apartment, communal, condition, domestic, fee, housekeeping, laundry, lodging, negligible, peculiarity, private, repairs, short, wise

Задание 4.5.1

Прслушайте диалог “Going to a Conference”, где коллеги д-р Райт и д-р Браун обсуждают вопросы участия в предстоящей конференции и заполните пропуски в предложениях.

1. The conference is to take place in
2. The subject matter of the conference is
3. Professional Conference Organizer demands ... of the presentations.
4. ... is considered to be an advantage of conferences.
5. The conference will last

Задание 4.5.2

Ваш университет планирует провести международную конференцию. Проинструктируйте секретаря о том, какие вопросы необходимо включить в информационное письмо потенциальным участникам. Обсудите вопрос в чате (в роли секретаря выступит преподаватель).

Теоретический модуль 4

Задание 4.6.1

Взяв за основу лексический материал текстов А, В и С, подготовьте не менее 5 словарных статей – терминов и их определений, связанных со сферой международной научной деятельности (участие в конференциях, написание статей, профессиональные связи и т.п.).

Задание 4.6.2

Составьте терминологический словарь-минимум по тексту А (работа в мини-группах).

Коммуникативный модуль 4

Задание 4.7.1

Просмотрите перечень основных действий докладчика на начальном этапе презентации и предложите их обоснованную последовательность. Какие из этих пунктов, на ваш взгляд можно вынести на слайды, а какие достаточно просто проговорить вслух?

- 1) Определить порядок работ с вопросами (по ходу выступления или по окончании).
- 2) Поприветствовать аудиторию.
- 3) Представиться.
- 4) Привлечь внимание аудитории.
- 5) Создать положительный эмоциональный настрой.
- 6) Сообщить длительность своего доклада.
- 7) Сообщить структуру своего доклада.
- 8) Сообщить цель своего доклада.

Задание 4.7.2

Проанализируйте ситуацию и предложите свое решение. Вы можете сделать это на английском или на русском языке. Какие фразы, приведенные ниже, вы бы использовали, а какие фразы не совсем вежливы?

Imagine you are the speaker at the conference. While making your speech you notice some people in front of you behave in a way unexpected for you. Some of them seem not to understand you at all while the others are asking provocative questions trying to disprove your point of view. But you should remain polite no matter what is happening. So your task is to express your thoughts which are given below in the most polite way.

- 1) “I don’t know.”
- 2) “Don’t interrupt me.”

- 3) “That isn’t the question you asked!”
- 4) “You didn’t listen to what I said.”
- 5) “I don’t want to tell anyone that!”
- 6) “Enough! No more questions!”

Задание 4.7.3

Индивидуальная работа с публикацией результатов и их обсуждением на тему «Мое научное исследование».

- 1) Используя речевые клише, предложенные в материалах данного занятия, составьте краткий текст своего выступления на иностранном языке с презентацией проблемы Вашего исследования (название, цели, проблематика и рассматриваемые вопросы, предполагаемые результаты).
- 2) Создайте саму презентацию вашего курса в программе Power Point (5-7 слайдов).
- 3) Запишите свою презентацию с помощью программных средств (Pinacle Studio etc.).

Примечание:

- На каждый слайд необходимо представить минимум 2-3 предложения, которые не должны дублировать информацию на слайде.

Взаимная оценка предполагает анализ основных типов ошибок:

- Ошибки в процедуре презентации (установление контакта с аудиторией, интеракция во время презентации, язык телодвижений);
- Ошибки в структуре презентации (слайд-шоу);
- Ошибки в формулировке вопросов и ответов во время презентации;
- Лексические и грамматические ошибки в тексте презентаций;
- Ошибки в работе со средствами наглядности.

Задание 4.8.1

Заполните пробелы в тексте словами из-под черты.

Publishing a scientific article in a **(1)** with a good reputation is considered prestigious and an essential achievement for career progress. In the drive to get their work published, researchers can forget, either intentionally or **(2)**, the ethics of scientific publishing. Where “publish or perish” rules the day, some authors might be tempted to bend or break rules.

Misconduct in science involves the fabrication, falsification, or other practices commonly unaccepted in the scientific **(3)** for proposing, conducting, or reporting research.

Keen **(4)** are often the first to spot redundancy in published articles. It is acceptable for an author to publish an extended version of an article with the same data after providing proper citations and acknowledgments to the previous work. But even here it is mandatory to obtain **(5)** from the journal publisher, even if the new article is published in the same journal.

It is not the case that you cannot duplicate your own **(6)**, but proper citation and resolution of copyright values must be made before attempting it. When necessary we can reuse data to substantiate our own research hypothesis, but it should be done ethically. A milder form of this sort of scientific misconduct is “salami” publication, or slicing one study into several thin parts to increase the number of **(7)**.

Plagiarism is attempting to use the ideas, words, or work of another person without giving due **(8)**. There are five basic types of plagiarism: copy and paste, word switch, style plagiarism, metaphor, and idea plagiarism.

Any text or data from other sources should be put in **(9)** marks with proper references or acknowledgments. Changing a few words and patching the text with some new phrases does not excuse the author from citing the **(10)** source.

Students and sometimes teachers and even higher-level professors intentionally or unintentionally use sources for their work without proper **(11)**. It is difficult to detect it manually because it is not feasible to scan thousands of

publications in search of material that has been (12) and pasted. To tackle this problem, software tools have been developed that can help detect plagiarism in a particular submission. None of these tools will tell you whether plagiarism is present, but they will give you a “measure of similarity” between a new submission and (13) articles in the literature. The best and simplest way to identify plagiarism is to (14) the Internet using an unusual word or phrase or a suspect sentence.

It is of paramount importance that we maintain good ethical practices, whether we are (15) research or writing it up for publication.

Articles, community, copied, credit, data, journal, original, performing, permission, published, quotation, readers, references, search, unintentionally

Задание 4.8.2

Прочитайте диалог, который содержит наиболее полезные речевые шаблоны для обсуждения научных проблем и вопросов научного этикета. Рекомендуем вам выучить их для дальнейшего применения в похожих ситуациях.

/The scene is set during the coffee-break/

A: But may I have a word with you about your presentation? I believe, I've got something to share as for your report.

B: I'd be delighted to hear.

A: Oh, you know, that was all quite interesting, but ... what would I put it ... Right, anyway, eh, why would it be that the data that you were quoting had not been available in any of the journals? Why do you use the sources from outside of the Web?!

B: *Web*, you say? Do you mean '*Internet*'?

A: No, what I mean is '*Web of Science*'!

B: Oh, I see now. But, I say, in Russia we also have some high-rating peer-reviewed journals, and my references are from some of those.

A: And have you actually experimented on the grounds of your theoretical findings?

B: Yes, I would be more than positive here. My colleagues and myself – being supervised by the scientists of sound international academic reputation – we designed a special test bench for this research.

A: So what? Whatever the ‘*bench*’, have you managed to experimentally prove your theory?

B: Yes, very much so. We conducted several rounds of experiments. And those results obtained paved the way to the generalizations that were definitely of publishable quality.

A: And, you should not take me as my being opinionated in this matter, but, you know, eh, you’ve never mentioned either *my* research in this field! Have you really missed my 1984 article in the ‘*Pedagogy Technologization Issues*’?!

B: Have to confess, I probably have ... But I will pay my effort to find it in the archives and study in greater detail.

A: Do not bother yourself – I will e-mail the reference to you.

B: Oh, that would be nice of you if you could. Do you have my e-mail?

A: I do not think so. Know, it was among your slides, but I was too pre-occupied with the actual technical content. Now, what’s that?

B: My card ... Here you go. That is ‘*truth@inbox.ru*’

A: Thanks. I will also share some other references.

B: Appreciate your time and effort indeed. See you around.

A: Enjoy your coffee.

Задание 4.8.3

Вставьте пропущенные реплики в фрагмент диалога.

A: ... ?

B: I’d be pleased to hear your opinion my research results.

A: ... ?

B: In Russia we also have some high-rating scientific journals recommended by the Higher Attestation Commission, and my references are from some of those.

A: ... ?

B: Together with my colleagues we have designed a special test technique for this research.

A: ... ?

B: The obtained results proved the feasibility of our suggestions.

A: ... ?

B: I must confess, not yet. But I do my best to examine it thoroughly.

A:

B: That would be very kind of you.

A: ... ?

B: Here is my reference card.

A:

Задание 4.8.4

Восстановите очередность реплик диалога.

1	2
A: Do you use the sources from outside of the Scopus base?!	B: Definitely. We have carried out a series of bench tests.
A: Have you succeeded in checking your theory in practice?	B: I'd be pleased to hear.
A: Here is my personal contact card.	B: My references are from some high-rating peer-reviewed journals recognized by the academic community in Russia.
A: I could also be opinionated in this matter, so you may look through some of my papers concerning your research issue.	B: Oh, that would be nice of you if you could. May I have your e-mail?
A: I've got something to tell you concerning your report.	B: Thanks.
A: See you around.	B: Under the guidance of some internationally recognized scientists we have worked out a special methodology for this research.
A: Have you actually experimented with your theoretical suppositions?	

Задание 4.8.5

Проанализируйте ситуацию и предложите свой вариант письма.

Опубликовав свою статью в одном международном известном сборнике научных работ, через некоторое время Вы получили гневное

письмо от некоего зарубежного исследователя описываемой Вами проблемы, в котором он упрекает Вас в плагиате своих идей. Вы, однако, уверены, что авторская доля в рассматриваемой статье соответствует требованиям, заявленным для публикаций. В то же время, Вы допускаете со своей стороны возможность неточного цитирования, некорректного оформления ссылок и т.п.

Напишите ответное письмо-извинение зарубежному коллеге, объясните причины возможного недоразумения, выразите свое извинение и предложите сотрудничество в рассматриваемой сфере. Подумайте, что бы интересного и перспективного можно было бы предложить коллеге для установления долгосрочных продуктивных отношений.

Задание 4.9.1

а) Подготовьте рекомендации для российских ученых о правилах подготовки научных статей / выступления с презентацией на конференции. Используйте соответствующие речевые образцы:

- *You should always be / make / come / expect / speak etc. ...*
- *You should never be / make / come / expect / speak etc. ...*
- *You are not recommended to ...*
- *You are strongly advised to ...*
- *Don't forget to ...*
- *It will be especially advantageous to ...*

б) Затем обсудите все идеи (в минигруппах) и разработайте «Рекомендации по подготовке научных статей / выступления с презентацией на конференции».

Задание 4.9.2

Подготовьтесь к беседе с преподавателем, который будет выступать в роли зарубежного коллеги, и обсудите условия подготовки своей предполагаемой совместной научной статьи.

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