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«УНИВЕРСИТЕТ УПРАВЛЕНИЯ «ТИСБИ»

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MASTER'S DEGREE:

EXPERTISE AND RESEARCH-BASED PROFICIENCY TARGETS (PART II)

TUTORIAL

МАГИСТРАТУРА:

ПРОФЕССИОНАЛИЗМ И РЕЗУЛЬТАТЫ ИССЛЕДОВАНИЙ (ЧАСТЬ II)

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The tutorial is intended for full-time graduate and postgraduate students in the humanities, natural and technical areas of training; for candidates and researchers who are preparing for the PhD examination in the English language; for training courses on "The Specialized Professionally Focused Translation (English)" and "The English language (technical translation)"; for students obtaining additional qualification "Translator in the sphere of professional communication".

Assignments and independent work are directed to skills formation in reading scientific and technical texts, annotating and summarizing of the studied literature and also for the oral scientific speech skills development.

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INTRODUCTION

In today's scientifically sophisticated world, we need to converse in a modest and concentrated way, as well as we need to be sensitive to numerous interaction networks; so successful proficient interaction has become progressively critical.

This tutorial will help to advance a well-defined and thoughtful understanding of written professional interaction:

- *applied and practical features in professional settings;*
- *capability for accurateness and explicit terminology;*
- *perfect and appropriate manner for professional interaction through the work on their respective writing endeavours based on the professional frameworks throughout the course.*

The main objective:

– *to acquire the definite understanding for professional interaction channels: structuring and organizing documents (research/report papers, statements, motivation letters, resumes, cover letters, e-mails, and etc.) associated with final project.*

The core sections:

1. ***Working on writing.***

- *To specify and advance the outlooks aimed at the series of short writing projects.*

2. ***Studying the proficient agenda.***

- *To study the specific professional frameworks within the further careers as well as the professional contexts and final projects in English.*

3. ***Developing conceptual understanding.***

- *To improve the professional interaction (in terms of objectives, interviews, networks, and society) in macro-level (such as document layout, sections or units) and micro-level (accuracy, style, and correctness).*

4. ***Writing letters according to particular objectives.***

- *To discover a diversity of interaction objectives in their professional frameworks, especially, documents layout, systematise material, and write plainly, correctly, precisely, and perfectly.*

5. ***Preparing for writing projects in English.***

- *To coordinate (to recommend, to consult and to guide individually) for productively completion their final project in English.*

6. ***Getting personalised assistance.***

- *To discuss professional frameworks, assess in written and speaking interaction skills (improvement areas in writing and speaking skills) will be the core for consultations.*

MODULE II. PROFICIENT COMMUNICATION COMPETENCE

UNIT 2.1. COMMUNICATING AS A SCIENTIST

1. ***State your opinion on the following quotation by the French writer André Breton:*** *"Of all the arts in which the wise excel, nature's chief masterpiece is writing well."*

2. ***Prepare an introduction for your groupmates so that they can get to know you. Include the following:*** why you are taking the class and what you hope to learn, major, career goals.

3. ***Pair Russian word combinations with their English equivalents; compose 7 sentences regarding the importance of academic interactions while studying postgraduate course.***

1. Взаимодействовать через вопросы или обсуждение	A. Transmit information
2. Делать презентацию сложной	B. Focus on the audience
3. Донести смысл сообщения	C. Effective software
4. Изложить в письменной форме	D. Potential audience members
5. Конфиденциальное предложение	E. Written and oral communication
6. Не переоценивать знание темы	F. Read in one's own rhythm
7. Неуместная непринужденность	G. Structure evidence
8. Низкий уровень подготовки	H. Allow selective reading
9. Обсудить вопрос вне темы	I. Convincing arguments
10. Передать информацию	J. Interact through questions or discussion
11. Письменная и устная коммуникация	K. Formulate logically and consistently
12. Позволить выборочное чтение	L. Put in writing
13. Потенциальные члены аудитории	M. Don't overstate knowledge of the topic
14. Проявить уважение по отношению к аудитории	N. Respect the audience
15. Сосредоточиться на аудитории	O. Make presentation complicated
	P. Inappropriate ease
	Q. Low level of training

16. Сосредоточьтесь на цели.
17. Структурировать доказательства
18. Тщательно корректируя текст
19. Убедительные аргументы
20. Уважать аудиторию
21. Установленные правила
22. Формулировать логически и последовательно
23. Читать в собственном ритме
24. Эффективное программное

R. Carefully correcting the text
S. Established rules
T. To discuss a topic outside the topic
U. Confidential offer
V. Show respect for the audience
W. Convey the message
X. Focus on the goal

4. Retell Aspect 1, point out the main sentence(s) of each logical part, rewrite the sentences, skipping the pointless aspects.

ASPECT 1. UNDERSTANDING COMMUNICATION: TYPES OF SCIENTIFIC INTERACTION[1]

Effective communication is capturing, ensuring your audience to understand the idea you are trying to convey, and to encourage to do something with that information (such as remember, apply, provide feedback). A message is the interpretation of the information, which says what the information means for the audience, therefore you should focus on needs or wants; and strive to see from their perspective. Readers of a document can select what they read, they can read at their own rhythm, and they can reread parts of the document as many times as they wish. In written documents, you can convince through solid, detailed evidence, and you should structure this evidence to enable selective reading. Attendees are less interested in details they could more easily read. On the other hand, they can get to know the speaker, they can interact. In oral presentations, you convince by selecting cogent arguments, by articulating logically, and by delivering effectively. When an oral presentation builds on a written document, you must be selective.

While interacting about science, the main challenge is to respect the audiences' intelligence without overestimating its knowledge of the field. Conference speakers make their presentations complicated and attendees may wish the presentation were aimed at a lower level. Respect is about how you say things (tone). In general, dare to say things

[1] https://www.nature.com/scitable/ebooks/english-communication-for-scientists-14053993/118519407#bookContentViewAreaDivID

the way they are: as you do so strive to help (not offend); politely ask your supervisor; present useful lessons from your failures. Make it a habit to write and speak in a simple, straightforward way: explain things as simply as you would to a colleague, face to face. Show respect by avoiding undue informality and by crafting and proofreading text carefully. Above all, focus on purpose: get message across.

However, it is possible to take a look at how types of scientific interaction can differ. The main goal of scientific interaction is to convey clear information so they can understand, use, and build on it. Standard scientific interaction refers to public media discussion about science to a non-scientist, general audience (like children, teenagers, and adults). Often, scientists are involved, in order to ensure the correctness of the information transmitted; but the interaction is done in terms that the general public can understand. Scientific interaction can be done through events, television programs, journal and magazine articles, as well as science-related programs and policies.

The most official type of scientific interaction leads to a recognised publication, findings, observations, and views arising from a scientist's research project. A large demand for participatory models of interaction are often closely linked to the natural sciences, but can come from other departments - like media studies, psychology, sociology, or literature.

5. Look through Aspect 1 again and find the sentences where the author describes:

- Taking the medium into account: written/oral communication.
- Showing respect for your audience.
- Intellectual Scientific Interaction.
- Academic Discipline.

6. Answer the following questions.

- Why do you think the brilliant interaction skills are in demand in today's job market?
- How will these abilities help you to succeed on the job?
- How Academic English will help you to interact more effectively?

7. ***Analyse the set of situations (given below) in which you interconnect: assess its usefulness – can you comprehend or can you recognise the reasons for making them? How can you advance the interaction about your work? Assess this interaction regarding quantity and quality.***

- Primarily with yourself about your work.
- Through laboratory notebooks, graphs, mathematical or chemical formulas.
- A preliminary version of documents or slides, and so on.

Use the following word combinations in your answers: provide the visual representations, to be aware of overestimating, academic publications, verbal interaction channels, integral part of being a scientist, exchange of information among scientists, work towards the advancement of the various scientific disciplines, subset of science interaction, academic and professional points of view, related government agencies, community media, organize and disseminate scientific (technical) information, to be linked to science, impact of social media, scientific interaction, convey the clear information, define the types of interaction, specific purpose of the material, refer to public media discussion, to be composed of, ensure the correctness of information, science-related programs, scholarly interaction, lead to the formal publication, results of observations, a scientist's research projects, in the form of printed materials, to be more or less homogeneous, in terms of both content and context, the gap between knowledge and interest, less specialized and less motivated, the comparison points.

8. ***Make an elevated portfolio of the scientific communication*** *(for each item characterize yourself as an audience):*

- Are you more or less specialized in the discussed field?
- Were you a primary or a secondary reader?
- If possible, think of what a similar portfolio would have looked like a few years ago. In what sense were you a different audience than you are now?

9. Pair English word combinations with their Russian equivalents. Compose 9 sentences describing the differences between the academic and everyday interactions.

1. Array of disciplinary publications
2. Constant business communication
3. Ensure
4. Expertise knowledge
5. Important information meetings
6. Important research results
7. Knowledge processing community
8. Leaders
9. Members of the international scientific community
10. Occur in modern science
11. Personal contacts
12. Powerful technical information systems
13. Prompt discussion
14. Recognized leaders
15. Relatively small group
16. Significant portion of the information
17. Significant progress in theoretical and empirical research
18. Systematic pattern
19. The creative interaction
20. Two-level structure

a. Важные результаты исследований
b. Члены международного научного сообщества
c. Двухуровневая структура
d. Относительно небольшая группа
e. Признанные лидеры
f. Постоянное деловое общение
g. Значительная часть информации
h. Лидеры
i. Обеспечивать
j. Быстрое обсуждение
k. Систематическая картина
l. Сообщество по обработке знаний
m. Экспертные знания
n. Значительный прогресс в теоретических и эмпирических исследованиях
o. Творческое взаимодействие
p. Происходят в современной науке
q. Массив дисциплинарных публикаций
r. Важные информационные встречи
s. Мощные технические информационные системы
t. Личные контакты

10. Write a summary to the article "Научная коммуникация" in English, omitting the unnecessary details. (for reference use Supplement 1).

Use the following word combinations in your answer: Scientific communication, bring information to the audience, various types of scientific communication, popular science links, public discussion, the correctness of transmitted information, the general public, connected with science and politics, provide feedback, formal type of scientific communication, research project of a scientist, in the form of printed materials, personal contacts with colleagues and teachers, the exchange of information between scientists, the development of various scientific disciplines, organize and disseminate technical information, scientific communication in the natural sciences, academic discipline, is closely connected with the sciences, interpretation of information, attracting the attention of the audience, research activities, great methodological significance, bring in a single picture, socio-psychological research, significant amount of information, main mechanisms, types of professional communication, scientific community, method of research, search for opportunities, intensify research activities, cope with, information explosion, to satisfy the need, organizational restructuring, post-war conditions, relatively small groups, constant business communication, ensure the discussion, applied result, impressive applied implementation, urgent examination, important research results, world scientific community, system of indexes, scientific references.

НАУЧНАЯ КОММУНИКАЦИЯ[2]

Научная коммуникация – совокупность видов профессионального общения и один из главных механизмов развития науки, способа осуществления взаимодействия исследователей и экспертизы полученных результатов. Массированное изучение научных коммуникаций связано с поиском возможностей интенсифицировать исследовательскую деятельность, справится с так называемым «информационным взрывом», удовлетворить потребность в организационной перестройке науки в послевоенных условиях.

[2] http://terme.ru/termin/nauchnaja-kommunikacija.html

При этом коммуникационную интерпретацию получили практически все информационные процессы, происходящие в современной науке, начиная с массива дисциплинарных публикаций и важнейших информационных собраний (конференции, конгрессы, симпозиумы, форумы) и функционирования мощных систем научно-технической информации и заканчивая личными контактами ученых по поводу мелких эпизодов исследовательской деятельности.

Изучение коммуникаций в науке имело большое методологическое значение, так как в них удалось свести в единую картину данные, полученные в ходе социологических, информационных и социально-психологических исследований. Были выявлены основные коммуникационные структуры, которые позволяют в считанные недели подключить к срочной экспертизе важного исследовательского результата практически всех участников мирового научного сообщества данной дисциплины. Впечатляющим прикладным результатом реализации явилось создание в Филадельфийском институте научной информации системы указателей научных ссылок (Science Citation Index, Social Science Citation Index и т.п.) – одной из самых эффективных информационных систем в современной науки.

(Э.М. Мирский)

11. Study the subsequent material and do the exercises below.

For the abstract of original scientific articles *containing the results of scientific research carried out by the author, the following structural forms are typical:*

1. The results of the theoretical (experimental) study of ... are presented…	*Приводятся результаты теоретического (экспериментального) исследования …*
2. It is shown that...	*Показано, что …*
3. A theoretical (experimental) dependence of ... vs. ... is formulated …	*Формулируется теоретическая (полученная экспериментально) зависимость … от ….*
4. Recommendations for ... are presented …	*Приводятся рекомендации по …*

5. Conclusions regarding ... are made (arrived at) …	*Делаются выводы о том, что …*

Abstracts of general scientific articles *on lexical-stylistic features is an intermediate position between the abstract of original and overview scientific articles; in addition to the standard structural forms for these two categories, they are specific for this structural forms:*

1. In this general paper the role of ... in ... is discussed.	*В данной обобщающей научной статье рассматривается роль …в ..
2. A generalized version of ... for ... is introduced.	*Вводится обобщенный вариант … для …*
3. The extension of ... and possibility of its practical application to ... are considered.	*Рассматривается распространение … на … и возможность его практического приложения к …*
4. Subject matter related to ... as well as to ... is considered.	*Обсуждаются вопросы, относящиеся как к … так и к …*

For the scientific articles containing a review (or comparative analysis) of the results obtained by different researchers*, standard structural forms and turns, similar to the following:*

1. A review of ... essential for ... is presented.	*Приводится обзор …, представляющий интерес для …*
2. Recent state of art and theoretical (experimental, test) results of ... are summarised …	*Излагается современное состояние и результаты теоретических (экспериментальных, испытаний) исследований …*
3. The current research programs for ... are outlined.	*Приводится обзор проводимых в настоящее время исследований по …*
4. The factors (parameters) considered include …	*Рассмотрено влияние таких факторов (параметров), как …*
5. Special attention is given to ... methods (techniques, solutions) used by ... for …	*Особое внимание уделяется … методам (способам решения), применяемым … для …*

6. A bibliography of ... references is included.	*Библиография включает …. наименований.*

The examples examined above demonstrate the general rule of translating into Russian; the standard structural characteristic forms for abstracts: the predicate of the English text when translated into Russian, as a rule, passes from the last place to the first.

- ***Find the examples of standard structural forms in the presented abstracts. Write them out.***
- ***Does the structure and style of the abstract described here, correspond to those described above? Explain by examples.***

Abstract 1[3].

The social function of international law is the same as that of other forms of law. It is a mode of the self-constituting of a society, namely the international society of the whole human race the society of all societies. Law is a system of legal relations which condition social action to serve the common interest. Law is a product of social processes which determine society's common interest and which organize the making and application of law. The international legal system integrates all subordinate legal systems (international constitutional law) and regulates the international public realm and the interaction of subordinate public realms (international public law). National legal systems (including private international law) are part of the international legal system. International law takes a customary form, in which society orders itself through its experience of self-ordering, and a legislative form (treaties). The state of international law at any time reflect the degree of development of international society. Recent developments in international society have made necessary and inevitable the coming-to-consciousness of international law as the fully effective law of a fully functioning international society, but that development faces a number of problems and impediments which must be overcome.

Abstract 2[4].

Our view of the world is to a large degree a function of our own language and culture. English has become the *lingua franca* in

[3] http://www.ejil.org/article.php?article=577&issue=43
[4] https://academic.oup.com/jicj/article-abstract/12/3/491/903014

international legal academic and practical dialogue, and there is a related concern that English — or its direct descendant, Anglo-American — intellectual and legal culture has drawn a thick veneer over the canvas of international criminal law as well. The differences in linguistic and cultural influence need attention as they are a primary determinant of the dialogue that constitutes international justice, not merely in form but possibly also in substance. The conversation, even in the lingua franca, does not seem to happen with the same intensity from all sides to the exchange, because in addition to the question of ability to engage there seems to be a difference in willingness or interest based not merely on lack of language command, but possibly also on cultural aversion. The main systemic divide in the conversations in international criminal law still lies in the dichotomy between common and civil law, and coinciding with that, between a practical/pragmatic approach on the one hand, and a doctrinal/principled attitude on the other. This article attempts to elaborate on some of the conceptual and cultural differences beyond the superficial labels often used in the discussion, such as 'adversarial v. inquisitorial', 'statute v. judge-made law' etc., as they may impact on the creation of international criminal law.

Abstract 3[5].

The aim of this paper is to discuss the function of loanwords in English economic discourse. In the introductory part, the author presents very briefly an inventory of foreign words used in English. Being a linguist and an economist, the author is interested in the language of economics and she will try to show how different languages have helped to shape the current economic lexicon in English. In this article, an attempt will be made to discuss which languages have influenced English economic vocabulary and which particular domains, such as technical analysis or options, rely heavily on loanwords. The author also discusses how borrowed lexical items determine the language of economics. The article finishes with an attempt to predict the future situation of borrowings in English business communication.

[5] http://journals.openedition.org/lexis/643

Abstract 4[6].

For the past 100 years or so the historical trend in the law of contracts has been to water down formal interpretive doctrines in favour of a more all-things-considered analysis of what the parties may have meant or what justice might require in the individual case. This trend away from formal and toward substantive interpretation of contracts has been alternately celebrated and criticized for over a century; and in recent years, a number of economically influenced scholars, in translating some of the classic arguments into economic language, have helped to clarify some of the traditional commentators' concerns. While this new economic analysis of formalism has been relatively successful in relating the traditional debates over formalism to specific transactional and institutional problems such as imperfect information and rent-seeking, however, it has fallen short along the dimension of advancing toward practical legal or policy recommendations. This essay, accordingly, proposes a different approach: one that focuses on private rather than public legal decision makers as a primary audience. In general, private lawmakers are likelier to be in a better position to make practical use of the economic analysis of contracts, in part because the detailed information that is necessary to implement such analysis intelligently is much likelier to be available at the individual level. Furthermore, there are many opportunities for contracting parties to choose between relatively formal and relatively substantive interpretive regimes. What is needed is a basic taxonomy of economic considerations that can serve as an organizing framework for parties choosing between form and substance when designing contracts; and the later part of the essay attempts to establish such a taxonomy.

Abstract 5[7].

In an earlier article, it was established that the rules which govern the relations between universities and their students may find their legal source in prescription, royal charter, parliamentary legislation or contract. This article compares judicial review of student rules according to these different sources, whether this review forms part of public law (the review of byelaws, delegated legislation or the expression of other statutory rule-making powers) or of contract law (as

[6] https://papers.ssrn.com/sol3/papers.cfm?abstract_id=464840
[7] https://academic.oup.com/ojls/article-abstract/21/2/193/1465223

a matter of the fairness of the rules as terms of the student contract or by the inherent qualification of any contractual rule-making power in a university by reference to reasonableness). Both similarities and differences in these different types of review are identified and their implication in the student context assessed (notably, as to the exclusivity of the visitorial jurisdiction in the case of chartered universities). Finally, it is argued that the compatibility of student rules with students' human rights may be relevant to review in contract law as well as in public law as a result of the very inclusive nature of the grounds of this review.

Abstract 6[8].

Sources of law are made up of terms that, amongst other things, mediate between facts and different results, and it is the role of lawyers to explain or justify why a particular interpretation or permutation of a given term should be taken in a given case. Such terms do not exist in isolation, but are hugely contextual and play an integral role in intermediating between different potential outcomes. Therefore, the skill of carefully applying and using legal terms is one of the primary focuses of legal education and calls for a consideration of the intricate role that legal terms play in legal argumentation. However, sometimes this endeavour in the law classroom is affected by the focus placed on the meaning of individual terms, as opposed to the broader role they have in legal reasoning and the analysis of legal outcomes. In considering this, this paper draws a contrast between the way in which students sometimes use different legal and moral terms in the various roles in their lives outside of the classrooms and within, and contends that one of the reasons for this is the greater liberty that they feel in using different terms outside of the classroom. This paper contends that, pedagogically, a similar level of independence can be achieved through the collaborative translation of legal concepts into abstract art, by enabling students to take greater co-ownership of legal language. Specifically, it argues that Wassily Kandinsky’s art theory, with its emphasis on the spirit and emotions, can provide an effective framework for this.

[8] https://benjamins.com/#catalog/journals/ttmc.3.3.06kat/details

12. Using standard structural forms, write an abstract of an article or book on any familiar issue in English.

13. Complete the sentences using the information about your own research activities and translate them.

1. The purpose of this paper is to investigate the relationship between ... and ... and their capability ... in case of ...
2. A continual need exists for reviewing and updating the state-of-the-art in such areas as ...
3. In sections which follow, the fundamental problem of ... as currently understood, as well as the types of theoretical treatments for predicting ... performance of ... will be described.
4. The fundamental mechanisms of..., as currently understood in their close relationship to ..., are discussed so as to obtain ... results ...
5. The … diagram facilitates the determination of the … relationship for … conditions ...
6. Thus for the case of …, ignoring … values, the equation … may be rewritten with the help of … equation as …
7. Since the performance of a ... is determined by the ....., defined as ..., the values of ... greater than ... necessarily imply that a significant improvement in ... can be achieved.
8. The requirement of … formulated for … determines the … and sets the value of …
9. The following specific conclusions are drawn ...
10. ... and ... are among the most meaningful results of the study ...

14. Find the following English word combinations in Aspect 2; write out the sentences and translate them.

To evaluate all the proposals, to be necessarily composed, to be familiar with the context, to be tempted to jump directly to the heart of the matter, more or less specialized members, to be read by newcomers to the field, to apply the detailed information, to master the technical terms, to convey the motivation for work.

15. Make a plan and entitle each of its points; write the abstract to Aspect 2 according to your plan.

ASPECT 2. IDENTIFYING PURPOSE AND AUDIENCE[9]

To communicate effectively you must adapt to your audience, therefore, you must know your audience: if your purpose or audience is unclear, clarify it as best you can, possibly by asking others. For example, for public thesis defence – the audience is strongly heterogeneous, which includes jury, colleagues, friends, and perhaps family.

The purpose depends largely on how your institution sees the event. As a scientist, you may find it challenging to present your work – or to explain scientific concepts in general – to a less specialized audience. More challenging is addressing a mixed audience of both specialists and nonspecialists.

Specialists can apply detailed information in their own work and they might need to be convinced of the validity of conclusions. Nonspecialists (as they have not mastered the technical terms) need basic information and also require more interpretation with simpler vocabulary (or definitions).

Whether you are addressing (less) specialized audience members, it is a good idea to convey the motivation for the work you report, that is, you must bridge the gap between what they know or are interested in and what you will present. With nonspecialists, this gap is wider than with specialists.

Nonspecialists lack comparison points; but one type of comparison that is useful to all audiences (particularly to less specialize ones) is the *analogy*. The power of an analogy depends on how familiar the audience is with the comparison point (here, the library), and also on how consistently you can carry the analogy through your document or presentation. Nonspecialists also lack visual references: visual material can include drawings and photographs, which can abstract unnecessary details to focus on the essential idea, are best for conceptual explanations. The essential strategy to addressing a mixed audience is *structure*, from the whole document or presentation to the individual sentence. You must distinguish between what everyone needs or wants to learn and what only some of them need or want to learn, and then structure your writing or speaking accordingly.

[9] http://www.nature.com/scitable/ebooks/english-communication-for-scientists-14053993/126083884#bookContentViewAreaDivID

16. Look through Aspect 2 again and write out the sentences where the author describes:

- Knowing your purpose and audience.
- Audiences: (primary/secondary) readers and listeners.
- Writing/speaking for nonspecialists or a mixed audience.

17. Make an abstract of the article you are currently working on.

1. The title of the article.
2. The aim (purpose) and subject of the article.
3. The arrangement of the subject matter (the content).
4. The conclusion and recommendations.

18. Pair English word combinations with their Russian equivalents.

A. An equal degree of expertise	1. Эффективный документ
B. Effective document	2. Освоить технические термины
C. Might not be mindful	3. Приспособиться к аудитории
D. More basic information	4. Научный опыт
E. Public thesis defence	5. Определенная группа
F. Remember the context	6. Помните контекст
G. Scientific background	7. Иметь смысл как для первичных, так и для вторичных результатов
H. Simpler vocabulary	
I. The visibility of your work	
J. To adapt to the audience	8. Получить документ в будущем
K. To determine the strategy	9. Не стоит помнить
L. To make sense both to primary and secondary results	10. Одинаковая квалификация
	11. Более подробная информация
	12. Упрощенная лексика
M. To master the technical terms	13. Определить стратегию
N. To obtain the document in future	14. Публичная защита диссертации
O. Well-defined group of people	15. Наглядность вашей работы

19. Speak about your publication (thesis, research area) using the following questions. Use the following word combinations from the exercise 15, 18.

1. What is the theme of your thesis?
2. Have you already published any research articles?
3. Where and when did you publish them?
4. What are the themes of your published research papers?
5. What problems do you deal with in those research papers?
6. What are you going to prove in the course of your research?
7. Who are your published research papers addressed to?
8. Do you give much thoughts to your published research papers?
9. What is specific concern in your research paper?
10. How many parts does your research paper consist of?
11. What is the purpose of your research paper?
12. What do you mention in conclusion?

UNIT 2.2. WRITING RESEARCH PAPERS

1. ***State your opinion on the following quotation by James Michener.***

"I'm not a very good writer, but I'm an excellent rewriter."

2. ***Samuel Johnson, who wrote the first true English dictionary, said,*** *"What is written without effort is in general read without pleasure."* ***What do you think he meant by this? What does this mean to you as a professional communicator?***

3. ***Express your opinion on the following statements. Prepare a short report regarding the following statements.***

"There is no substitute for science communication to the public and policy makers." *Lailah Gifty Akita*

4. ***Pair English word combinations with their Russian equivalents; compose 8 sentences connected with the possible difficulties in writing research papers or statements (objectives).***

1. Chronological order	A. Мотивация для работы
2. Direct continuation of the context	B. Противостояние между фактическими и желаемыми ситуациями
3. Experimental procedure	C. Прямое продолжение контекста
4. Explicit preview	D. Последние достижения
5. Focus appropriately	E. Постепенно сузились
6. Heading of the section	F. Без сопроводительной интерпретации
7. In a complicated and overly formal way	G. Сильная связь
8. Less difficult and more interesting	H. Предмет документа
9. Object of the document	I. Общая структура
10. Opposition between actual and desired situations	J. Предстоящие подразделения
11. Ordinary writing	K. Заголовок раздела
12. Overall structure	L. Явный предварительный просмотр
13. Progressively narrow down	M. Выборочное чтение

14. Recent achievements
15. Reflect ideas
16. Schematic diagram
17. Selective reading
18. Strong connection
19. Systematic preference
20. The motivation for the work
21. Understand effortlessly and unambiguously
22. Upcoming divisions
23. Without accompanying interpretation

N. Экспериментальная процедура
O. Принципиальная схема
P. Хронологический порядок
Q. Понять легко и недвусмысленно
R. Сложным и чрезмерно формальным образом
S. Отразить идеи
T. Сфокусировать внимание
U. простое написание
V. Менее сложный и интересный
W. Систематическое предпочтение

5. Study the material in Aspect 1; summarize the essential information.

Use the following word combinations: the most demanding forms, high standard of quality, the journal editor, the journal readers, more or less knowledgeable, a chronological account, constitute valuable and lasting references, the impact factor, a reflection of the scientific achievements, accurate and concise information, self-centred, high-quality scientific papers, the work and the outcome, to support the statement, to reflect the progression of research projects, to provide a compelling motivation, to be cited by others, must be highly readable, by interpreting the findings, to focus on the readers, to clarify the motivation for the work, to be relevant to scientists.

ASPECT 1. STRUCTURING THE RESEARCH PAPER: EFFECTIVE WRITING TIPS[10]

As a scientist, you are expected to share your research work in diverse forms, however, the most demanding is the paper published in a scientific journal, which have high standards of quality and their importance (the impact factor) are viewed as a reflection of your scientific achievements.

[10] http://www.nature.com/scitable/ebooks/english-communication-for-scientists-14053993/118519636#bookContentViewAreaDivID

Constructing your sentences logically, clearly, accurately, and concise is a good start, need to ensure the sentences are readable, make sure your sentences don't tax readers' short-term memory by obliging to remember long pieces of text before knowing what to do with them. When writing a complex sentence, place the main idea in the main clause rather than a subordinate clause. To construct sentences that reflect your ideas, focus these sentences appropriately and express one idea per sentence.

State the motivation for the work presented in the paper; it is usually clearer and more logical when it separates what the authors have done from what the paper itself attempts or covers i.e. the task clarifies your contribution as a scientist, whereas the object of the document prepares readers for the structure of the paper, allowing focused or selective reading. Write four components (in 4 paragraphs): context, need, task, and object of the document.

- Provide the context to orient and establish the importance of your work.
- State the need for your work, as an opposition between what the scientific community currently has and what it wants.
- Indicate what you have done in an effort to address the need.
- Preview the remainder of the paper to mentally prepare readers for its structure, in the object of the document.

Although papers can be organized into sections in many ways, those reporting experimental work typically should begin with a topic sentence to prepare readers for their contents, allow selective reading, and – ideally – get a message across. Most experimental sections are boring to read; to make this section interesting, explain the choices you made in your experimental procedure: What is special, unexpected, or different in your approach? Mention these things early in your paragraph, ideally in the first sentence.

The traditional sections are best combined because results make little sense to most readers without interpretation. There is no need to write about science in unusual, complicated, or overly formal ways in an effort to "sound scientific" or to impress your audience. Convey in the first sentence what you want readers to remember from the paragraph as a whole. Then develop your message in the remainder of the paragraph; including only that information you think you need to convince your audience.

In other words, keep together what goes together: See whether you can replace long phrases with shorter ones or eliminate words without loss of clarity or accuracy. State the most important outcome of the work; interpret the findings at a higher level of abstraction. Show what your findings mean to readers and make it interesting and memorable. Consider including perspectives – an idea of what could or should still be done in relation to the issue addressed in the paper. If you include perspectives, clarify whether you are referring to firm plans for yourself and colleagues.

6. Look through Aspect 1 again and locate the information where the author describes the following:

- Section, which clarifies the motivation for the work presented and prepares readers for the structure of the paper.
- Section, which provides sufficient detail to reproduce the experiments presented in the paper.
- Section, which presents and discusses the research results accompanying with interpretation.
- Section, which presents the outcome of the work by interpreting the findings at a higher level of abstraction.
- Section, which provides tips for effective writing.

7. Study this specific material; complete the examples of standard structural forms for Introduction.

The goal of **Introduction** is to acquaint the reader with the scientific problem reflected in the article and outline its relevance. Introduction contains a small number of references to previously published work, progress conclusion and analysis of obtained results. Vocabulary and terminology are of a general scientific nature.

An example of ***standard structural forms typical for Introduction*** is given below:

1. The purpose of this paper is to investigate the relationship between … and … and their capability … in case of …	*Целью данной статьи является исследование зависимости между ... и ... и их способности ... в случае ...*
2. The scope of the present	*Тематика данной работы,*

effort, which began in …, includes the analysis, design, fabrication, and testing of …	*начатой в ... включает анализ, проектирование, изготовление и испытания ...*
3. The present research project is a … - sponsored endeavour which responds to the industry requirement for …	*Настоящая программа исследований выполняется при поддержке ... и предназначена для удовлетворения потребности промышленности в ...*
4. One aim of this paper is to provide an overview of … and to study ways in which … can be exploited in order to improve …	*Одна из целей данной статьи заключается в обзоре ... и изучении возможностей использования ... для того, чтобы улучшить ...*
5. A continual need exists for reviewing and updating the state-of-the-art in such areas as …	*Существует постоянная потребность в пересмотре и обновлении наших представлений о современном состоянии вопроса в таких областях, как ...*
6. We consider with K. and M. that theoretical work on … should be completed with … data …	*Мы согласны с К. и М. в том, что теоретические работы по ... должны быть дополнены ... данными ...*
7. Beginning in …, results and publications by N., and his colleagues modernized and popularized the idea of using … for the manufacture of … and …	*Начиная с ..., исследования и публикаций Н. И его коллег модернизировали и популяризировали идею использования ... для изготовления ... и ...*
8. In sections which follow, the fundamental problem of … as currently understood, as well as the types of theoretical treatment for predicting … performance of … will be described.	*В последующих разделах будут изложены современные представления о фундаментальной проблеме ... так же, как и теоретические методы предсказания ... характеристик ...*

8. Read and translate Introduction 1. Using examples typical for standard structural forms, make several sentences of your own that correspond to Introduction 1.

Introduction 1[11]

When I was invited to join the faculty in 1980, I came as soon as I could. I feared that all the interesting work in law and economics might be done before I got to Chicago. Among other things, this showed how little I understood law and economics. It concerns itself with how changes in the law change the way people behave. As long as legal scholars have to worry about the consequences that a new law brings, we shall call upon the tools of law and economics. This is not to say, however, that law and economics remains the same.

Three decades ago, law and economics was a rough-and tumble discipline. People were still feeling their way. All presented their arguments with intense passion. Everyone fought for your soul.

Occasionally, you would go to a workshop and see the conventional wisdom in an entire area of the law overturned. But as often, you would see someone swinging for the fences and crash spectacularly. Sometimes an economist would start with an assumption that had the basic legal principle exactly backwards, or someone trained in law would get the economics completely wrong. Only five minutes into the 90-minute seminar, the error would be plain to everyone. Then an awkward silence. At this point, one of my colleagues would take a copy of the draft under discussion, throw it into the air, and say loudly, "Next paper, please!"

Work today is done with greater rigor, and seminars tend to be more civilized affairs. When revolutions succeed, they cease to be revolutions. The days when you could shoot from the hip and sometimes do great work (and more often fail) are gone. Law and economics today requires more discipline and better training.

But opportunities to do great work abound. The future of law and economics turns crucially on whether the next generation can take advantage of the resources available only now.

At its foundation, law and economics is an empirical discipline and always has been. As abstract as the paper might seem, Ronald

[11] https://www.law.uchicago.edu/news/future-law-and-economics-essays-ten-law-school-scholars

Coase's "Nature of the Firm" paper began as an empirical study. Coase saw himself as laying out the conclusions he reached after spending a year visiting the major production plants throughout the United States.

For a long time, however, the empirical tools in law and economics lagged far behind. It was commonly said that there were only two different types of empirical questions—those you could answer and those worth answering. The future of law and economics is bright in large part because this piece of conventional wisdom is no longer true. Information is accessible in a way that it has never been before. The PACER system allows us to access every document filed in every federal case from our desktops. Google's digitization project has put nearly everything ever printed at our fingertips. The Social Science Research Network provides everyone with access to everyone else's work long before it is published.

Moreover, tools exist today to analyse data that simply have not existed before. Multivariate regressions that required weeks or months of computer programming can be done on every laptop in a few minutes. Statistical techniques are available now that can tease out a few kernels of wheat from an enormous amount of chaff.

Such tools can be abused. Data, if tortured long enough, can be made to say anything. But the biggest danger may lie not so much in getting the wrong answers, but in asking the wrong questions.

Law and economics faces the same challenge that the prospect of a comfortable middle age poses for the most successful. After an exuberant and rebellious youth, it is very easy to fall into a complacent middle age. It is too easy to think it enough to say something new and correct. You also have to worry that you are boring, mechanical, and tendentious.

To avoid this danger, the current generation of law and economics scholars needs to be careful not to rest on technical proficiency. It requires retaining the radical and unconventional spirit that has long been part of law and economics at Chicago. The bright future of law and economics lies in the bold questions that still have not been asked.

9. Read and translate Introduction 2. Using examples typical for standard structural forms, make several sentences of your own that correspond to Introduction 2.

Introduction 2[12]

The most distinctive and also troubling trend is the division of law and economics into two sub disciplines – an "economics law and economics" and a "law and economics." ELE (as I will call it) will be mathematical and descriptive in orientation. LLE will be verbal and normative in orientation. ELE will be practiced by economists and law professors with economics PhDs; LLE will be practiced by law professors without PhDs. ELE will mainly take place in economics departments. The law professors who engage in ELE will find themselves drawn to economics departments, where workshops and other academic institutions will be more congenial. LLE will take place only in law schools.

Law and economics started out as a collaboration between law professors, who supplied the legal knowledge, and economists, who supplied the economic concepts and the mathematical apparatus. Since then, economic ideas have spread through the law schools (some law professors have PhDs or other training), and economists interested in the law now have easier access to legal materials and a law and economics literature to draw on. Because the two groups depend less on each other for each other's distinctive expertise, they have less reason to collaborate. Isolated in their sub communities, their methods, jargons, and orientations will drift apart. Those doing ELE in economics departments will find themselves drawn to the questions and methods that economists in other fields use, while those doing LLE in law schools will find themselves drawn to the questions and methods that other law professors use. And so ELE will become increasingly mathematical and empirical, while LLE will become increasingly normative and doctrinal.

This divergence is already evident. To take one of many examples, economists who study contracts are doing something different from law professors who study contract law. Economists take contract law as a given and analyse how rational agents would design optimal contracts. Lawyers focus on how to design optimal contract law, not contracts. The two groups are aware of each other, but they exert less and less influence over each other.

[12] https://www.law.uchicago.edu/news/future-law-and-economics-essays-ten-law-school-scholars

The divergence is also apparent in certain institutional developments. Law and economics seminars are well established in the top law schools, but in recent years some law professors at those schools have peeled off, forming seminars devoted to more mathematical (ELE) law and economics scholarship. The American Law and Economics Association has become increasingly divided between ELE and LLE factions. There is no real hostility between the factions, to be sure, but LLE types have begun dropping out of the annual meeting as ELE types, who enjoy an advantage in numbers, increasingly take over.

This sort of specialization is inevitable in academic scholarship. It is troubling because both fields will suffer. But it may also portend a reintegration of law and economics (that is, LLE) with other fields in legal scholarship, notably public law, where until recently law and economics has made limited inroads. Today, economic thinking dominates contract, commercial, bankruptcy, antitrust, corporate, and securities law and related fields. It is also influential if not dominant in tort, criminal, and property law and civil procedure. It has made less progress in the major fields of public law, including constitutional, immigration, administrative, and international law. These areas of law are less closely connected with commercial behaviour than most of the others, and so the off-the-shelf economic models do not as clearly apply to them. Economists have produced a large political economy literature, but the models in this literature are more controversial and less usable than models of commercial behaviour. The main problem is that the models are pitched at the wrong scale – analysing, for example, the differences between democracy and dictatorship, or parliamentary democracy and presidential democracy, but not the costs and benefits of the legislative veto or the pre-emption doctrine.

But this is changing. In the last few years, a new generation of law and economics (mostly LLE) scholarship has focused on these fields. Scholars see international law as the product of interaction among self-interested states. They analyse administrative law on the basis of agency models that emphasize the divergence of interest between the principal (such as the president) and the agent (such as the bureaucracy). Constitutional law can also be understood using agency models where the "people" are the principal and the government is the agent. Immigration law can be understood using screening models from the economic literature on labour markets.

In the short to medium term, there will be increasing methodological divergence even as the use of economic ideas spreads to the farthest reaches of the law. How these forces will play themselves out in the long term is beyond the ken of my crystal ball.

Introduction 3[13].

In the last fifty years Law and Economics (L&E) has become one of the most influential movements in legal academia. Many law scholars and economists direct much of their time and energy towards this field. But what drives them (or should I say, us) to L&E? If we want to pat ourselves on the back, we would probably point out the virtues of the methodology and our interest in promoting knowledge for the benefit of all. But if we want to be more consistent with our methodological approach, we must also look for other, more direct and self-serving explanations. If consumers, suppliers and contracting parties are assumed to maximize their wealth and self-interest, why aren't we?

The aim of this paper is to examine to what extent academic incentives drive scholars to L&E. Before explaining the method, let me assuage some of the possible objections, emotional or rational, to such a project. For the purposes of this paper, I am both a scientist and a laboratory mouse. It would probably be hard for a laboratory mouse to convince his colleagues that he knows what drives them to run on the running wheels. It is especially hard here. Any attempt to use economics to show that L&E scholars are not driven solely by the search for truth might be resisted by both supporters of the methodology, who might dislike the conclusion, and by opponents who are unconvinced (and perhaps unwilling to be convinced) by the method. Hence, I should explain my aim up front. By examining the effects of incentives on L&E scholarship, I do not mean to say anything about the content of L&E research or the validity of its approach to the study of law. After all, the bread of the baker may be excellent, even if he is partly (or even solely) interested in maximizing profits. My point is not normative, but descriptive. I will try to explain why some scholars choose to engage in the L&E discourse and others do not, but by doing so, I say nothing about the importance or validity of their work.

My hypothesis is that participation in L&E weighted by population is greater where the academic incentives to be a L&E

[13] http://law.haifa.ac.il/images/documents/Analysis%20of%20Law%20and%20Economics.pdf

scholar are higher& Therefore, I examine the academic incentives to write L&E papers, especially with regard to academic appointment and promotion procedures. I show that for economists, wherever they are, the academic incentives drive them to similar tracks. Research in L&E is equally valuable to the academic career of economists on both sides of the Atlantic. In contrast, law scholars are evaluated differently in different places. In some places, like Israel, being a L&E scholar is very beneficial. In others, like most European countries, it is hardly a plus. Hence, one would guess that, if incentives matter to legal scholars, authorship of L&E papers is likely to be high in Israel, low in Europe, and somewhere in the middle in the United States and Canada. On the other hand, one would predict that participation of economists in such projects is approximately the same everywhere.

The remainder of the paper is organized as follows. Part I compares the academic incentives to publish L&E papers for economists and legal scholars in Europe, North America, and Israel. Part II analyses data gathered from the lists of authors from L&E journals and examines whether it supports the incentives hypothesis. A few comments about the future of the research in L&E are presented in the concluding part of the paper.

10. Make the subtext dictionary of unfamiliar terms; understand and formulate the main idea(s)of Introduction 1, 2 and 3.

11. Write out all the standard structural forms used in Introduction 1 and 2. Using your own subtext dictionary (unfamiliar terms) and set of structural forms, translate the text into Russian.

12. Study the verbs that express research actions. Create a list of them but only add specific verbs such as measure, compare, or simulate, not generic verbs such as do, perform, or carry out. Make up your own sentences or complete the sentences below.

Verbs that express research actions:

apply	We *applied* Malhotra's principle to . . .
assess	We *assessed* the effects of larger doses of . . .
calculate	We *calculated* the photoluminescence spectrum of

	. . .
compare	We *compared* the effects of . . . to those of . . .
compute	We *computed* the rapidity predicted by . . .
derive	We *derived* a new set of rules for . . .
design	We *designed* a series of experiments to . . .
determine	We *determined* the complete nucleotide sequence of . .
develop	We *developed* a new algorithm to . . .
evaluate	We *evaluated* the efficacy and biocompatibility of . . .
explore	We *explored* the relationship between . . .
implement	We *implemented* a genetic algorithm for . . .
investigate	We *investigated* the behaviour of . . .
measure	We *measured* the concentration of cadmium in . . .
model	We *modelled* the diffraction behaviour of . . .

13. Study the particular material; complete the given examples of structural forms for problem formulation; progress conclusion; analysis of obtained results.

The Body of any scientific and technical article contains three subsections, but not always three parts are presented in the article by separate chapters or paragraphs.

Nevertheless, the main part of each subsection corresponds to standard structural forms. The most common is the content division into ***three logically related units*****:** *problem formulation; progress conclusion; analysis of obtained results*.

For example, ***problem formulation*** is characterized by structural forms of the following type:

1. The present research program plans to demonstrate the … of the … system when subjected to … during …	*В планы настоящей программы исследований входит продемонстрировать ... системы ... в условиях воздействия ... в течение*
2. The … design was basically developed in the … program in order to provide for …	*Проект ... был в основном разработан в рамках программы ... для того, чтобы обеспечить ....*

3. In the field of … the major phenomena of interests are …	*В области ... наибольший интерес представляют явления ...*
4. The very significant areas of most concern are …	*Наибольшую озабоченность вызывают важнейшие направления ...*
5. It is necessary to have a tool that would provide an accurate description of the … processes at the level of …	*Необходимо иметь аппарат, который бы обеспечивал точное описание процессов ... на уровне ...*
6. In order to obtain the … formulation for …, the results of experimental investigation of … were examined …	*Для того чтобы получить ... выражение для ..., были обследованы результаты экспериментальных исследований ...*
7. The fundamental mechanisms of …, as currently understood in their close relationship to …, are discussed so as to obtain … results …	*Чтобы получить результаты ..., рассматриваются фундаментальные механизмы ..., которые по современным представлениям находятся в тесной связи с ...*

Standard structural forms are used to describe the various stages of the research – ***progress conclusion*** *and* ***analysis of obtained results***.

1. Using the … equation, the sought change in parameter is …, where …	*Используя уравнение ..., искомое изменение параметра будет равно ..., где (следует пояснение величин)..*
2. The requirement of … formulated for … determines the … and sets the value of …	*Сформулированное для ... требование ... определяет ... и задает величины ...*
3. Thus for the case of …, ignoring … values, the equation … may be rewritten with the help of … equation as …	*Таким образом, для случая ..., пренебрегая величинами ..., уравнение ... с помощью уравнения ... можно переписать как ...*

4. However, other components of the … also play an important part in the achievement of … since they dictate the … conditions and influence the interaction between … and …	*Однако другие компоненты ... также играют важную роль в удовлетворении требований ..., поскольку они определяют условия ... и влияют на взаимодействия между ... и ...*
5. Figure … illustrates the relationship of the … ratio for various … levels expressed by …, where … is defined be the …	*Рисунок иллюстрирует зависимость отношения ... от различных уровней..., определенных как ..., где ... выражено через ...*
6. Figure … presents a comparison between … and … results for the given values of …	*На рисунке ... приведено сравнение ... и результатов, полученных для заданных величин ...*
7. The experimental relationship of … vs … for …, providing that … really holds is presented in Figure …	*На рисунке ... приведена экспериментальная зависимость ... от ..., доказывающая, что формула ... действительно справедлива ...*
8. The … diagram facilitates the determination of the … relationship for … conditions	*С помощью графика ... можно определить зависимость ... для ... условий ...*
9. Since the performance of a … is determined be the … ration, defined as …, the values of … greater than … necessarily imply that a significant improvement in … can be achieved	*Поскольку характеристика ... определяется отношением ..., определяемым как ..., то величины ..., превышающие ..., заставляют сделать вывод о том, что ... может быть существенно улучшено*
10. The success of the … design is therefore due to a combination of such factors as … as well as …	*Следовательно, успех разработки ... определяется совместным воздействием таких факторов, как ..., так же, как и ...*

11. The solution of the … problem is rather to be sought in the region of more predictable … design and better interaction between … and …	*Решение проблемы ... скорее всего следует искать в области разработки более точных методов расчета ... и обеспечения лучшего взаимодействия между ... и ...*

14. Check whether these related units (*problem formulation; progress conclusion; analysis of obtained results****) are presented in a logical order in Article 1 (see Supplement 2), and note which components (if any) are missing.***

15. Using examples typical for standard structural forms, make several sentences of your own that correspond to Article 1.

16. Write the summary to Article 1, use your own knowledge of the field to make an educated guess. (For reference use exercise 6 and 10).

17. Write out the sections subheadings of Article 1. Determine which of the sections contain the statement of the problem, the description, the ways of its solution and the analysis of the obtained results.

18. Write out all the standard structural forms used in each of the sections in Article 1.

19. Pair Russian word combinations with their English equivalents. Among the presented below word combinations select 10 and make up a short report regarding the main points while preparing the research paper draft.

1. Включая ненужные детали
2. Воспроизводить эксперимент
3. Выбирать и упорядочивать контент
4. Выражать желаемую часть
5. Достигать цели

A. Brief idea of the actual situation
B. Combine in a single sentence
C. Confirm the assumption
D. Convince audience

6. Заявлять о необходимости работы
7. Краткое представление о реальной ситуации
8. Новичок
9. Обоснованность результата
10. Объединять в одном предложении
11. Оригинальная исследовательская работа
12. Ориентировать читателей
13. Подтвердить предположение
14. Подчеркивать
15. Предоставлять достаточную информацию
16. Преуспеть в решении согласно заявленной необходимости
17. Сообщать экспериментальную работу
18. Сообщая и обсуждая результаты
19. Убедить аудиторию
20. Устанавливать важность
21. Формально распространяться
22. Эволюция современной науки

E. Emphasize
F. Establish importance
G. Evolution of modern science
H. Express the desired part
I. Formally disseminated
J. Including unnecessary details,
K. Newcomer
L. Orient the readers
M. Original research work
N. Provide sufficient detail
O. Reach the objective
P. Reporting and discussing the results
Q. Reporting the experimental work
R. Reproduce the experiment
S. Select and organize the content
T. State the need for the work
U. Succeeded in addressing to the need stated
V. Validity of the outcome

20. Translate English word combinations and use them in preparing the report regarding structuring and analysing the research paper.

Begin your report in the following way: *the subject of the report is ...; the author of the text says that ...; he points out that ...; next the author emphasizes the idea that ...; the author goes on saying that ...; the text ends with ...; the author concludes that ... .*

Use the following word combinations in your answer: the novelty and relevance of research results, to demonstrate the erudition in a special area, to distract the reader from the basic idea, to be methodically and methodologically well-organized, to combine scientific rigor and efficiency, to represent much value for the understanding, greater demands on the moral and ethical image, basic logical and methodological requirements, responsible for the truth of arguments, assumptions and results of research, a particular affirmative proposition, social function of modern science, abuse of specialized terminology, to solve quite significant scientific and practical tasks, to resist the temptation to repeat material, clear and accurate experimental observation, to construct carefully and concise, to restore the intended meaning, the more mechanical aspects, beware of overusing abbreviations, the full expression.

21. Identify the main purpose by quoting word(s) or phrases from text to support your answer.

ASPECT 2. REVISING THE RESEARCH PAPER[14]

Most of us understand revision as an ongoing, even constant process: every time you hit the delete button, every time you cut and paste, every time you take out a comma or exchange one word for another, you're revising. Real revision requires that you open yourself up to the possibility that parts of your paper might need to be re-thought, and re-written. The revision is worth the extra effort simply by saying that revising a paper will help you to achieve a better grade.

Studies have shown again and again that the best way to learn to write is to rewrite: in the revision process, you improve the reading skills and the analytical skills; you learn to challenge own ideas, thus deepening and strengthening your argument; you learn to find the weaknesses in writing; you may even discover patterns of error or habits of organization that are undermining your papers. Though revising takes time and energy, it also helps you to become a more efficient writer down the road.

The first thing that you'll want to do is to consider whether or not the paper as a whole meets your expectations. The process of analysis involves breaking down an idea or an argument into its parts and

[14] https://depts.washington.edu/owrc/Handouts/Revising%20Your%20Paper.pdf

evaluating those parts on their merits: when you analyse your own paper, then, you are breaking that paper down into its parts and asking yourself whether or not these parts support the paper as you envision it. Every time we've prodded you to reconsider your thesis, every time we've provided you with a checklist for writing good paragraphs, we have been encouraging you to break your writing down into parts and to review those parts with a critical eye. Here is a checklist reiterating our earlier advice. Use it to analyse your whole paper, or use it to help you to figure out what went wrong with a particular part of your work.

22. Study the verbs that express communication actions. Create a list of them but only add specific verbs such as justify, converse, or represent, not generic verbs as talk, ask, or dialogue. Complete the given sentences.

Verbs that express communication actions:

clarify	This paper *clarifies* the role of fouls in . . .
describe	This paper *describes* the appliance by which . . .
detail	This paper *details* the algorithm used for . . .
discuss	This paper *discusses* the influence of acidity on . . .
explain	This paper *explains* how the new converting... .
offer	This paper *offers* four suggestions for . . .
present	This paper *presents* the consequences of . . .
proposes	This paper *proposes* a set of parameters for . . .
provide	This paper *provides* the complete agenda and . . .
report	This paper *reports* on our improvement so far . . .
summarize	This paper *summarizes* the results for …

20. Write a summary to the article "Научная статья. Какая она?" in English, omitting the unnecessary details.

Begin your summary in the following way: *is/are studied; considered; analysed; examined; described; discussed; arrived at; developed; inferred; introduced; formulated; outlined; made; summarized.*

НАУЧНАЯ СТАТЬЯ. КАКАЯ ОНА?[15]

Научная работа – это правильно организованное обоснование результата исследования. Важно, чтобы статья содержала новизну и была актуальной.

Новизна – это то, что отличает результат данной работы от результатов других авторов.

Актуальность – это способность ее результатов быть применимыми для решения достаточно значимых научно практических задач.

Статья направлена на решение центральной проблемы, поэтому задача ученого состоит в том, чтобы центральная проблема синтезировала промежуточные и после своего решения создала предпосылки для начала нового познавательного процесса.

Цитирование литературного источника может быть прямым или косвенным, когда одна или несколько мыслей из используемого источника излагаются автором статьи «своими словами», весьма близкими к оригиналу.

В статье необходимо избегать наукообразности и злоупотребление специальной терминологией затрудняет понимание мыслей автора, делает изложение слишком сложным. Стиль изложения должен сочетать в себе научную строгость и деловитость, доступность и выразительность.

23. Study the following material; select and complete the examples of standard structural forms for the IGM and the mathematical apparatus.

The illustrative-graphic material (IGM) of the main part is selected in accordance with the structure and logic of the actual research paper. A certain influence on the IGM selection is also provided by the publication editors and overall set of requirements.

The structure of ***the mathematical apparatus*** is closely connected with the organization of IGM. The general principle is to provide a logically-based development of the article's main idea. Logically grounded change from the initial properties to the resulting statements and final formulas (conclusions) is accomplished through the use of the following words:

[15] Мейдер В. А. Научная статья. Какая она? (методика и методология) // Вестник ВолГУ. Серия 6: Университетское образование. 2007. №10 С.108-112.

According to – в соответствии с
Assuming – исходя из того, что
Given – дано
Is given by – дается (уравнениями)
If and only if – если и только если
Hence – отсюда следует
Let – пусть
Putting – полагая, придавая численные значения
Recalling that – вспоминая, что
Since – поскольку
Then – тогда
Therefore – отсюда, по этой причине
Thus – таким образом
Using – используя
Where – где

In addition to specialized words and phrases, ***the mathematical apparatus of a research article*** is characterized by a number of standard structural forms. Below are examples of such structural forms in an order that roughly corresponds to the sequence of mathematical calculations.

1. Assuming that …, it is obtained that …	*Предположив, что ..., получаем ...*
2. By substituting for … from …, while making use of … yields: …	*Подставляя в ... из ..., а также используя ..., получаем ...*
3. The equation (Eq.) … is obtained from … as …	*Уравнение получается из ... как ...*
4. Since …, then …, and we find …	*Поскольку ..., то имеем ..., откуда находим ...*
5. By substituting from … it is found that …	*Подставляя из ..., находим, что ...*
6. By the aid of Eqs …, it is obtained that …	*Воспользовавшись уравнениями ..., получаем, что ...*
7. In order to determine …, the Eq … is differentiated with respect to … and equated to …, giving …	*Для того чтобы определить ..., уравнение ... дифференцируется по ... и приравнивается ..., в результате чего получаем ...*
8. Further substitution into Eq … and Eq … yields respectively … and …	*Дальнейшие подстановки в уравнения ... и ... дают, соответственно, ... и ...*

9. After rearranging and equating the results to …, it is found that …	*После перегруппировки и приравнивания результатов ... находим, что ...*
10. And finally, by substituting into the Eqs … and …, expanding the terms and collecting the like terms in …, the sought equation is obtained in the form …	*И наконец, произведя подстановки в уравнения ... и ... раскрыв члены и сгруппировав подобные члены в ... получаем искомое уравнение в форме ...*

24. Write out and translate the sentences, which contain the specialized words and phrases showing the sequence of mathematical calculations.

THE COST OF CRIME[16]

Although the word «crime» is used in the title to minimize terminological innovations, the analysis is intended to be sufficiently general to cover receive so much newspaper coverage – but also tax evasion, the so-called white-collar crimes, and traffic and other violations. Looked at this broadly, “crime” is an economically important activity or “industry,” notwithstanding the almost total neglect by economists. Some relevant evidence recently put together by the President's Commission on Law Enforcement and Administration of Justice (the "Crime Commission") is reproduced in Table 1.

[16] http://www.nber.org/chapters/c3625.pdf

TABLE 1
ECONOMIC COSTS OF CRIMES

Type	Costs (Millions of Dollars)
Crimes against persons	815
Crimes against property	3,932
Illegal goods and services	8,075
Some other crimes	2,036
Total	14,858
Public expenditures on police, prosecution, and courts	3,178
Corrections	1,034
Some private costs of combating crime	1,910
Overall total	20,980

SOURCE.—President's Commission (1967*d*, p. 44).

Public expenditures in 1965 at the federal, state, and local levels on police, criminal courts and counsel, and "corrections" amounted to over $ 4 billion, while private outlays on burglar alarms, guards, counsel, and some other forms of protection were about $ 2billion. Unquestionably, public and especially private expenditures are significantly understated, since expenditures by many public agencies in the course of enforcing particular pieces of legislation, such as state fair employment laws, are not included, and a myriad of private precautions against crime, ranging from suburban living to taxis, are also excluded.

Table 1 also lists the Crime Commission's estimates of the direct costs of various crimes. The gross income from expenditures on various kinds of illegal consumption, including narcotics, prostitution, and mainly gambling, amounted to over $ 8 billion. The value of crimes against property, including fraud, vandalism, and theft, amounted to almost $ 4billion, 3 while about $ 3 billion worth resulted from the loss of earnings due to homicide, assault, or other crimes. Al the costs listed in the table total about $ 21billion, which is almost 4 percent of reported national income in 1965. If the sizable omissions were included, the percentage might be considerably higher.

Crime has probably become important due to the last forty years. The Crime Commission presents no evidence on trends in costs but does present evidence suggesting that the number of major felonies per capita has grown since the early thirties. Moreover, with the large growth of tax and other legislation, tax evasion and other kinds of white-collar crime have presumably grown much more rapidly than

felonies. One piece of indirect evidence on the growth of crime is the large increase in the amount of currency in circulations ince1929. For sixty years prior to that date, the ratio of currency either to al money or to consumer expenditures shade lined very substantially. Since then, in spite of further urbanization and income growth and the spread of credit cards and other kinds of credit, both ratios have increased sizably. This reversal can be explained by an unusual increase in illegal activity, since currency has obvious advantages

25. Write out and translate all the standard structural forms for the mathematical apparatus used in the extract above.

26. Complete sentences using the information from the exercise 25; translate them. State to which sections (Introduction, the Body, or Conclusion (Concluding Remarks) they belong to. Place the sentences into logical order.

1. The solution of the … problem is rather to be sought in the region of more predictable … design and better interaction between … and …
2. The scope of the present effect, which began in …, includes the analysis, design, fabrication, and testing of ….
3. The presented research program plans to demonstrate the … of the …system when subjected to … during …
4. The present research project is a …. – sponsored endeavour which responds to the industry requirements for …
5. Thus we are fully justified in observing that …
6. It is necessary to have a tool that would provide an accurate description of the … processes at the level of …
7. In order to obtain the … formulation for …, the results of experimental investigation of … were examined …
8. It has been shown that …
9. However, other components of the … also play an important part in the achievement of … since they dictate the … conditions and influence the interaction between … and …
10. One aim of this paper is to provide an overview of … and to study ways in which … can be exploited in order to improve …

27. Express your opinion on the following statement. Prepare a short report regarding the following statement.

The two words “information” and “communication”" are often used interchangeably, but they signify quite different things. Information is giving out; communication is getting through.

Sydney J. Harris

UNIT 2.3. WRITING PROFESSIONAL CORRESPONDENCE

1. State your opinion on the following quotation from "Climbing the Corporate Matterhorn" by James A. Newman and Alexander Roy.

"Whatever your program in college, be sure to include courses in writing and speaking. Executives must constantly write instructions, reports, memos, letters, and survey conclusions. If this comes hard to you, it will hold you back."

2. Pair English word combinations with their Russian equivalents and compose 10 sentences regarding the role and types of academic communication in research project.

1. Abbreviated language	A. Быть более оперативным и тактичным
2. Adopt informal tone	B. Важные вопросы без ответа
3. Appropriate tone	C. Внимательно рассмотреть
4. Appropriately respectful	D. Задумчивый / почтительный тон
5. Carefully consider	E. Индивидуальное взаимодействие
6. Carefully convey the message	F. Может служить неофициальным предложением
7. Convey the meaning	G. Оставаться на связи
8. Deliberate insult	H. Принять неофициальный тон
9. Formal salutation	I. Производственные отношения
10. Important questions unanswered	J. С точностью передать сообщение
11. In-person interaction	K. Сокращенный язык
12. May serve as informal proposal	L. Соответственно уважительный
13. Productive relationship	M. Соответствующий тон
14. Stay in contact	N. Тема сообщения
15. Subject line	O. Тщательный ответ
16. Thorough response	P. Умышленное оскорбление
17. Thoughtful/respectful tone	Q. Формальное приветствие
18. To be addressed more rapidly and tactfully	R. Хорошо (плохо) написанное электронное письмо
19. Well (poorly) written email	

3. ***Express your opinion on the following statement. How would you characterize*** *"an essential step to effective communication"?*

The key is to first understand your own particular communication style so you can match your communication style to that of the audience. Whether you're speaking with your boss, employees or an audience of thousands, matching your communication styles to the folks you need to hear your words is an essential step to effective communication.

4. ***Retell Aspect 1, point out the main sentence(s) of each logical part, rewrite the sentences, skipping the pointless aspects.***

ASPECT 1. THE FUNDAMENTAL COMMUNICATION STYLES[17]

Over the past two decades of research have had found that there are four fundamental communication styles: *Analytical; Intuitive; Functional; Personal.* No communication style is inherently better than another but picking the wrong style shuts down listening and can spell trouble. Learning to build flexibility allows to hear more successfully the important things you need to communicate. One major philosophical difference that separates the four communication styles is the extent to which you communicate with emotions or with data. Nonetheless as a starting point, these are emblematic of the myriad ways that we like to communicate.

You like hard data, real numbers, and you tend to be suspicious of people who aren't in command of the facts and data. You typically like very specific language and dislike vague language. You often have little patience for lots of feeling and emotional words in communication. One big plus is that because you like communication to be fairly unemotional, you're often able to look at issues logically and dispassionately, which means others tend to see you as having high-levels of data and informational expertise. The potential downside is that you may strike certain people as being cold or unfeeling, which sometimes has negative political and relational consequences.

You like the big picture, you avoid getting bogged down in details, and you cut right to the chase. You don't need to hear things in perfect

[17] https://www.forbes.com/sites/markmurphy/2015/08/06/which-of-these-4-communication-styles-are-you/2/#7e38797254ea

linear order instead prefer a broad overview that lets you easily skip right to the end point. One big plus is that your communication is quick and to the point. You don't get stalled by needing too many details, and you're comfortable with big ideas and out-of-the-box thinking because you're good with thinking big, you can also enjoy challenging convention. The potential downside is that you may not always have enough patience and you may risk missing an important point.

You like process, detail, timelines and well-thought-out plans. You like to communicate things in a step-by-step fashion so nothing gets missed. One big plus is that your communication generally hits all the details and nothing gets missed. When you're on a team, people will often turn to you to be the implementer, because they have confidence in your love of process and detail because you're focused on things like process and detail, you're the person who is typically asked to play Devil's Advocate. The potential downside is that you may risk losing the attention of your audience.

You value emotional language and connection, and use that as your mode of discovering what others are really thinking. You find value in assessing not just how people think, but how they feel. You tend to be a good listener and diplomat, you can smooth over conflicts, and you're typically concerned with the health of your numerous relationships. One big plus is that your communication allows you to build deep personal relationships with others. People will often turn to you as the "glue" that holds groups together. And you're typically able to pick-up 'vibes' that others may miss because you're attuned to the emotional aspect of communication.

5. Look through Aspect 1 again and find the sentences where the author describes the types of communicators. State out their basic characteristics.

- The Analytical Communicator.
- The Intuitive Communicator.
- The Personal Communicator.
- The Functional Communicator.

6. *Answer the following questions.*

- Why is it essential to write in complete sentences when communicating proficiently? What does writing appropriate sentences speak about you in the workplace?
- Do you have a particular style of communicating? Do you know what it is, including its strengths and weaknesses?
- How does it compare to the styles of others?

7. *Study the following material*[18]*; point out the features of the three main sections in standard job letters.*

The purpose of a formal letter is serious: it may be a formal application for a job, a formal statement of a job offer, a formal thank-you note following an interview, a formal document from your employer offering a promotion, or a formal performance review that will go into your permanent employee file. Most standard job letters consist of three main sections – *an opening, middle, and a closing.*

Opening: introduce yourself and purpose for writing. Identify the position you are seeking by name and state how you learned of the position. Establish that you have at least the minimum requirements for the job by listing your specific academic degree and relevant work experience.

Middle: emphasize how your skills directly relate to the responsibilities listed in the job advertisement. Also, if you have distinctive work or internship experiences or if you have taken specialized training courses that are directly relevant to the needs listed in the job adv., describe them here.

Closing: invite the reader to view the attached résumé and express willingness to provide more information. State that you are available for an interview and thank for taking time to review your application. Do not use your closing to impose a deadline for a response, it might have a negative effect.

8. *Answer the following questions.*

– Do you think including a salutation in an e-mail message is important? Why or why not?

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[18] http://www.nature.com/scitable/ebooks/english-communication-for-scientists-14053993/118520525#bookContentViewAreaDivID

– Do you use salutations when writing your e-mail messages?
– How do you feel when you receive a message that addresses you by name?
– How do you feel when the salutation is omitted?

9. Regarding the studied information (Ex. 7), study and analyse two formal email letters below: state their difference and the possible mistakes. Comment on the following sections: opening, middle, closing.

Example 1.	***Example 2.***
Dear Prized Sir, *I very much liked your fresh paper in the Journal of Bacteriology. Your results were notable, and your manners were very rock-hard. I have worked on my Ph.D. research as well, and I would like to remain working in this area under your erudite leadership. Would you kindly tell me whether you have any postdoctoral positions available in your extremely considered laboratory?* *Thank you for your time,* *Pablo Masklike.*	*Dear Sir,* *I enjoyed your recent paper in the Journal of Bacteriology. I have worked on my Ph.D. research as well, and I would like to continue working in this area under your guidance. Would you please tell me whether you have any postdoctoral positions available in your laboratory?* *Thank you for your time,* *Pablo Masklike.*

10. Write a well-organized paragraph announcement describing a professional retraining program for the executives.

Note: *this information is intentionally confused; you must choose how to organize it and add any extra information needed for clarity.*

1. Explain that QWERTYLU Industry Co will compensate any employee the full cost of tuition and books if that employee attends training.

2. Describe the plan. Vista Municipal Academy, in cooperation with QWERTYLU Industry Co, will offer a group of courses for college credit at very convenient locations for our executives: the sessions will be offered at your downtown and branches.
3. Tell executives that they should call Masaku Ebru at Ext. 760 if they are interested. You'd better reference the tuition: $180 for a semester session.
4. Explain that we (QWERTYLU Industry Co) are willing to pay these fees because we value education highly.
5. Make it clear that executives must receive a grade of B or higher before they are eligible for refund of session and book fees.
6. It might be a good idea to attach a list of the courses and the times that they will be offered. Include a deadline date for calling Masaku.

11. State your opinion on the following. Why or why not?

Marilyn vos Savant, the American writer and magazine columnist, said, *"When our spelling is perfect, it's invisible. But when it's flawed, it prompts strong negative associations."*

12. Study and analyse two e-mail letters. State their difference and the possible mistakes. Comment on the following aspects: purpose, tone, and content).

Example 1.	***Example 2.***
From: Jack Link **Subject:** Postdoc?! **Date:** April 26, 2010, 10:05:32 AM CDT **To:** Smith	**From:** Kevin Li-Wong **Subject:** Positions for postdoctoral researchers? **Date:** April 29, 2010, 4:32:02 PM CDT **To:** Smith
Hey Prof. Smith,	*Dear Professor Smith,*
I'm finishing my Ph.D. this spring and am looking for a postdoc. I found your	*My name is Kevin Li-Wong, and I am finishing my Ph.D. in biomedical engineering at Kent University in May. I heard your presentation at the BMES Annual*

laboratory page and supposed I'd ask if you have any places open. If you could get back to me soon, that'd be great. *Hope to hear from you, Jack Link.*	*Meeting, and my experience in kinesiology and mechanical design overlaps well with your current work on gait analysis and prosthetic development. I'd like to continue working in this area, and I wondered whether you might have any postdoctoral positions available in your laboratory. Are you currently hiring additional researchers?* *Thank you for your time and consideration, Kevin Li-Wong.*

13. Write the summary to the article "Профессиональная коммуникация: теории и модели" in English, omitting the unnecessary details (for reference see Supplement 1).

Use the following word combinations in your answer: professional communication, specially trained professionals, to establish contact more effectively, to conduct negotiations and selection interviews, business correspondence, linear model of communication, technical and semantic noises, an essential element, technical and semantic noises, the noise model, the factor model, transmitted values, numerous potions, communication process, an active influence, unidirectional process, interference, balanced communication model, linear and unidirectional model, the sender and recipient, equal partners, the direct connection, the feedback, coding, decoding, encoding, interpretation.

ПРОФЕССИОНАЛЬНАЯ КОММУНИКАЦИЯ: ТЕОРИИ И МОДЕЛИ[19]

Профессиональная коммуникация – коммуникация, которую осуществляют специально подготовленные профессионалы: эффективно устанавливать контакт, проводить переговоры и выступления, вести деловое общение, проводить отборочные интервью, вести деловую переписку.

Линейная (классическая) модель коммуникации Г. Лассуэла (1948) включает 5 основных элементов коммуникативного

[19] http://www.psychologos.ru/articles/view/professionalnaya-kommunikaciya%20?%3E

процесса: кто? (передаёт сообщение) – коммуникатор; что? (передаётся) – сообщение; как? (осуществляется передача) – канал; кому? (направлено сообщение) – аудитории; с каким эффектом? (эффективность сообщения) – результат.

Шумовая модель коммуникации К. Шеннона – У. Уивера дополнила линейную модель существенным элементом – помехами (шумами), затрудняющими коммуникацию. Авторы выделили технические и семантические шумы – первые связаны с помехами в передатчике и канале, а вторые с искажением передаваемых значений при восприятии содержания. Коммуникация концептуализировалась авторами как линейный, однонаправленный процесс.

Факторная модель коммуникации Г. Малецки является одним из многочисленных вариантов развития модели коммуникации Шеннона-Вивера включила, помимо базовых элементов, ещё около двух десятков факторов, составляющих контекст процесса коммуникации и активно влияющих на его субъектов.

В циркулярной (замкнутой), сбалансированной модели коммуникации В. Шрамма и К. Осгуда (1954) было предложено рассматривать отправителя и получателя информации как равноправных партнёров, а также был сделан акцент на обратной связи, которая уравновешивала связь прямую: кодирование – сообщение – декодирование – интерпретация – кодирование – сообщение – декодирование – интерпретация.

14. Study the material in Aspect 2; summarize the essential information.

ASPECT 2. COVER LETTERS AND RÉSUMÉS

Using a professional tone should be as objective and specific as possible in its tone. As you choose details to emphasize, be as accurate, forthright, and truthful as you can be. Tone is critically important: employers want to avoid hiring someone who seems arrogant or timid, so if the tone of your letter is too boastful or too meek, you can make a bad impression (See Supplement 3).

Writing a career objective should offer a succinct, specific statement indicating what field of work you are seeking.

1. The following is an example of a poorly crafted career objective:

Objective: *To use the impressive experimental and analytical skills I honed and developed numerous courses in biochemistry and my own research to improve the water quality of our nation's system of lakes. To bring my proven team0building skills to bear in a competitive environment that will reward my leadership and vision.* [This example is full of redundant phrases like "honed and developed" and other boastful, broad statements about ability like "my leadership and vision", you shouldn't include rewards as overconfidence in abilities]. ***An objective statement shouldn't brag about skills: the recruiter will determine how valuable skills are during the interview.***

2. Now, consider a second objective that is much more appropriate to the situation:

Objective: *To apply my training in chemistry to maintain and improve water quality in the Great Lakes system.* [This example is more succinct and specific, here, the author refers to background without bragging about abilities and notes interest in water quality, which shows interests overlap with the organization's research].

3. You might even tailor objective statement to one particular job advertisement, as in the following example:

Objective: *To work as a research chemist for Great Lakes Coastal Science Corporation.* [This example has identified a very specific goal to fit one particular job announcement].

The last two objective statements don't make any claims about the quality of the applicant's abilities, instead, they simply help the recruiter decide if the applicant knows what he or she wants; whether you have applied for the right job.

Choosing résumé is a summary of the education, work experience, and accomplishments and proposal reviewers use résumés to decide whether you are qualified to do the proposed work. One of the key functions of a good résumé is to identify and describe the qualifications you have that are unique; it should highlight attributes most relevant to the particular audience. Be sure to include specific phrases that match the terms listed in the job ad. A standard résumé typically includes multiple sections (See Supplement 4).

Presenting education in a section before employment history, especially if you are earning degree from a prestigious university that carries weight with employers. You should present the schools you have attended in reverse chronological order, with your most recent degrees listed first.

Presenting your experience in reverse chronological order, placing your most recent job first. Include some detail about the project and your responsibilities, but leave longer discussion of the project for the job letter.

Consider organizing ***employment history*** into two different categories – *"Relevant Employment"* and *"Other Employment"*. Keep the "Relevant Employment" section on the first page.

Formatting your resume is to make key details stand out while still following a professional format: influences how easily they find important information. Proofread résumé carefully to avoid careless errors in spelling, grammar, or format.

15. Write a letter in which you apply for the position in your professional field; explain your qualifications, and express interest in hearing from the organization. *Pay special attention to your tone; be confident in your credentials, but do not be arrogant.*

16. Study and compare these two samples: state where student is e-mailing his colleague and where is e-mailing the chief about the same problem.

Example 1.

From: *Bob Kofi*
Subject: *Gel box?*
Date: *March 29, 2010 2:44:19 PM CDT*
To: *Zither Rught*

Zither Rught: Do you know what's up with the gel box? The leads aren't staying in anymore. What should I do?

Thanks,
Bob.

Example 2.

From: *Bob Kofi*
Subject: *Problems with the gel box leads*
Date: *March 29, 2010 2:44:19 PM CDT*
To: *Hones Turro*

Dear Hones,

When I was setting up the gel box yesterday, I noticed that the leads no longer fit properly. Should I try to fix them, or should we look into other options?
Thank you for your time,
Bob

17. Write a response to this professor in which you thank for her interest and send the paper she has requested.

To: Fritch Elmer
From: Jeanne-Marie Beauchamp

Dear Dr. Elmer,

We met last week at the International Law-powered Symposium in Barcelona, where I attended your talks. In your talk, you referred to a research paper that you recently submitted to the Journal of Law.

Would you be willing to send me a pre-print of this paper at your earliest convenience?

Thank you for your time,
Pierre.

18. Write a series of e-mails in which you primarily contact the professor, explain your interest in the lab, list your qualifications, and then follow up on his or her response to you.

Situation: You have just graduated from university with master's degree. You would like to continue studying toward a Ph.D., but you are not sure whether the professor you would like to study with is presently taking new students.

19. Use the studied information, write a draft of your résumé. Follow the instructions below (see Supplement 4):

1. Consider your own academic career (work experience), and make a list of specific jobs you have held and courses you have taken that could be attractive to an employer in your field.
2. Consider listing relevant courses, particularly those that relate to the job you are applying for. Provide details about specific projects you worked on during your undergraduate training.
3. Add in two to three phrases that describe each item in more detail. Group the items on your list by putting your work experiences together and your coursework or academic research together.
4. Finally, organize your experiences chronologically by placing more recent experience at the top of each group and older experience at the bottom.

UNIT 2.4. THE PROFESSIONAL ORAL PRESENTATIONS

1. Express your opinion and prepare a short report regarding the following statements, give your examples.

Use the following expressions: *to agree with, to be in agreement with, to be consistent with, to be in keeping with, to be in line with, to fit into, to hold for, to be valid for, to be true for, begin with the following phrases: to my mind …, to my knowledge …, from my point of view …, as far as I know …, in my opinion …, as far as I can judge ….*

Marilyn vos Savant, the American writer and magazine columnist, said, *"Although spoken English doesn't obey the rules of written language, a person who doesn't know the rules thoroughly is at a great disadvantage."*

The American writer Wallace Stegner said, *"Hard writing makes easy reading."*

2. Pair English word combinations with their Russian equivalents; compose 11 sentences regarding the difficulties, advantages and necessities in oral communication (power point presentations). Do the reverse translation.

1. Academic presentation	A. Укрепить контакт
2. Adopt a stable and confident position	B. Взаимодействие
3. Appropriate / effective ways	C. Установить срок действия
4. Avoid missing important things	D. Процесс подготовки
5. Crucial elements	E. Организовать (выявить) логическую последовательность
6. Distracting and frustrating	F. Недвусмысленно указывая
7. Elaborate on the importance of study	G. Важнейшие элементы
8. Emphases the uniqueness	H. В автономном режиме
9. Engage the audience	I. Вставьте соответствующий переход
10. Ensuing interaction	J. Принять стабильную и уверенную позицию
11. Establish stronger contact	K. Соответствующие и эффективные способы
	L. Проницательные комментария

12. Establish the validity
13. Excess use
14. Express appreciation for the efforts
15. In a concrete manner
16. In a stand-alone way
17. Indicating unambiguously
18. Insert an appropriate transition
19. Insightful comments
20. Make memorable and high-impact presentation
21. Organize (reveal) the logical sequence
22. Preparation process
23. Present the research content accurately
24. Provide with an opportunity to communicate with audiences
25. Serve as encouragement
26. Well-rehearsed speeches

M. Уточнить важность исследования
N. Конкретным образом
O. Подчеркнуть уникальность
P. Четко представить исследовательский контент
Q. Хорошо отрепетированные речи
R. Обеспечить возможность общения с аудиториями
S. Избегать недостающих важных вещей.
T. Отвлекающие и расстраивающие
U. Чрезмерное использование
V. Сделать незабываемую и впечатляющую презентацию
W. Выразить признательность за усилия
X. Служить в качестве поощрения
Y. Академическая (научная) презентации.

3. Retell Aspect 1, divide the presented information into logical parts and point out the main sentence(s) of each logical part; rewrite the sentences, skipping the pointless aspects.

ASPECT 1. STRUCTURING THE ORAL PRESENTATION[20]

Oral presentations allow to establish stronger contact and convince through verbal and nonverbal delivery, as well as the ensuing interaction. Oral presentations must emphasize both the motivation and the outcome of it, must present just enough evidence to establish the validity of this outcome; must aim to inform. The presentation should focus on getting a main message across in theorem-proof fashion:

[20] http://www.nature.com/scitable/ebooks/english-communication-for-scientists-14053993/118520778#bookContentViewAreaDivID

identifying the main message early in the preparation process is the key to being selective in your presentation.

The opening: similar to the *Introduction* of a scientific paper, which provides *the context, need, task,* and *object of the document*, with three main differences. Include the following five items in your opening: *attention getter, need, task, main message, and preview* (See Supplement 4).

The context is best replaced by an *attention getter*.

The object of the document is best called *the preview* – outlines the body of the presentation, preparing the audience for the structure of the body.

The *main message* – is the one sentence you want them to remember.

The body**:** identify two, three, four, or a maximum of five statements you can make to support your *main message (main points)*. Next, two to five statements to support each main point *(sub points)*. Organize your main points and sub points into a logical sequence, as a rule, place your strongest arguments first and last, and place any weaker arguments between these stronger ones (See Supplement 5).

The closing: wrap up in three steps: *a review, a conclusion, and a close*: 1) review the main points to help to remember and prepare for conclusion; 2) conclude by restating your main message and complementing it with other interpretations of your findings: 3) close the presentation by indicating elegantly that these are your last words, thus giving the signal to applaud (See Supplement 5).

Conversions are crucial elements: you know when you are moving from one main point to another, but for attendees these shifts are never obvious. Attendees have no attention left to guess at its structure, so tell where you are in the course of a presentation: 1) a good body helps to understand the evidence, a review helps to remember it; 2) the review effectively prepares for the conclusion: resist the temptation to try to say too much, so that you are forced to rush. Ideally, include your audience and show the logic of your structure in view of your main message.

When receiving a question, don't rush into answering it: 1) listen to the entire question to make sure you understand it; 2) don't interrupt the questioner; 3) even if you know the answer, think: take time to construct a concise, to-the-point answer: you reveal your expertise by answering them usefully.

4. ***Look through Aspect 1 again; find the sentences and state the main information regarding:***

– Structuring the oral presentation.
– Instructive presentation's structure.
– Dealing with questions.

5. ***What would you do? Explain your decisions and possible solutions.***

- If the person does not know what the given drawing represents.
- If the person does not know what you are trying to tell with this drawing, the message is missing.

6. ***Pair Russian word combinations with their English equivalents; compose 12 sentences describing the meaning of effective presentation. What can be your advice for preparing the presentation?***

1. Актуальна и значима
2. Безупречное форматирование слайдов
3. Более впечатляющими и запоминающимися
4. Визуальная и графическая информация
5. Вызывать недоумение
6. Графическое воплощение
7. Заниматься графическим изображением
8. Информативная работа
9. Консультация с экспертом
10. Мгновенно становится понятным
11. Наглядно показать материал
12. Нагроможденный различными данными
13. Не уделять внимание слайдам
14. Нежелание вникать в суть темы
15. Некачественная подача материала

A. Visualize the material
B. Instantly becomes clear
C. Graphical embodiment
D. Creativity
E. Poor material flow
F. Necessary skills of presentation
G. Visual and graphical information
H. Informative work
I. Consultation with an expert
J. Flawless formatting of slides
K. To be engaged in the sphere of graphic representation
L. Full-scale document
M. Common errors
N. Practically impossible
O. The universal application
P. Heaped up with different data
Q. To cause bewilderment

16. Необходимые навыки презентации
17. Неоправданные результаты
18. Обозначить ключевую точку
19. Полномасштабный документ
20. Практически невозможно
21. Распространенные ошибки
22. Соответствие параметрам
23. Творческий потенциал
24. Улучшить качество и продуктивность выступлений
25. Универсальное приложение

R. Unwillingness to delve into the essence of the topic
S. Unjustified results
T. Improve the quality and productivity of performances
U. Conformity to parameters
V. impressive and memorable
W. Actual and relevant
X. Mark the key point
Y. Do not pay attention to slides

7. Study the following material[21]; point out the three main components in delivering the oral presentation and state their features.

Make sure you address the audience: even if you have slides, tell the audience in a stand-alone way. In particular, anticipate your slides: you should know what your next slide is about.

– *Verbally (what you say)*. Memorize the outline of your presentation: you will need to think about what to say next and find the most appropriate words to say it just pause. Even if attendees do notice the silence, they will think that you are choosing your words carefully.
– *Vocally (how you say it with your voice)*. Vary the tone, rate, and volume of voice as a function of the meaning, complexity, and importance of what you are saying. You need not invent a new intonation pattern: you simply need to amplify your normal pattern.
– *Visually (everything the audience can see about you)*. Adopt a stable, confident position: for example, move closer to the audience for taking questions. Establish eye contact: engage the audience by looking them straight in the eyes.

[21] http://www.nature.com/scitable/ebooks/english-communication-for-scientists-14053993/118520916#bookContentViewAreaDivID

8. Speak on simple topic ***"Tell us about your research." Practice to avoid the systematic delivery shortcomings like the undesired behaviour (err, um, ah, ohh, hmm, etc.)*** they should let you know without interrupting you.

9. ***Write the summary to the article "Теория речевых актов в русле межкультурной деловой коммуникации[22]" in English, omitting the unnecessary details (for reference see Supplement 1).***

Translate the following English word combinations, find in text and use them in your answer: intercultural business communication, to solve issues related to, cultural differences, to represent a barrier to business communication, crucial role, linguistic personality, eliminate typical mistakes, transfer to, overcome intercultural shock, mutual understanding, stereotyped-behavioural conditions, business interpersonal communication, simultaneous accumulation, cultural knowledge, achieve the goals and objectives, general communicative plan.

Деловые партнеры разных национальностей постоянно общаются решая вопросы, связанные с их профессиональной сферой. Однако культурные различия представляют преграду для деловой коммуникации. Факторы (язык, лингвистическая индивидуальность, жесты, традиции, национальный характер и т.д.) играют решающую роль в межкультурной деловой коммуникации.

Знание факторов помогает устранить ошибки и непонимание в сфере межкультурной деловой коммуникации, поэтому в последнее время акцент переносится именно на социокультурные факторы и проблемы коммуникации. Межкультурная деловая коммуникация – искусство, владея которым возможно преодолеть межкультурный шок, достичь взаимопонимания с иностранным деловым партнером.

Межкультурная деловая коммуникация определяется стереотипно-поведенческими условиями культур коммуникантов: партнеры по бизнесу используют иностранный язык с одновременным накоплением культурологических знаний и формированием способности понимать ментальность носителей другого языка.

[22] http://journal.mrsu.ru/wp-content/uploads/2014/07/statya-mosevnina-sveta5.pdf

Регламентированность (ограничения по ряду национальных и культурных традиций, профессиональных и этических принципов) – одна особенностей межкультурной деловой коммуникации.

Межкультурная деловая коммуникация включает передачу/обмен/получение деловой или профессиональной информацией между деловыми партнерами с учетом вербальных и невербальных средств. Люди разных профессий большую часть времени проводят в деловой межличностной коммуникации.

Язык – универсальное средство общения, изучение которого не должно ограничиваться рамками его системы. Язык функционирует как средство существования личного, общественного и социального опыта общения. Язык – это не только средство общения, но вместе с тем и средство восприятия и познания мира человеком в процессе коммуникации. Язык, как явление социальное, состоит из культурных, коммуникативных, развивающих, воспитывающих и интегративно-личностных компонентов.

Изучение языковых единиц, отражающих национальные особенности культуры носителя языка, реалий, коннотативной и фоновой лексики с точки зрения официально-делового стиля речи, способствует развитию лингвокультурологического компонента деловой коммуникации.

В связи с расширяющимися международными связями в разных сферах особую актуальность приобретают проблемы межкультурной деловой коммуникации, когда процесс коммуникации происходит в условиях несовпадения национально-культурных стереотипов мышления и поведения, включая ситуации делового взаимодействия. В этой связи, межкультурная деловая коммуникация – сложный процесс установления, поддержания и развития контакта между людьми разных национальностей в профессиональной сфере, происходящий в условиях несовпадения национально-культурных стереотипов мышления и поведения.

10. Express your opinion on the following statement. Prepare a short report regarding the following statement.

Moments of interaction are harder to prepare for than one-way presentations, and too many scientists forgo this preparation altogether.

11. Find the following English word combinations in Aspect 2; write out the sentences and translate them.

To elaborate on study, soporific talks, completely different medium of communication, to maintain the focus, persuasive arguments and evidence, to be profound and important, insightful comments, to be impossible to communicate and persuade effectively, the appropriate and effective ways, engaging and entertaining the audience.

12. Study the material in Aspect 2; summarize the essential information, state the key words.

ASPECT 2. HOW TO GIVE AN ACADEMIC TALK[23]

Oral presentations at academic meetings are one of the biggest events for the society. Before making an academic presentation, you need to spend considerable time to elaborate on the study, collect data, and analyse the results. In order to make your points clear, you need to be careful in various aspects. You should stay focused using concise slides. You should have better chance of having active discussions and receiving insightful comments after the presentation if you give a presentation using the appropriate and effective ways.

The Awful Academic Talk: The speaker approaches the head of the room and sits down at the table. *(You can't see him/her through the heads in front of you.)* S/he begins to read from a paper, speaking in a soft monotone. *(You can hardly hear. Soon you're nodding off.)* Sentences are long, complex, and filled with jargon. The speaker emphasizes complicated details. *(You rapidly lose the thread of the talk.)* With five minutes left in the session, the speaker suddenly looks at his/her watch. S/he announces – in apparent surprise – that s/he'll have to omit the most important points because time is running out. S/he shuffles papers, becoming flustered and confused. *(So do you, if you're still awake.)* S/he drones on. Fifteen minutes after the scheduled end of the talk, the host reminds the speaker to finish for the third time. The speaker trails off inconclusively and asks for questions. *(Thin, polite applause finally rouses you from dreamland.)*

[23] https://pne.people.si.umich.edu/PDF/howtotalk.pdf

Why do otherwise brilliant people give such soporific talks?

The pattern is an understandable, if dysfunctional, reaction to stage fright. It's easier to hide behind the written paper – which you've had plenty of time to work through – than to simply stand up and talk.

But second, it's part of academic culture – especially in the humanities and qualitative social sciences. It's embedded in our language: we say we're going to "give a paper." *Presentations are not journal articles*. They're a completely different medium of communication, and they require a different set of skills. Professors often fail to recognize this. Even more often, they fail to teach it to their graduate students.

Everybody has to confront stage fright in his/her own way but academic culture is something we can deliberately change.

Principles of Effective Talks

Listening is hard work. Especially at conferences, where audiences listen to many talks over many hours, *people need the speaker's help* to maintain their focus (See Supplement 5). Therefore, any effective talk must do three things:

- *Communicate your arguments and evidence.*
- *Persuade your audience that they are true.*
- *Engage and entertain.*

Academics too often forget about the third item on this list. Sometimes we think it follows automatically from the first two but it doesn't. It is impossible to communicate and persuade effectively without engaging and entertaining your audience. Keeping people interested and mentally alive, entertaining them, matters because in order to communicate, *you need their full attention.* This is the true meaning and significance of "engagement." In an academic talk, entertainment isn't about making your audience laugh or distracting them from their troubles – it's about keeping them focused on and interested in what you have to say.

Some Rules of Thumb: no rule applies always and everywhere, but the following principles work almost all the time.

USUALLY BETTER	USUALLY WORSE
Talk	*Read*
Stand	*Sit*
Move	*Stand still*

Vary the pitch of your voice	*Speak in a monotone*
Speak loudly, facing the audience	*Mumble, facing downward*
Make eye contact	*Stare at your laptop*
Focus on main points	*Get lost in details*
Use outlines, images, and charts	*Have no visual aids*
Finish within your time limit	*Run overtime*
Rehearse	*Don't practice because you're too busy working on the slides*
Summarize your main points at the beginning and end	*Start without an overview; trail off without a conclusion*
Notice your audience and respond to its needs	*Ignore audience behaviour*
Emulate excellent speakers	*Emulate your advisor, even if s/he gives lousy talks*

13. Find ten unusual ways to express your opinion and show your disagreement with the authoritative person without making him/her lose face in front of the audience.

Situation: Imagine you are taking part in a discussion. A respected scientific authority just stated the oral presentation at conference which was boring, and there is nothing you can do about it. You disagree strongly; in fact, you think that this statement is nonsense.

14. Find a paragraph, passage, or section that is highly descriptive so that you could make excellent use of adjectives and adverbs.

Note: be sure to tell the name of the author and the title of the publication; also why you selected this piece of work.

15. What is the most important advice you have for using oral presentation in the workplace? *(See Supplement 6)* ***Be as detailed as possible.***

Presentation is used extensively to communicate in the business world; therefore, it is important to use this communication tool effectively and professionally.

UNIT 2.5. INTERACTIVE MOMENTS AT A CONFERENCE: DISCUSSING, CHAIRING, AND MODERATING

1. Read the given situation, provide the short report, regarding the stated questions.

When George Bush (George W. Bush's father) ran for president against Bill Clinton in 1992, he used "trust" as a central theme of his campaign. Bumper stickers and posters were made saying "Who Do You Trust." When he made his nomination acceptance speech at the Republican National Convention in Houston, he included several sentences such as, *"Who do you trust to make change work for you?" and "Who do you trust in this election?"* In each case, he should have used *whom* instead of *who*.

Why do you think he made these pronoun errors? Do you think it was intentional or accidental?

2. Pair Russian word combinations with their English equivalents; compose 7 sentences connected with various interactive moments.

1. Быть ближе к аудитории
2. Досрочно
3. Значимая компоновка
4. Иллюстрировать визуально
5. Обеспечить глобальное представление
6. Конструктивные решения/предложения
7. Переместить детали в раздаточный материал
8. Поощрять обмен мнениями
9. Принять участие в стендовой сессии
10. Проверить биографическую информацию
11. Решить заранее
12. Следовать инструкциям
13. Сопоставление мелких деталей

A. Formal opportunities to interact with scientists
B. Chair a presentation session
C. Relegate details to a handout
D. State verbally
E. Illustrate visually
F. Meaningful layout
G. Provide with the global view
H. Be closer to the audience
I. Encourage exchanges of viewpoints
J. Extremely brief oral presentation
K. Constructive answers/suggestions
L. Follow the instructions
M. Decide in advance

14. Стресс от страха перед неизвестным	N. Ahead of time
15. Устранить многие неизвестные	O. Verify the biographical information
16. Утвердить вербально	P. Stress from the fear of the unknown
17. Формальные возможности взаимодействия с учеными	Q. Eliminate many unknowns
18. Чрезвычайно краткая устная презентация	R. To be accepted for a poster session
	S. Juxtaposition of small details

3. Read and summarize the following introduction[24]. Find and write out the sentences regarding the main characteristics of interactive moments:

- *A poster presentation;*
- *Chairing a session;*
- *A panel discussion.*

Scientific conferences offer plenty of formal opportunities to interact with other scientists: you may be asked to present a poster or you may also be called upon to chair a presentation session. Finally, you may be invited to take part in or perhaps even moderate a panel discussion. If you must moderate a panel insist on meeting the panellists or speakers ahead of time: briefly go over the process, verify their biographical information, simply get to know them. Much stress comes from the fear of the unknown, consequently, a short briefing can eliminate many unknowns.

When it comes to interactive moments at a conference: you must master the content and also manage the process; you must launch the interaction, guide it, and wrap it up; you must prepare well, and you must do what you can to help other participants be well prepared, too.

Design your poster like a set of slides and get them across by stating verbally and illustrating visually. Organize these messages into a meaningful layout. Strike up conversation, manage the flow of questions, and be ready to repeat the same explanations to different

[24] https://www.nature.com/scitable/ebooks/english-communication-for-scientists-14053993/interacting-during-conference-sessions-14239345

people. End each conversation on a positive note, ideally by giving people a business card or a handout.

To provide attendees with the global view they need to structure the learning, take time to introduce and close the session, previewing or recapping its contents and linking it to other sessions at the conference. Introduce speakers carefully, daring to break free from traditional, often boring, conventions: think about what they need to know or might enjoy knowing. For a smooth process, manage time and questions gently but firmly. When speakers are in control, be discreet. When they are in trouble, intervene.

During the discussion, follow the moderator's instructions. Listen to what others are saying so you can build on the answers constructively. Prepare the questions you know you will be asked and also for the other panellists: try to meet the other panellists before the session begins. Keep the ball rolling: make short contributions, hand over to other panellists and encourage exchanges of viewpoints.

4. ***Study the top 5 reasons[25] of importance to participate in conferences. Add your own reasons how participating in the conference can advance your career as a researcher.***

Translate the following English word combinations into Russian, find them in text and use them in your answer:

- *the most cutting-edge research available;*
- *to increase the visibility of research;*
- *to develop the expertise;*
- *to discuss the research in a clear and meaningful way;*
- *to disseminate the research finding to colleagues;*
- *to create contacts for future employment;*
- *to make yourself recognizable to future employers;*

1. ***Contribute and learn about the most recent advances in your field:*** conference presentations allow you to present your data during many stages of development. This will allow you to present your most up-to-date findings and receive feedback from colleagues. Additionally, you have the opportunity to attend numerous exciting talks and poster sessions while at the convention. As these presentations often

[25] http://www.apa.org/science/about/psa/2007/11/student-council-1.aspx

represent the most cutting-edge research available, they can provide you with valuable information far earlier than if you had waited for the publication.

2. ***Advocate for science:*** allows to become aware of the innovative research being generated in particular subfield. As the scientist, we share research findings with people outside our specific discipline to increase the visibility of research and provide interested individuals with more information.
3. ***Learn how to talk about your data:*** to practice the presentation skills and help to develop the expertise needed to discuss the research in a clear and meaningful way. Learning how to answer specific questions and present data to a range of individuals will help you, including future conference presentations, masters or dissertation defences, and classroom teaching.
4. ***Contribute to your overall research profile:*** a history of conference presentations will show potential employers that you regularly disseminate the research finding to colleagues as well as keep up-to-date on the cutting-edge research of the field. Moreover, many conferences offer travel awards, which can be added to your list of awards and honours, which may be the deciding factor between you and other potential job candidates.
5. ***Meet other researchers in your field and potential contacts for future positions:*** the opportunity to discuss your research and learn valuable information from people working with similar techniques, populations, or statistics. Establishing contacts with other scientists will foster friendships with motivated researchers who can be resources for you at any stage of your career. An additional advantage of meeting researchers is that you may be able to create contacts for future employment or post-doctoral placements, allowing you to learn of available positions earlier. Furthermore, making yourself recognizable to future employers can increase your likelihood of being considered for a position.

5. Retell Aspect 1, divide the presented information into logical parts and point out the main sentence(s) of each logical part; rewrite the sentences, skipping the pointless aspects.

ASPECT 1. THE ESSENTIALS OF INTERACTIVE MOMENTS

Giving Poster Presentations[26]

Being accepted for a poster session at a conference means: you must first create the poster itself, then prepare to interact with visitors during the session; you may also have a chance to promote your poster through an extremely brief oral presentation.

Typically, the scientists have decided in advance which posters or presenters to seek out, they will stop at whatever catches their eyes or ears, listening in on explanations given to other people and perhaps asking an occasional question of their own. Consequently, you should design the poster more like a set of slides. Strive to get the messages across in a stand-alone way: state each message as a short sentence, illustrate it visually; try to reveal the overall structure of the content. Organize related pieces of content in coherent visual units, rather than "wherever it fits". Be selective in what you include and organize the material into a logical structure.

Scientists feel obliged to include a large amount of factual information on their posters – such information is therefore best placed in a one-page handout. When explaining your poster, be brief: if they need more information, they will let you know by asking focused questions. Strike a balance between talking in more depth with a few people and talking in less depth with more people.

At conferences, you will be offered the chance to promote your poster by saying a few words in an extremely brief oral presentation. You should limit your comments to the opening of a presentation, with specific focus on the need, the task, the main message. Even without a formal opportunity to promote your poster, you may have many informal moments during coffee breaks or social events. Instead of giving people business cards, you might prepare and distribute small, bookmark-like handouts with your name, affiliation, e-mail, and an invitation to come and see your poster. No matter how you tell about your work, make sure you identify your poster clearly.

6. Look through Aspect 1 again and find the sentences where the author describes:

– Creating and presenting the poster.
– Promoting the poster.

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[26] http://www.nature.com/scitable/ebooks/english-communication-for-scientists-14053993/118521163#bookContentViewAreaDivID

7. *Make a list of the 10 issues you are most afraid of, then think of how you should react as a chairperson.*

Situation: You have to chair a session at a conference: visualise everything that could go wrong, from a microphone not working to a loud attendee disrupting a presentation to a fire alarm interrupting the session.

8. *Pair English word combinations with their Russian equivalents; compose 5 sentences using the given word combinations.*

1. A sense of coherence
2. Assume too quickly
3. Awards ceremony
4. Capacity to manage the situation
5. Create a connection between
6. Diverse presentation
7. Draw overall conclusions
8. Encouraging question
9. Establish eye contact
10. Eye-opening study
11. Filled-out evaluation sheets
12. Final pieces of practical information
13. Get a chance to ask
14. Networking opportunities
15. Preview the presentations
16. Question – answer process
17. Remain responsible
18. Repeat or rephrase questions
19. Tackling any issues
20. The overall conference
21. The overall length of the session

A. Установить зрительный контакт
B. Общая конференция
C. Непрерывное внимание к докладчикам
D. Сетевые возможности
E. Создать соединение между
F. Исследование, открывающее глаза
G. Лимит времени (сигналы)
H. Визуальный сигнал
I. Общая продолжительность сессии
J. Обнадеживающий вопрос
K. Решение любых вопросов
L. Чувство согласованности
M. Повторить или перефразировать вопросы
N. Способность управлять ситуацией
O. Оставаться ответственным
P. Предположить слишком быстро
Q. Получите шанс спросить
R. Разнообразная презентация
S. Процесс ответа на вопрос
T. Завершите сеанс
U. Предварительный просмотр презентаций
V. Подводить выводы

22. The undivided attention to the speakers
23. Time limit (signals)
24. Visual signal
25. Wrap up the session

W. Заключительные фрагменты практической информации
X. Заполненные оценочные листы
Y. Церемония награждения

9. Retell and divide the presented information into 4 logical parts and point out the main sentence(s) of each logical part; rewrite the sentences, skipping the pointless aspects.

- Introducing the session.
- Introducing the speaker.
- Managing time, questions and answers.
- Wrapping up the session.

Chairing Sessions at conferences [27]

As a chairperson, you introduce the session, you provide the audiences with a global view that will help them assimilate the details. As a chairperson, start by letting them knows about the session's theme by announcing the topics:

This session on the polymer extrusion will bring together presentations on both measurements and numerical simulations. The first two presentations will report on extrusion experiments with novel screw designs: the first for simple extrusion and the second for extrusion. Then, the remaining three presentations will show advanced finite-element simulations of the flow of material around the extrusion screw: the first of these three will …

Before or after announcing the theme, show how the session fits into the overall conference by relating it to other sessions:

This morning, we heard about polymer in general and about … In this first afternoon session, we are focusing on the rheology of one specific type of polymer processing, namely extrusion.

[27] http://www.nature.com/scitable/ebooks/english-communication-for-scientists-14053993/118521181#bookContentViewAreaDivID

Conferences are networking opportunities: as a chairperson, you can help the networking process by introducing speakers usefully:

Our next speaker is Mark Gustafson. Mark is originally from Germany. He graduated two years ago as a mechanical engineer from Heidelberg University, and he is now conducting research on combustion-generated nanoparticles in Albert Wang's group at Stanford University.

Depending on the context, it may be appropriate and appreciated to say more personal about the speaker, if you know him or her personally:

Mark is not only a combustion expert – he is also a juggler: he can keep any four things in the air for as long as you want. I had the chance to see him in action at last year's conference banquet, where he suddenly started juggling four dessert plates – very impressive. Right now, however, he is not here to demonstrate juggling, but rather to tell us about …

In addition, you might do so for laureates or nominees:

Our next award winner is from Argentina. She has been in the field for more than 25 years, has delighted you with her witty presentations at our conferences, and has impacted generations of students with her now famous textbook on … For a lifetime of achievements in …, our society is pleased to present the K. Chang Award to Ofelia Quino Mendieta.

When introducing speakers, it is difficult to choose the appropriate level of formality, which depends on many factors: if you are unsure being more formal is usually safer than being less formal. Besides introducing the speaker, introduce the topic of the talk: doing so requires connect this topic to other topics in your session:

Thank you again, Ana, for this eye-opening toxicological study. Now we know how toxic combustion-generated nanoparticles can be, the question we all have in our head is, "What do we do about them?" This is a question that the next presentation is going to try to answer. Our next speaker is …

As session chairperson, you are responsible for managing time: you must ensure that the session ends on schedule; you must ensure that each speaker stays within the agreed-upon time limit: both the presentation, the question and answer period. Keeping speakers within their time limit is no easy task: to help prevent this from happening, be gentle but firm. When planning the time of your session, keep in mind the presentations, the questions and answers, also the time you need to introduce the session and the speakers and to wrap up the session. These durations definitely impact the overall length of your session.

As chairperson, you remain responsible for three primary tasks: encouraging questions, managing time, and tackling any issues. At the end of the presentation, let the audience applaud and encourage the audience to ask questions: attendees may need a few moments to think of a question, and to build the courage to ask the first question. Once the question – answer process is launched and announce the end of the period in advance, such as by saying "We have time for two more questions" or simply "Last question."

After the last presentation, wrap up the session with a pattern similar to the one used to introduce it; for example, restate the main message of each presentation, or draw overall conclusions from the session as a whole. Provide the final pieces of practical information, such as where to submit the filled-out evaluation sheets. End on a positive note, such as "Enjoy your lunch" or "I hope to see many of you at our awards ceremony tonight."

10. Look through Ex.9 and answer the following questions.

- How can you introduce speakers in a sincere and interesting way if you have never met them?
- How can you pronounce their names correctly if you have not asked for their preferred pronunciation?
- Can you actually prepare something when you do not know what questions you will be asked or what situations you will face?

11. Write the three-minute introduction of your best friend before her presentation at a conference. When you are ready with it, bring it down to exactly 90 seconds by writing more concisely.

12. Find English equivalents to the following Russian word combinations; find them in text and translate.

Убедить аудиторию, менее формальный тон, расхождения в точке зрения, конструктивно работать, строить взаимопонимание, плавное обсуждение, связанное с расхождением точек зрения, достаточно сложно, ясно, создать интересную дискуссию, инструкции модератора, внести свой вклад в обсуждение, письменные заметки, начать дискуссию, смягчить дискуссию, обобщить дискуссию, несвязанные отрепетированные ответы, начать последующие вопросы, сосредоточить внимание на обсуждении, интегрированный взгляд, подробное обсуждение, указать на конвергенции и расхождения точек зрения, общий вывод, окончательная договоренность, пройти процесс, избежать неожиданностей.

13. Retell and divide the presented information into 3 logical parts and point out the main sentence(s) of each logical part; rewrite the sentences, skipping the pointless aspects.

- Preparing for the poster.
- Participating in the discussion.
- Moderating the discussion.

Moderating a Panel discussion[28]

When preparing for a panel discussion, you can imagine the questions you will likely receive and be ready to answer them, however, gathering your thoughts on the topic isn't enough: you should research the other panellists' positions if you want to be ready for discussion.

Even if you cannot prepare an answer for every possible question, you can anticipate categories of questions and prepare a few messages you would like to get across. Panel discussions are more like conversations; they lend to a slightly less formal tone. In particular, they are a good place for supporting messages with short but relevant stories. Remember that you should work constructively to deliver an interesting experience. Try to meet the other panellists ahead of time

[28] http://www.nature.com/scitable/ebooks/english-communication-for-scientists-14053993/126085065#bookContentViewAreaDivID

and build rapport; even a brief chat will reduce your stage fright and help ensure a smoother discussion.

During the discussion, follow the moderator's instructions. Make explicit links to what other panellists have said whenever you add to or disagree with their contributions. Be a member of the team: strive to advance the discussion. If the moderator allows, feel free to hand over to another panellist at the end of a contribution, such as by saying:

This is our usual approach at our institution, but I would be interested to hear about Dr. Brook's experience with this issue.

I have never looked at this phenomenon myself, but perhaps Dr. Yu has?.

Moderating a panel discussion is much harder than chairing a regular conference session: all the tasks involved in being a chairperson, you also must launch, moderate, and summarize the discussion. To launch the discussion, ask the panellists simple questions but limit the number of prepared questions: these usually trigger unconnected rehearsed answers from the panellists. The longer you alone ask questions, the harder it is for the attendees to gather the courage to ask some.

Once the discussion process is underway, facilitate and encourage interaction: designate who will answer a particular question.

Rephrase answers, especially diffuse ones *"So, if I understand correctly, you are saying that ..."*.

Use these types of rephrased answers to launch follow-up questions *"In that case, then, wouldn't you agree that ...?"*.

If attendees are keen to ask many questions, guide them to keep the discussion focused "*Before we move to another aspect, any more questions related to ...?"*.

When chairing a session, insist on meeting panellists ahead of time to make final arrangements. Still, go over the process again immediately before the session to avoid surprises. Test the equipment, especially the microphones. At the end of the session, provide the audience with an integrated view of what has been said: point out the

convergences and divergences of viewpoints but remain neutral. If possible, offer an overall conclusion from the discussion.

14. Match and translate the given definitions.

- *Chairing a session.*
- *A panel discussion.*
- *A poster presentation.*

_____ are a great opportunity to interact with other scientists in your field in a reasonably structured way: they force to crystallize the thoughts about the research and focus on its essence.

_____ creates a sense of coherence throughout the diverse presentations: brings the speakers closer by introducing them warmly, ensures that everything runs smoothly, and wraps up the session in a way that leaves everyone feeling good about it.

_____ is a useful way to trigger an exchange of viewpoints among experts, either with prepared statements or in response to questions from the audience, which they involve on-the-spot interaction, they are more difficult to prepare for than presentations. Involve divergence of viewpoints and possibly competition for speaking time, they are also more difficult to manage than the normal questions at the end of a presentation.

15. Translate and prepare summary to the article "Зачем ездить на конференции" in English, omitting the unnecessary details (for reference see Supplement 1).

Translate the following English word combinations, find them in text and use them in your answer: an integral part of organization, preliminary interviews, the exchange of experience and direct communication, to support participation in conferences, to look globally at the problem, to lead to the strengthening of its role, the development of academic mobility, the overwhelming majority of scientists, to understand and appreciate, the important confirmation, to share his achievements, to argue the results obtained argumentatively, a new impetus for reflection and research, scientific ties, to have some

competitive advantage, the eminent co-authors, the new directions of researches, the international community of scientists, the citation of papers.

ЗАЧЕМ ЕЗДИТЬ НА МЕЖДУНАРОДНЫЕ КОНФЕРЕНЦИИ?[29]

Уже с конца XIX столетия конференции – неотъемлемая часть организации научного познания, основной целью конференций считается обмен опытом и прямое общение коллег-исследователей. Все это особенно актуально в современном мире, когда наука очень быстро растет и развивается и для успешной работы совершенно необходимо умение глобально посмотреть на проблему. Дальнейшее развитие российской науки приведет к усилению ее роли в мировой науке, и развитие академической мобильности, что должно сыграть в этом одну из главных ролей. Главное, чтобы участие в конференциях не превращалось в «академический туризм», когда собственно наука перестает быть основной целью поездки.

Однако подавляющее большинство ученых считают конференции необходимыми и регулярно на них ездят; причин несколько:

1. Первая заключается в поиске коллег, которые смогут понять и оценить то, чем занимается ученый. Важным подтверждением того, что та или иная проблема стоит того, чтобы тратить на ее обдумывание время и силы, является ее связь с другими работами и теориями.
2. Вторая причина важности конференций: ученому очень важно поделиться своими достижениями с людьми, которые смогут понять и восхититься или, наоборот, аргументированно раскритиковать полученные результаты.
3. Именно там вы понимаете, чем дышит и в какую сторону движется современная наука. А это новый толчок для ваших собственных размышлений и исследований, позволяющий почувствовать, какие работы представляют интерес для сообщества и, следовательно, имеют больше шансов быть опубликованными.

[29] https://okna.hse.ru/news/181449233.html

4. Научные связи: если оставить за скобками исследователей из ведущих университетов, у которых по определению есть некоторое конкурентное преимущество, то у среднестатистического начинающего ученого без именитых соавторов шансы опубликоваться зависят скорее от случайных факторов, чем от академического качества работы.
5. Получить комментарии, критику и вопросы: иногда комментарии и вопросы помогают улучшить текст статьи и можно обратить внимание на те аспекты проблемы, которые ранее мог упустить.
6. Ознакомиться с другими исследованиями и подумать о новых направлениях собственных исследований. На конференции у вас есть возможность познакомиться с разными исследованиями. Более того, можно подумать о том, в каком направлении вам двигаться дальше в исследованиях.
7. Включенность в международное сообщество: обсуждение вопросов и проблем, волнующих международное сообщество ученых.
8. Повышение цитируемости работ: на конференциях коллеги могут ознакомиться с вашими исследованиями, что зачастую приводит к тому, что работы становятся узнаваемыми и их начинают больше цитировать.

16. Answer the following questions.

- Do you go to the conference or focus on preparing and publishing articles?
- What is the use of academic mobility for the development of Russian science?

17. Think of all the interactions that have upset or insulted you as an audience member: for each, try to identify the reason for your frustration. Was the content too complicated? Was the structure confusing? Was the tone inappropriate?

18. Make a plan and entitle each of its points; retell Aspect 2 according to your plan.

Translate the following English word combinations into Russian, find them in text and use them in your answer:

- to research collaboration and advancement of careers;
- to miss out on making professional connections;
- to talk slowly and enunciate words;
- to end the conversation abruptly;
- to express your delight;
- to formalize the connections;
- to be impressed with courtesy and professionalism;
- a professionally rewarding experience;
- the hallway conversations;
- to try to get involved in conversations.

19. Answer the question *"Why are you going to the conference?"* ***using the following word combinations and phrases from Exercise 15, 18.***

An unsettling experience, numerous professional connections, research collaboration, advancement of careers, large-scale international conferences, day-to-day interaction, to deal with the language barrier, making professional connections, outgoing and engaging, to be caught up in conversation, to be keen to talk, some essential fluency, to talk slowly, to enunciate words, to keep in touch, to end the conversation abruptly, to damage the connection, meaningful conversations, networking skills, advisor's research funding, standard mode at the conference, less intimidating, expand circle of acquaintances, the better-known researchers, mix and mingle, professionally rewarding experience, socializing with colleagues, to converse with researchers, to inspire research ideas, to expose to different styles of presentation, extremely valuable, hallway conversations, to cultivate the conversations, professionally satisfying.

ASPECT 2. INTERNATIONAL CONFERENCES: NETWORKING ABILITIES[30]

Some researchers make numerous professional connections that can lead to research collaboration and advancement of careers. Researchers who aren't used to day-to-day interaction in English have to deal with the language barrier in addition to their shyness: consequently, miss out on making professional connections.

Many scientists are shy people; moreover, those who seem to be very good at mingling are probably regulars at the conference, but try to look for people like you: scientists who're perhaps looking for conversation. In any case, don't end the conversation abruptly, for it can damage the connection you would have just made.

Walking up to them and starting a conversation, simply to introduce yourself. Try to talk slowly and enunciate words: *Where does the other person work? What does he or she do? Has he or she made any presentation at the conference? Then, offer relevant responses: What is it about his or her work that interests you? Have you done any similar work? Do you see any possibilities for collaboration?* There's a chance you'll not have the time to talk to anyone else: you could offer business card and ask for theirs. If you offer your business card later, that's a sign that you wish to keep in touch and you may want to move on for the time being.

After the conference ends and you return to your institution, it's a good idea to write short emails to the people you met, expressing your delight at having met them and your hope that you will stay in touch and possibly work together. All this would help in formalizing the connections you have made, and those you've met will be impressed with your courtesy and professionalism.

Attending a conference is a professionally rewarding experience, in addition to socializing with colleagues from other institutions, the two main reasons to attend a conference are to hear presentations and to converse with other researchers. Listening to presentations will inform you of what others are doing, will inspire research ideas of your own, and will expose you to different styles of presentation. As your career advances, you'll learn that even though listening to the talks is extremely valuable, hallway conversations can be even more fruitful.

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[30] http://www.editage.com/insights/making-connections-at-international-conferences?utm_source=TrendMD&utm_medium=cpc&utm_campaign=Editage_Insights_TrendMD_1

You should also tell about your research: remember to talk first about the *goals* of your research, and only then about the *techniques* you are using. You have to convince others that the work is worth hearing about before they will be willing to listen to the technical details.

If you see people you want to have a conversation, feel free to move on up to them and try to listen, however, it's worth trying to get involved in these conversations when possible. The best way to get involved is to ask a question: it flatters people and makes them respond to you.

20. Look through the information in Unit 2.5. and answer the following questions.

– Are you supposed to deliver a prepared statement to open the discussion, or are you only supposed to answer questions?
- Will someone introduce you, or are you supposed to introduce yourself?
- Who will be asking the questions: the audience, the moderator, or the other panel participants?
- Are some of the questions known in advance?
- Will the moderator designate who on the panel should answer a given question, or can any panel member offer a response?
- Who are the other panellists?

GLOSSARY

Abbreviated language	Сокращенный язык
Abuse of specialized terminology	Злоупотребление специальной терминологией
Academic and professional points of view	Академические и профессиональные точки зрения
Academic publications	Научные публикации
Accurate and concise information	Точная и краткая информация
Adapt to the audience	Адаптация к аудитории
Adequate interpretation	Адекватная интерпретация
Adopt a stable / confident position	Принять стабильную / уверенную позицию
Adopt informal tone	Принять неофициальный тон
Ahead of time	Досрочно
Aim to inform	Цель сообщить
Allow focused / selective reading	Разрешить целенаправленное / выборочное чтение
Ambiguous	Двусмысленный
Amplify	Усилить
Analytical method	Аналитический метод
Annotation	Аннотирование
Anticipate categories of questions / divergences of viewpoint	Предвидеть категории вопросов / расхождения точек зрения
Application program	Прикладная программа
Apply the detailed information	Применить подробную информацию
Appropriate and appreciated	Подходящий и оцененный
Exact content and format	точное содержание и формат
Appropriate and effective ways	Соответствующие и эффективные способы
Appropriate tone / structure	Соответствующий тон / структура
Appropriately respectful	Соответственно уважительно
To be specific to the explicit case	Специфичны для конкретного случая

Array of disciplinary publications	Ряд публикаций по определенной дисциплине
Asking focused questions	Задавать целенаправленные вопросы
Assimilate the details	Ассимилировать детали
Assume too quickly/ certain competences	Предполагать слишком быстро/ определенные компетенции
Assumptions and results of research	Предположения и результаты исследований
Attend numerous exciting talks	Посетить многочисленные захватывающие разговоры
Attracting the attention of the audience	Привлечение внимания аудитории
Available positions	Доступные позиции
Missing important details	Недостающие важные детали
Awards ceremony	Церемония награждения
Basic logical and methodological requirements	Основные логические и методологические требования
Basic moments	Основные моменты
Being careless	Быть небрежным
Benefit of literary source	Польза от литературного источника
Beware of overusing abbreviations	Остерегайтесь чрезмерного употребления аббревиатурами
Bring in a single picture	Привести единственную картинку
Build on the answers constructively	Строить ответ конструктивно
Building a prototype	Построение прототипа
By including unnecessary details	Включая ненужные данные
By interpreting the findings	Путем интерпретации результатов
By reporting and discussing the results	Сообщая и обсуждая результаты
By reporting the experimental work	Сообщив экспериментальную работу
Capacity to manage the situation	Способность управлять ситуацией
Carefully (respectfully) convey the message	Осторожно (с уважением) передайте сообщение

Carefully consider	Внимательно рассмотреть
Carefully correcting the text	Тщательное исправление текста
Chance to promote	Шанс содействовать
Choose convincing arguments	Выбирать убедительные аргументы
Chronological order	Хронологический порядок
Clarify the contribution as a scientist	Уточнить вклад в качестве ученого
Clarify the motivation for the work	Уточнить мотивацию для работы
Clear and meaningful way	Четкий и осмысленный способ
Coding, decoding, interpretation	Кодирование, декодирование, интерпретация
Colour spectrum	Цветовой спектр
Combination of two separate parts	Сочетание двух отдельных частей
Combine in a single sentence	Объединить в одном предложении
Combine scientific rigor and efficiency	Объединить научную строгость и эффективность
Commodity groups	Товарные группы
Common errors	Общие ошибки
Communication Skills	Навыки коммуникации
Community media	Сообщество СМИ
Comparison points	Сравнительные пункты
Competence for sustainability	Компетентность в отношении устойчивости
Complete on time and on budget	Завершить вовремя и по бюджету
Complexity of the study	Сложность исследования
Compliance with parameters	Соблюдение параметров
Complicated and overly formal way	Сложный и чрезмерно формальный способ
Concise information	Краткая информация
Conclusions on work	Выводы по работе
Conduct negotiations and selection interviews	Проведение переговоров и отборочных интервью
Confidential proposal	Конфиденциальное предложение

Confirm the assumption	Подтвердить предположение
Consequence of the answer	Последствие ответа
Consider some points	Рассмотреть некоторые моменты
Considerable time preparing	Значительное время подготовки
Constant business communication	Постоянное деловое общение
Constitute valuable references	Составлять ценные ссылки
Construct carefully	Тщательно построить
Consultation with an expert	Консультация с экспертом
Contribute to the discussion	Внести вклад в обсуждение
Convey brief about the project	Кратко рассказать о проекте
Convey the clear information / meaning	Передать понятную информацию / значение
Convince audience	Убедить аудиторию
Convince through verbal and nonverbal	Убедить через вербальную и невербальную
Cope with	Справиться с
Correspond to moments of transition	Соответствует моменту перехода
Create a connection between	Создать связь между
Create an interesting discussion	Создать интересную дискуссию
Create contacts for future employment	Создать контактов для будущей работы
Create the preconditions	Создать предпосылки
Creative interaction/potential	Творческое (ий) взаимодействие / потенциал
Crucial elements	Важнейшие элементы
Cutting-edge research available	Самые доступны современные исследования
Cutting-edge research of the field	Передовые исследования в области
Decide in advance	Решить заранее
Deciding factor	Решающий фактор
Decision making skills	Навыки принятия решений

Define the types of communication	Определить типы связи
Demonstrate the erudition in a special area	Продемонстрировать эрудицию в специальной области
Desperate attempt	Отчаянная попытка
Detailed discussion	Подробное обсуждение
Determine the strategy	Определить стратегию
Difficult to identify	Трудно определить
Direct continuation of the context	Прямое продолжение контекста
Discuss the issue outside the topic	Обсудить вопрос вне темы
Distract the reader from the basic idea	Отвлечь читателя от основной идеи
Diverse presentation	Разнообразная презентация
Draft the paper	Подготовка статьи
Draw overall conclusions	Составить общие выводы
Effective methods	Эффективные методы
Effective Software	Эффективное программное обеспечение
Elaborate on the study	Изучить исследование
Eliminate many unknowns	Устранить многие неизвестные
Emphases the uniqueness	Подчеркивать уникальность
Emphasize both the motivation of the work and the outcome	Подчеркнуть как мотивацию работы, так и результат
Encourage exchanges of viewpoints	Поощрять обмен мнениями
Encourage interaction	Поощрять взаимодействие
Engage the audience	Привлечение аудитории
Ensure the correctness of information	Обеспечить правильность информации
Ensure the systematic pattern	Обеспечить систематический характер
Essential element	Основной элемент
Establish contact more effectively	Эффективно устанавливать контакт
Establish eye contact	Установить зрительный контакт

Establish importance / stronger contact	Установить важность / более сильный контакт
Establish the validity of the outcome	Установить действительности результата
Evaluate all the proposals	Оценить все предложения
Evolution of modern science	Эволюция современной науки
Excess use	Избыточное использование
Exchange business cards	Обмен визитками
Exchange of information among scientists	Обмен информацией между учеными
Experimental observation	Экспериментальное наблюдение
Experimental procedure	Экспериментальная процедура
Explain exactly	Объяснять точно
Explicit preview	Явный предварительный просмотр
Express appreciation for the efforts	Выразить признательность за усилия
Expressiveness	Выразительность
Extremely brief oral presentation	Чрезвычайно краткая устная презентация
Eye-opening study	Исследование, открывающее глаза
Feel obliged to	Почувствовать обязанность
Filled-out evaluation sheets	Заполненные оценочные листы
Final pieces of practical information	Заключительные части практической информации
Finish on time (within budget)	Закончить вовремя (в рамках бюджета)
Flawless formatting of slides	Безупречное форматирование слайдов
Focus appropriately	Сконцентрировать внимание
Focus on the goal	Сосредоточится на цели
Follow the instructions	Следовать инструкциям
Formal opportunities to interact with scientists	Формальные возможности взаимодействия с учеными
Formal salutation	Официальное приветствие
Formulate logically and sequentially	Сформулировать логически и последовательно
Formulation of the problem	Постановка задачи
Full expression	Полное выражение

Full-fledged presentation	Полноценная презентация
Full-scale document	Полномасштабный документ
Future work on a specific project	Будущая работа над конкретным проектом
Gap between knowledge and interest	Разрыв между знаниями и интересом
Gather the courage to ask	Соберите мужество, чтобы спросить
Generalized approach for a specific situation	Обобщенный подход к конкретной ситуации
Get a chance to ask	Получите шанс спросить
Good place for supporting messages	Хорошее место для поддержки сообщений
Gradual progress to the problem	Постепенный прогресс в решении проблемы
Graphic embodiment	Графический вариант
Greater demands on the moral/ethical image	Большие требования к морально-этическому образу
Hand over	Сдавать
Handle questions more effectively	Управлять вопросами более эффективно
Have only limited time for	Иметь ограниченное время для
Have succeeded in addressing to the need stated	Удалось решить указанную
Heading of the section	Заголовок раздела
High contrasting colour arrangement	Высокая контрастная цветовая схема
High standard of quality	Высокий уровень качества
High-quality scientific papers	Высококачественные научные статьи
Higher level of abstraction	Более высокий уровень абстракции
Highlight important information	Выделить важную информацию
Identify the key point	Определите ключевой момент
Impact factor	Фактор воздействия
Impact of social media	Влияние социальных сетей
Important information meetings	Важные информационные встречи
Important outcome	Важный результат

Important questions are unanswered	Важные вопросы остаются без ответа
Important research results	Важные результаты исследований
Improve the quality and productivity of performances	Повысить качество и производительность выступлений
In a stand-alone way	В автономном режиме
In terms of both content and context	Что касается содержания и контекста
In the form of printed materials	В виде печатных материалов
In the framework of practical	В рамках практических
In-person interaction	Взаимодействие с человеком
Inappropriate ease	Непригодность
Incline favourably toward the speakers	Наклонитесь благосклонно к спикерам
Include perspectives	Включить перспективы
Increase the visibility of research	Увеличить видимость исследований
Indicate the results	Указать результаты
Indicating elegantly and unambiguously	Указывая элегантно и недвусмысленно
Information search skills	Навыки поиска информации
Informative work	Информационная работа
Initial plan	Первоначальный план
Innovative research	Инновационные исследования
Insert an appropriate transition	Вставить соответствующий переход
Instantly becomes clear	Мгновенно становится ясно
Integral part of being a scientist	Интегральная часть быть ученым
Integrated view	Интегрированный вид
Intensify research activities	Усилить исследовательскую деятельность
Interact through questions (discussion)	Взаимодействовать с вопросами (обсуждение)
Interpretation of information	Интерпретация информации /

/ research results	результатов исследований
Interrupt the logical flow	Прерывать логический поток
Introduction and conclusion with sections	Введение и заключение с разделами
Involve divergence of viewpoints	Вовлекать расхождение точек зрения
Involve on-the-spot interaction	Взаимодействие на месте
Irrelevant agent	Непривлекательный агент
Journal editor	Редактор журнала
Jump directly to the heart of the matter	Перейти прямо к сути дела
Juxtaposition	Сопоставление
Keep the discussion focused	Держать обсуждение сосредоточенным
Key phrases	Ключевые слова
Know the details of the study	Узнать подробности исследования
Knowledge processing community	Сообщество по обработке знаний
Large amount of factual information	Большое количество фактической информации
Launch follow-up questions	Запустить последующие вопросы
Launch the discussion	Запустить дискуссию
Lead to the formal publication	Ввести официальную публикацию
Least we can do	Меньшее, что мы можем сделать
Leave a silence to think	Оставьте тишину для раздумья
Lengthy technical reports	Длительные технические отчеты
Less difficult and more interesting	Менее сложный и более интересный
Less specialized and less motivated	Менее специализированные и менее мотивированные
Level of scientific report	Уровень научного отчета
Linear model of communication	Линейная модель связи
Links to drawings or bibliography	Ссылки на рисунки или библиографию

Low level of preparation	Низкий уровень подготовки
Main mechanisms	Основные механизмы
Make final arrangements	Сделать окончательные договоренности
Make memorable and high-impact presentations	Сделать незабываемые и впечатляющие презентации
Make presentation too complicated	Сделать презентацию слишком сложной
Make sense both to primary/secondary results	Имеют смысл как первичные / вторичные результаты
Make the link back	Сделать обратную ссылку
Make yourself recognizable to future employers	Сделать себя узнаваемым для будущих работодателей
Manage the personal contacts	Управлять личными контактами
Managing time	Управлять временем
Master the technical terms	Освоить технические условия
Maximally meaningful	Максимально значимый
Maximum number of words	Максимальное количество слов
May need to focus	Может потребоваться сосредоточиться
May serve as informal proposal	Может служить неофициальным предложением
Message Meaning	Значение сообщения
Meaningful layout	Значимая компоновка
Mechanical aspects	Механические аспекты
Members of the international scientific community	Члены международного научного сообщества
Method of research	Метод исследования
Minor errors	Незначительные ошибки
Misunderstanding	Недоразумение
Modelling	Моделирование
Modern conditions of intensive formation and functioning	Современные условия интенсивного формирования и функционирования
More basic information	Более подробная информация
More or less knowledgeable	Более или менее хорошо осведомленный

Most up-to-date findings	Самые современные результаты
Motivation for work	Мотивация для работы
Multiple suggestions	Множество предложений
Must be highly readable	Должно быть хорошо читаемым
Necessary and worthwhile	Необходимый и полезный
Need for professional communication	Необходимость профессионального общения
Networking opportunities	Сетевые возможности
New cognitive process	Новый когнитивный процесс
Newcomers	Новички
No attention left	Отсутствие внимания
Novelty and relevance of research results	Новизна и актуальность результатов исследований
Obtain the document	Получить документ
Occur in modern science	Происходит в современной науке
Omit less important contents	пропустить менее важное содержание
Opposition between actual and desired situations	Оппозиция между реальными и желаемыми ситуациями
Ordinary writing	Обычное письмо
Organizational restructuring	Организационная реструктуризация
Organize (reveal) the logical sequence	Организовать (выявить) логическую последовательность
Organize and disseminate	Организовать и распространять
Organize into logical structure	Организовать в логическую структуру
Orient the readers	Ориентировать читателей
Original research work	Оригинальная исследовательская работа
Outline the overall statues	Описать общее положение
Overall conference / conclusion	Общая конференция / заключение
Overall length of the session	Общая продолжительность сессии
Overall structure of the content	Общая структура контента
Particular affirmative proposition	Особенно положительное утверждение

Peculiarity of the implementation environment	Особенности среды реализации
People outside specific discipline	Люди, не относящиеся к определенной дисциплине
Permission	Разрешение
Perspective of further research	Перспективы дальнейших исследований
Pitch a new idea to supervisor	Представьте новую идею руководителю
Place information	Информация о месте
Poorly written (well-written)	Плохо написано (хорошо написано)
Possible extensions	Возможные расширения
Post-war conditions	Послевоенные условия
Potential audience members	Потенциальные участники аудитории
Potential job candidates	Потенциальные кандидаты на работу
Powerful technical information systems	Мощные технические информационные системы
Preliminary findings	Предварительные выводы
Preparation process	Процесс подготовки
Present the research content accurately	Четко представить исследовательский контент
Preview the presentations	Предварительный просмотр презентаций
Productive relationship	Продуктивные отношения
Professional activities / responsibility / skills	Профессиональная деятельность / ответственность / навыки
Program committee	Программный комитет
Progress report	Отчет о ходе работы
Progressively narrow down	Постепенно сузились
Promote the poster	Рекламировать плакат
Prompt discussion	Быстрое обсуждение
Provide a brief idea of the actual situation	Краткая информация о реальной ситуации
Provide a compelling motivation	Обеспечьте убедительную мотивацию
Provide feedback	Обеспечить обратную связь

Provide interested individuals with more information	Предоставьте заинтересованным лицам дополнительную информацию
Provide sufficient detail	Обеспечить достаточную детализацию
Provide the visual representations	Предоставление визуальных представлений
Provide with an opportunity to communicate with audiences	Предоставлять возможность общаться с аудиториями
Provide with the global view	Обеспечить общее представление
Provoke	Провоцировать
Pseudoscientific	Псевдонаучный
Public thesis defence	Публичная защита исследования (диссертации)
Quick and concise way for scientists	Быстрый и лаконичный путь для ученых
Reach the objective	Достичь цели
Read in own rhythm	Читать в собственном ритме
Reading the full version of the document	Чтение полной версии документа
Recent achievements	Последние достижения
Recently collected data	Недавно собранные данные
Recognized leaders	Признанные лидеры
Reduce the stage fright	Уменьшить страх сцены
Refer to public media discussion	Обратиться к обсуждению в средствах массовой информации
Reflect ideas	Отразить идеи
Reflect the research projects progression	Отражать ход исследовательских проектов
Reflection of the scientific achievements	Отражение научных достижений
Related government agencies	Соответственные правительственные учреждения
Relatively small group	Относительно небольшая группа
Relegate details to a handout	Отбросить детали в раздаточный материал
Relevant and significant	Релевантные и значимые

Remain responsible	Оставаться ответственным
Remember the context	Помнить контекст
Repeat or rephrase questions	Повторить или перефразировать вопросы
Represent much value for the understanding	Представляют большую ценность для понимания
Reproduce the experiment	Воспроизведите эксперимент
Required presentation skills	Требуемые навыки презентации
Research Article	Исследовательская статья
Respect the audience	Уважать аудиторию
Respectful and professional tone	Уважительный и профессиональный тон
Responsible for the truth of the arguments	Ответственный за правдивость аргументов
Restore the intended meaning	Восстановить предполагаемое значение
Result of work	Результат работы
Result to be substantiated	Результат для обоснования
Results of observations	Результаты наблюдений
Reveal a presentation's structure	Выяснить структуру презентации
Rules of presentation design	Правила оформления презентации
Salutation	Приветствие
Satisfy the need	Удовлетворить потребность
Scanned images	Отсканированные изображения
Schematic diagram	Принципиальная схема
Science-related programs	Научные программы
Scientific and practical tasks	Научные и практические задачи
Scientific background	Научный опыт
Scientific community	Научное сообщество
Scientist’s research projects	Научные проекты ученых
Scope between a statement	Область действия заявления
Search for opportunities	Поиск возможностей
See at a glance	На первый взгляд
Select and organize the content	Выбор и организация контента
Selective reading	Выборочное чтение
Sender and recipient	Отправитель и получатель

Sense of coherence	Смысл согласованности
Serve as encouragement for next academic presentation	Служить в качестве поощрения для следующей академической презентации
Set rules	Установить правила
Share the research work with others	Поделиться исследовательской работой с другими
Should be autonomous	Должен быть автономным
Show respect to the audience	Показать уважение к аудитории
Shrewd comments	Проницательные комментарии
Significant changes	Значительные изменения
Significant portion of the information	Значительная часть информации
Significant progress in theoretical (empirical) research	Значительный прогресс в теоретических (эмпирических) исследованиях
Significant restrictions	Существенные ограничения
Significantly reduce the importance of	Значительно уменьшить важность
Simple slides	Простые слайды
Simpler vocabulary	Упрощенная лексика
Slightly less formal tone	Чуть менее формальный тон
Small research activities	Малая исследовательская деятельность
Small set of highly specialized readers	Небольшой набор высокоспециализированных читателей
Smoother discussion	Более плавное обсуждение
Social function of modern science	Социальная функция современной науки
Socio-psychological research	Социально-психологические исследования
Specialized in …	Специализироваться в
Specially trained professionals	Специально подготовленные специалисты
Specific experiment	Конкретный эксперимент

Specific purpose of the material	Конкретная цель материала
State in writing	Указать в письменной форме
State the need for the work	Указать необходимость в работе
State verbally	Указать вербально
Stay in contact	Оставаться на связи
Straightforward way	Простой способ
Stress from the fear of the unknown	Стресс от страха перед неизвестным
Strong connection between need and task	Сильная связь между необходимостью и задачей
Structure and section of the article	Структура и раздел статьи
Structuring evidence	Структурирование доказательств
Subset of science communication	Подраздел научного общения
Summarize the discussion	Подводить итоги обсуждения
Summarizing experience and information	Обобщение опыта и информации
Support the statement	Поддержка заявления
Systematic preference	Систематическое предпочтение
Tackling any issues	Решение любых проблем
Target audience	Целевая аудитория
Technical noise	Технический шум
Theorem-proof fashion	Теоретическое доказательство
Thorough response	Тщательный ответ
Thoughtful and respectful tone	Задумчивый и почтительный тон
Through chance encounters	Через случайные встречи
Time limit (signals)	Ограничение по времени (сигналы)
To be accepted for a poster session	Принять участие в стендовой сессии
To be addressed more rapidly and tactfully	Быть более оперативным и тактичным
To be applicable	Быть применимым
To be aware of overestimating	Знать о переоценке
To be cited by others	Процитировать других

To be clear on the format and process	Четкость формата и процесса
To be clearer and more logical	Быть более четким и логичным
To be composed of	Составить
To be distracting and frustrating	Отвлекать и расстраивать
To be engaged in the sphere of graphic representation	Заниматься сферой графического представления
To be familiar with the context	Ознакомиться с контекстом
To be formally disseminated	Формально распространяться
To be interested in information	Заинтересоваться информацией
To be linked to the natural sciences	Быть связанным с естественными науками
To be methodologically well-organized	Быть методологически хорошо организованным
To be misinterpreted	Быть неверно истолкованным
To be more or less homogeneous	Быть более или менее однородным
To be necessarily composed	Быть обязательно составленным
To be of great methodological significance	Иметь большое методологическое значение
To be recognizable at a glance	Быть узнаваемым с первого взгляда
To be relevant to other scientists	Иметь отношение к другим ученым
To be tempted	Быть соблазненным
To cause confusion	Вызывать путаницу
To go over the process	Передать процесс
To stop on the results of the research	Остановить результаты исследования
Tone of false cheerfulness (optimism)	Тон ложной бодрости (оптимизм)
Transfer and exchange of special knowledge	Передача и обмен специальными знаниями
Two-level structure	Двухуровневая структура
Types of professional communication	Типы профессиональной коммуникации

Unconnected rehearsed answers	Несвязанные отрепетированные ответы
Understand effortlessly and unambiguously	Понять легко и недвусмысленно
Undivided attention to the speakers	Нераздельное внимание к динамикам
Unidirectional process	Однонаправленный процесс
Universal App	Универсальное приложение
Unjustified results	Неоправданные результаты
Unwillingness to delve into the essence of the topic	Нежелание вникать в суть темы
Upcoming division	Предстоящее подразделение
Vague statement (approval)	Смутное заявление (утверждение)
Valuable research	Ценное исследование
Verbal communication channels	Вербальные каналы связи
Verify the biographical information	Проверка биографической информации
Visibility of work	Видимость работы
Visual and graphical information	Визуальная и графическая информация
Visualize the material	Визуализировать материал
Waste of time	Пустая трата времени
Well invested time	Хорошо инвестированное время
Well-defined group of people	Четкая группа людей
Well-rehearsed speeches	Хорошо подготовленная речь
Withhold bad news	Скрыть плохие новости
Without a formal opportunity	Без официальной возможности
Without accompanying interpretation	Без сопроводительной интерпретации
Work constructively	Работать конструктивно
Work towards the advancement of the various scientific disciplines	Работа по продвижению различных научных дисциплин
Wrap up the session	Завершить сессию

APPENDIX

SUPPLEMENT 1. RESEARCH REPORT WRITING

Цель:

- *The object (purpose) of this paper is to present (to discuss, to describe, to show, to develop, to give) ...*
- *The paper (article) puts forward the idea (attempts to determine) ...*

Проблематика исследования:

- *The paper (article) discusses some problems relating to (deals with some aspects of, considers the problem of, presents the basic theory, provides information on, reviews the basic principles of) ...*
- *The paper (article) is concerned with (is devoted to) ...*

Начало статьи:

- *The paper (article) begins with a short discussion on (deals firstly with the problem of) ...*
- *The first paragraph deals with ...*
- *First (At first, At the beginning) the author points out that (notes that, describes) ...*

Изложению следующей части:

- *Then follows a discussion on ...*
- *Then the author goes on to the problem of...*
- *The next (following) paragraph deals with (presents, discusses, describes) ...*
- *After discussing ... the author turns to ...*
- *Next (Further, Then) the author tries to (indicates that, explains that) ...*
- *It must be emphasized that (should be noted that, is evident that, is clear that, is interesting to note that)...*

Заключение статьи:

- *The final paragraph states (describes, ends with)...*
- *The author concludes that (summarizes the) ...*
- *To sum up (to conclude) the author emphasizes (points out, admits) that...*

– *Finally, (In the end) the author admits-(emphasizes) that...*

Оценка статьи:

– *The paper (article) is interesting (not interesting), of (less) importance, valuable (invaluable), up-to-date (out-of-date), useful (useless)...*

APPENDIX 2.

ARTICLE 1[31]. LAW AND ECONOMICS CASES AND MATERIALS: ANALYZING CHOICE UNDER ALTERNATIVE RULES

There can be little doubt that one primary purpose of legal systems is to modify human behaviour, to induce at least some people to act in ways that they would not choose but for the pressure of legal incentives or disincentives. If this behaviour-modification or "channelling" function of law is truly important, then it also becomes imperative to understand the predictable behavioural implications of alternative legal doctrines and policies. When a particular rule change is enacted, exactly what will happen? Or, if we cannot predict "exactly" what will happen, can we make any useful generalizations at all about the results of a proposed modification in law? And if it is indeed impossible to make useful predictions about consequences, then on what grounds are institutional changes to be advocated?

These observations suggest that the study of Law can be thought of as having a close affinity to the social sciences. Jurisprudence is, after all, inevitably concerned with predicting and describing the behaviour of human beings under alternative institutional arrangements. Increased awareness of this is precisely why the nexus between Law and traditional social sciences, especially Economics, has become the focus of intensified interest in recent years. Methodological tools and concepts of the social sciences are increasingly applied in legal scholarship because they provide insights about the interaction of human being's judges, parties litigant, etc.- as they confront alternative legal rules.

The use of economics in legal analysis is sometimes viewed with alarm and alleged to be infected with ideological connotations. Of course, any "approach" to legal analysis can be, and frequently is, bent to serve ideological purposes. Just bear in mind that economic analysis is no more and no less subject to this danger than many another tool of intellectual inquiry. Whatever the goals of its users, the power of economic analysis to predict and describe many facets of human behaviour has no necessary link with value judgments about what conduct or institutions should be classified as good, bad, or indifferent. One can, after all, describe in essentially neutral fashion the objective implications of alternative rule

[31] http://dl4a.org/uploads/pdf/Law%20and%20Economics%200106.pdf

systems without sitting in judgment on the results themselves. Occasionally, the mere laying bare of policy implications seems to lead rather directly to value judgments, but this is not an inherent characteristic of the analysis itself; rather, it reflects what is frequently the natural reaction of an observer to any revelatory process.

Economists use special terms of art to distinguish descriptive-predictive analysis from prescriptive- judgmental statements, labelling the two analytical modes as "positive economics" and "normative economics," respectively. Inevitably, objective economic analysis and subjective opinion tend to become interchanged in the hands of many practitioners. Nevertheless, an expert in positive social science analysis does not, merely by virtue of his technical expertise, warrant having any greater-than-ordinary deference paid to whatever purely normative opinions he may from time to time intermingle with his analysis.

On the other hand, a reasonable ability to describe the implications of alternatives does seem to be a necessary precondition for competent formation of value; judgments, if forming value judgments is what one ultimately is interested in doing. After all, unless the objective consequences of alternatives are first correctly understood, how can subjective value weightings be rationally and intelligently attached? One useful result of analysis therefore is to expose counterintuitive effects or ill-considered indirect consequences of a policy. Indeed, it is not uncommon to hear economic reasoning used to suggest that a legal policy adopted in pursuit of some goal is unintentionally counterproductive. Hence, although prediction is not itself an inherently normative act, it serves as an essential input into the process wherein people ultimately arrive at reasoned value judgments about law-or any other public policies, for that matter. From this point of view, predictions about the economic consequences of legal decisions are a valid and useful part of the "means to ends" debate in a legislative or judicial proceeding. Of course, in an adversary process, it is perhaps unsurprising that the predictive inputs are frequently selective and self-serving. Still, such inputs are no more and no less than specialized and occasionally quite persuasive formal tools of legal argumentation. Potentially powerful tools of legal argumentation can be ignored only at one's peril. In fact, the probability of having to deal with economic reasoning in law seems to be growing, whether in the form of affirmative arguments to be

advanced and supported or as allegations that someone else raises and which, therefore, must be probed, criticized, and rebutted.

Advocacy is not the only use of economic-type behavioural analysis, however. Sometimes the application is quite simply educative and explanatory, an attempt to understand something or reconcile it with apparently conflicting information. For instance, a pervasive concern in legal studies is the role of coercion. Behavioural strictures rise above the status of mere exhortations and become "laws" precisely because they are backed by a sanction or coercive force. Yet, in a democratic society, laws supposedly arise out of the consent of the governed. To many, this smacks of mystery, or at least paradox. Why would people consent to-and, presumably, benefit from-a system of coercion? Some of the early analysis in this chapter is directed precisely at the question of why self-imposed coercion is a plausible and voluntarily chosen response to a wide class of societal problems.

Behavioural analysis frequently reveals that results which appear to have been chosen freely and voluntarily are, on closer inspection, not so greatly desired as they superficially seem. This is a very important realization because the fact that a decision maker freely chooses an option is often offered as an allegedly persuasive empirical proof that the chosen option must be "better" than the other available choices. Otherwise, why did the person choose what he did rather than something else? In fact, whereas there is indeed a kernel of truth in that somewhat Panglossian argument, it is at best a prima facie argument or presumption, subject to qualifications that are of great relevance in precisely the factual circumstances that typify many legal applications. Even in this initial chapter, we shall see that circumstances frequently induce people to choose results that they would certainly regard as "inferior" to other available results.

Another recognizable objective of economic analysis in Law is that of mere explanation. Under this rubric, one may hypothesize about why people did historically make a particular policy choice without also necessarily endorsing the values of the original decision makers. This involves a process of working backwards, of discovering a plausible rationale for observed behaviour, of ferreting out what may have been the motivation for a law. One is then free to take the additional step of approving or disapproving what are perceived as the underlying objectives of those who actually made the choices. Becoming aware of an underlying systematic basis for some class of

phenomena can powerfully assist one in learning a body of doctrine, manipulating it, appreciating its nuances, and even predicting its evolution in response to changing conditions.

This chapter introduces some elementary concepts that will be useful in reasoning about legal phenomena in terms of behavioural science concepts. Initially, the behavioural science concepts employed are not notably "economic" in character. Although the vocabulary of the economist's conceptual bag of tools has become increasingly important in legal applications, the application of economic terminology should not imply any claim that the phenomena being analysed are necessarily economic in the narrow sense of the term. In fact, it just happens that certain conceptual tools created by economists for the analysis of explicitly economic transactions can usefully be adapted to the legal environment. Legal issues frequently do have an explicitly economic component, of course. Nonetheless, if the methodology presented below is properly understood, it can legitimately be applied in many areas where mere economic motivation would be a gross oversimplification. In many cases, the language of economics represents merely the application of a specialized tool of formal logic, a deducing of conclusions from premises in a way somewhat akin to the still more abstract methods of symbolic logic and mathematics upon which, in turn, economic theory itself draws. It is perhaps true that the more formal and elegant a mode of analysis, the more an unwary person runs the risk of being overly dazzled. On the other hand, formal reasoning is valuable precisely because it permits a careful observer to scrutinize critically both the premises and the logical links that are alleged to justify certain conclusions.

Finally, one should be sensitive to the limits of economic argumentation in legal contexts, even when "economic" is construed in its most expansive and generous sense. In some circumstances, arguments based on economic reasoning will have undeniable relevance and potent persuasive force. In other situations, economic factors may be of relatively trivial weight as compared to amorphous-yet perfectly valid- ethical, moral or even viscerally instinctive notions of what is right and just. As with any other source of legal arguments, economic factors must ultimately be evaluated through each individual's own views of their relevance and weight. Economic analysis is not a single great searchlight that will penetrate and illuminate every nook and cranny of the law, but neither is any other "approach," whether it be

rooted in ethics, sociology, legal history, or some other discipline that can be brought to bear on legal problems. Since this is a book about economic reasoning in law, practical constraints will impose what may occasionally resemble methodological tunnel vision. With only that caveat, the reader is credited with the good sense to integrate, where necessary, the narrowly focused materials that follow into a more fully articulated intellectual framework.

The material in this book is not intended to be elegant or highly technical economics. An attempt is made to develop and apply only that limited set of economic-type constructs that is most useful in legal reasoning. Even so, there is relatively short shrift given to many traditional economic topics that are adequately treated elsewhere, in standard economic textbooks at an elementary or intermediate level. The analytic concepts are introduced here in a carefully phased process wherein the applications grow progressively more sophisticated. Considerable cohesiveness and intrinsic interest has been designed into these legal applications, since the intent is for this to be genuinely a law book rather than intermediate economic theory thinly cloaked with market-linked legal issues. But the reader should be warned that communication of an underlying set of analytic principles is the real goal and the organizing principle of these pages is the economics, not the law. Accordingly, communication of economic content is frequently pursued in ways detrimental to a potentially more informative treatment of the substantive law involved.

Several of the first few concepts introduced below are originally drawn from game theory. Why give such a primacy of place to game theory? A standard dictionary definition of a game is: “a contest, physical or mental, according to set rules, undertaken for amusement or for a stake.” Two elements of that definition should be especially noted. One is that games are explicitly defined as behavioural situations governed by rules. The second is that game theory deals neither exclusively nor even primarily with con- tests undertaken for amusement; rather, it analyses the behaviour of “players” in serious conflict situations, frequently for heavy stakes. Conflict within a set of rules is what a great deal of the law is really about. Some of the “games” affected are played out in a marketplace where buyers and sellers compete for resources subject to a set of property and trading rules. This is the traditional domain of economic analysis. Legal proceedings can themselves be conceptualized as games, governed by

their own peculiar sys- tem of rules, entitlements, costs, etc. Many of the underlying conflict situations giving rise to legal proceedings can also be understood as games. In any case, students of the Law ought to be fundamentally interested in how the strategies of players change and how the predicted outcomes vary as the applicable rules of various law-related “games” are modified.

APPENDIX 3. COVER LETTERS: ANALYSIS

The first cover letter[32] demonstrates how *poor tone can give an employer a bad impression*. Note in particular the boastful tone that the writer uses and the demands he makes of the reader at the end of the letter.

10 North Lake Avenue
Norman, OK 73069

Joan Livingston
Great Lakes Coastal Science Corporation
4241 University Avenue
Rochester, NY 14605

January 1, 2010

Hello Ms. Livingston,

I am pleased to respond to your job posting for a research chemist. I am finishing my master's degree in chemistry at the University of Oklahoma, and I believe I am exactly the person Great Lakes Coastal Science needs to uphold its reputation for excellence. Allow me to explain why you should hire me.

My academic work has given me a strong background in water quality management. I have been working on a project that uses fluorescence spectroscopy to determine the amount of organic matter present in lake water — a project my supervisor says is innovative and novel. Indeed, I have presented my work at many national conferences and received many compliments from prominent researchers. Fresh water is our greatest resource, and I hold the key to preserving our lakes for the future.

I believe I will meet and exceed your expectations for this position. I look forward to talking with you in an interview. If I do not hear from you in two weeks, I will call you to track the progress of my application. For more information, please refer to the enclosed résumé.

Sincerely,

Jorge Jannsen

Enclosure: Résumé

Jorge has adopted an inappropriate tone right from the beginning of the letter. His language here is arrogant. He is overly confident that the company will hire him, and he suggests that the company's reputation will suffer if it does not. Jorge does not identify any skills or credentials that might recommend him for this position. Instead, he issues a command to the reader: "Allow me to explain...."

Jorge opens this paragraph well by stating that his academic work is relevant to the company's area of expertise. Unfortunately, this quickly becomes a chance for him to boast about his accomplishments. Instead of claiming that his work is novel and worthy of praise, Jorge should have explained his project in more detail and let the reader decide for herself whether this experience is important or useful to the company.

In the last paragraph, Jorge is both arrogant in claiming that he will exceed expectations and too aggressive in pursuing an interview. He has given Ms. Livingston a deadline for responding to his letter – not a good strategy when writing to busy interviewers. Ms. Livingston may have many applications to review and may not be able to respond quickly; by placing demands on her time, Jorge comes across as impatient and demanding. These are not qualities an employer would want in a new hire. Overall, the poor tone of this letter may hurt Jorge's chances of getting an interview.

[32] http://www.nature.com/scitable/resource?action=showFullImageForTopic&imgSrc=content/ne0000/ne0000/ne0000/ne0000/14046852/Frame_14_Exhibit_1a.pdf&isPDF=yes

In *the second cover letter*[33] applies for the same position. This example provides rich details that are well tailored to the needs of the position, and it conveys this information using a respectful, confident tone. This letter is a strong model of an appropriate cover letter.

1402 Smith Street #3
Rochester, NY 14606

Joan Livingston
Great Lakes Coastal Science Corporation
4241 University Avenue
Rochester, NY 14605

January 1, 2010

Dear Ms. Livingston,

I would like to apply for the research chemist position currently available with Great Lakes Coastal Science Corporation, as advertised on your website. I will receive my master's degree in chemistry from the University of Rochester in May, and I believe my background in marine biochemistry, along with my experience designing experiments and supervising laboratory employees, will prove valuable to your company's ongoing research on water quality.

In her opening, Wei clearly identifies the position in which she is interested and explains how she learned of the job opportunity. She also notes what qualifications she has that are relevant to the position and shows that she knows something about the company's projects.

For my master's thesis, I am using chromatography to monitor algae blooms in inland lakes — a project that may ultimately help us predict when and where these blooms might occur. My work uses high-performance liquid chromatography (HPLC) to assess the presence of certain pigments in lake water; because these pigments are associated with certain organisms, tracking pigment levels can help create an ecological profile of a certain sample. Though I have not yet finalized my model, my method shows promise for identifying increases in microbial populations before they reach toxic levels. My current research, therefore, has given me a solid background in marine biochemistry that I could apply directly to Great Lakes' ongoing efforts to monitor and restore the water quality in Lake Ontario's bays and inlets.

Wei's description of her research demonstrates her knowledge of marine biochemistry, thus providing Ms. Livingston with more detail about her skills and how they relate to the position she is seeking. Note that Wei expresses her confidence without boasting. At the end of the paragraph, she explains what she learned from her research and how this information is relevant to the position she is applying for.

In addition to providing me with a strong background in assessing water quality, my research has also given me valuable experience in lab supervision and project management. At present, I oversee three undergraduate students who are working on smaller, individual projects related to my research. My responsibilities include training them in sampling methods and laboratory practice, setting project deadlines and goals, and discussing results and troubleshooting experiments at weekly meetings. My duties as a lab supervisor have impressed upon me the importance of working effectively as a team — experience that would be valuable in a collaborative, interdisciplinary setting such as Great Lakes.

In conclusion, I believe that my research in marine biochemistry, my experience designing experiments, and my past responsibilities as a laboratory supervisor will lend themselves well to your company's efforts to maintain the water quality of Lake Ontario. I have included my résumé along with this cover letter. If I can provide any additional information in support of my application, please let me know. Thank you for your time and consideration.

In this paragraph, Wei reminds Ms. Livingston about her qualifications. She closes her letter respectfully and invites Ms. Livingston to contact her if she needs additional information. This is a letter that will likely attract Ms. Livingston's attention.

Sincerely,

Wei Li

[33]http://www.nature.com/scitable/resource?action=showFullImageForTopic&imgSrc=content/ne0000/ne0000/ne0000/ne0000/14046965/Frame_14_Exhibit_2a.pdf&isPDF=yes

APPENDIX 4. A STANDARD RÉSUMÉ[34]

Wei Li
1402 Smith Street #3
Rochester, NY 14606
(585) 243-1258
weili@rochester.edu

Objective
To apply my training in chemistry to maintain and improve water quality in the Great Lakes system.

Education
University of Rochester, Department of Chemistry — *Rochester, NY*
Master of Science — *Expected Graduation: May 2010*

Nanjing University, School of Chemistry and Chemical Engineering — *Nanjing, China*
Bachelor of Science — *May 2007*

Research Experience
Graduate Assistant, Applegate Lab, Department of Chemistry — *Rochester, NY*
University of Rochester — *August 2007–Present*

- Conduct research on algal blooms in inland lakes using high-performance liquid chromatography
- Develop preliminary model for predicting the growth of algal blooms
- Supervise and mentor three undergraduate researchers

Work Experience
Senior Teaching Assistant, Chemistry 203 and 204 (Organic Chemistry I and II) — *Rochester, NY*
University of Rochester — *August 2009–Present*

- Supervise and mentor three first-year teaching assistants
- Coordinate laboratory sections for a large lecture course
- Grade student exams and laboratory assignments

Teaching Assistant, Chemistry 203 and 204 (Organic Chemistry I and II) — *Rochester, NY*
University of Rochester — *August 2007–May 2009*

- Taught three laboratory sections for a large lecture course
- Held office hours and study sessions
- Graded student exams and laboratory assignments

Nanjing Science and Technology Museum — *Nanjing, China*
Research Intern — *June 2006–August 2008*

- Assisted in preparing exhibits on oceanography
- Created and conducted science activities for young students and visitors

Relevant Skills
Experience with sampling methods for aquatic environments; data analysis using SPSS and Microsoft Excel; fluency in Mandarin Chinese; conversational knowledge of German

Awards and Honors
Award for Excellence in Teaching by a Graduate Student, University of Rochester, May 2010
State Natural Science Award Third Class, Nanjing University, May 2007

Activities
Conversational Chinese Tutor — *Rochester, NY*
University of Rochester — *January 2008-Present*

- Hold individual sessions with students to improve their Chinese language skills
- Teach students about Chinese culture and customs

References available upon request

Personal data:
List your your name, address, phone number, and e-mail address. Be sure to use a professional e-mail address, such as that provided by your university or one that is based on your name.

Career objective:
Write a brief a thesis statement delineating your professional interests or goals.

Education:
List colleges and universities attended, dates, degrees, and majors. Sometimes this section may also include a list of courses that are relevant to the job requirements and your GPA or overall class standing.

Research experience:
If applicable, briefly describe any research projects you have worked on that are related to the job you are applying for.

Work experience:
Summarize any positions you have held that are relevant to the job you are applying for or that have given you valuable skills. Include the job title, employer name and address, dates of employment, and a description of your duties.

Relevant skills:
Provide information on your experience with certain kinds of instruments, analytical methods, or computer programs.

Awards, honors, publications, and grants:
List outside honors that show your accomplishments or your leadership abilities. Choose those that are most relevant to the job for which you are applying

Activities:
List any organizations that show your interest in your field or your leadership abilities. Keep them to a reasonable number. Do not appear so busy with leisure activities that you seem to spend little time on your actual work.

References:
Give names, affiliations, and contact information for people who can speak in favor of your application. If your résumé is fairly long, consider using "References available upon request" instead. Remember to provide a copy of your résumé to the people you have chosen as your references, and let these individuals know they might be contacted.

[34] https://www.nature.com/scitable/resource?action=showFullImageForTopic&imgSrc=content/ne0000/ne0000/ne0000/ne0000/14047068/Frame_15_Exhibit_1a.pdf&isPDF=yes

APPENDIX 5. STRUCTURING THE PRESENTATION[35]

Marie's opening

Attention getter Starts from something the audience is familiar with	I'm sure in your own field of research you have already noticed that things seem to go *nano*. We've seen a lot about nanomaterials in the presentations this morning, but I'm sure you've also heard about nanomedicine, nanorobotics, nanomechanics… even Apple has an iPod called *nano*.
Need Focuses progressively on the exact problem	My field of research is photonics, and this is everything that has anything to do with light. And the *nano* in *nanophotonics* indicates that we are working with light on a very small scale: we make very, very small photonics chips. We can imagine the structures on this chip are still larger than nanometers in size. So why do we call it *nano*photonics? Well, they have to be fabricated with nanometer precision. In my research group, we have an amazing fabrication tool: it has a very high resolution, but only over a very small area.
Task **Main message**	What we decided to do was to make an alignment procedure that allows us to use this resolution over the entire photonic chip.
Preview Shows the logic of the structure	Before I can talk about this alignment procedure, 1 I'd like to introduce nanophotonics to you and 2 I'll talk about the focused ion beam, which is the amazing fabrication tool that I just mentioned. 3 And then, in the third part I will explain to you how we developed the alignment procedure. Finally, I'll be able to show you in conclusion the wave-guides that we made by focused ion beam stitching.
(Transition to body)	So first, let's talk about nanophotonics.

[35] https://www.nature.com/scitable/ebooks/english-communication-for-scientists-14053993/118520778#bookContentViewAreaDivID

Jean-luc's opening

Attention getter
Focuses on the audience

You are scientists. The most tangible output of your work is papers and presentations.

Need
Is audience-oriented like the attention-getter

To produce these papers, to produce the slides you use in your presentations, you need an appropriate software tool. One such tool is TEX. Surprisingly, few scientists have actually heard about TEX or about the variation on it called LATEX. And even fewer of those are actually using it. Yet, if you call yourself a scientist, you need to know what TEX is and what it can do for you.

Task
Shifts the focus to the speaker

Myself, I have been using TEX for over 20 years now: I discovered it as a PhD student at Stanford and I've been using it ever since. Let me tell you.

Main message

TEX is powerful. TEX is flexible. TEX is reliable.

Preview
Includes the audience with a collective *we*

To see that,

1. let's make sure that we first of all understand what TEX is.
2. That will help us understand the psychological barriers against using it.
3. But if we can get past those barriers, then we can reap the many benefits of TEX.

(Transition to body)

But first, what is TEX?

John's opening

Attention getter
Consists of a photograph depicting the syndrome

In 1966, two Belgian clinicians published a novel syndrome, which we call now hypotonia-cystinuria syndrome. It is characterized by severe neonatal hypotonia — you can see that on this picture, which was included in their case report — but on top of that all the patients developed kidney stones within the first decade of their life, mostly even multiple kidney stones, and they also displayed growth retardation.

Implicit need
Namely, to identify the genetic cause of it

Task
What we did

Over the years, we have, in our hospital, collected a number of additional patients and, ...

Main message
What we achieved

... a few years ago, we have been able to identify the genetic cause of this syndrome.

Preview
Announces the structure and justifies the content

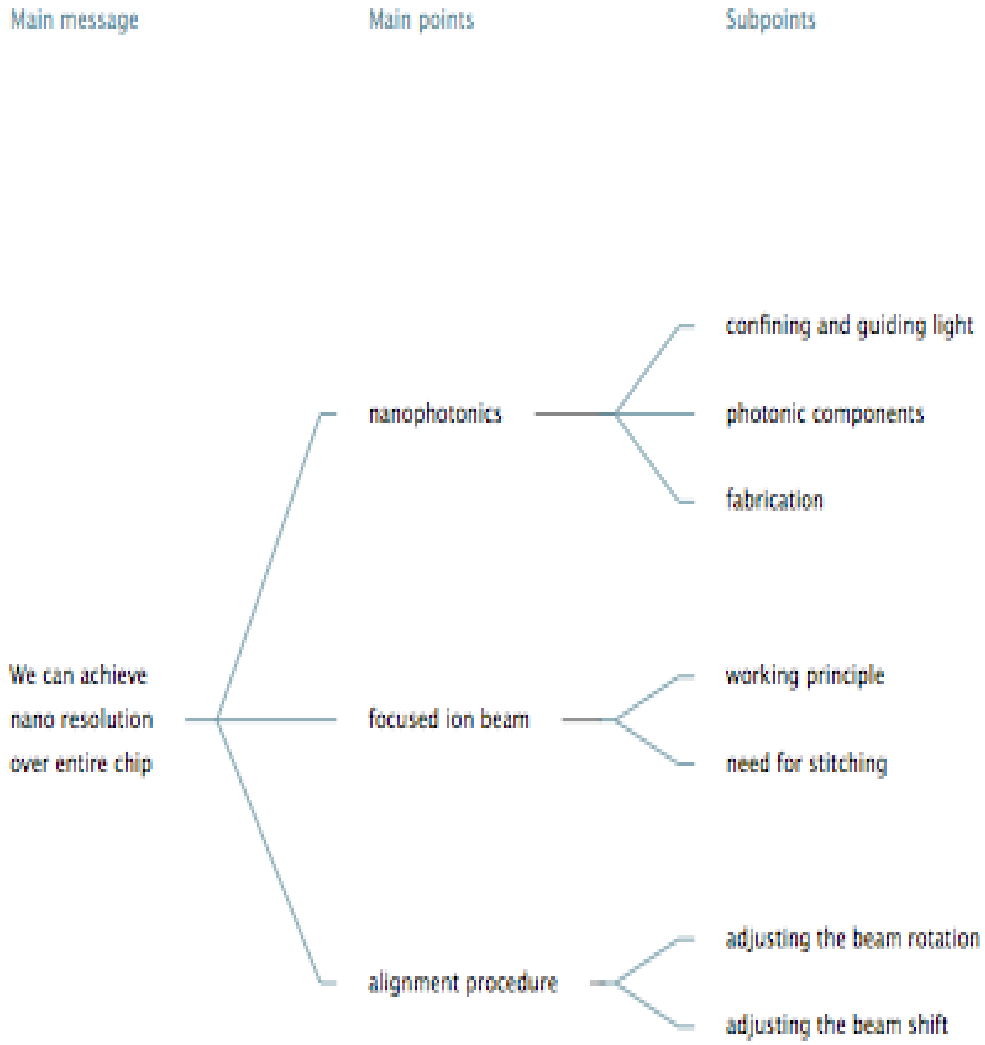
What I will show you in the next 15 minutes is

1. how we came to identify the genetic cause of this disease and,
2. since one of the genes affected in this syndrome is a novel protein called PREPL (prolyl endopeptidase-like), I will also show you the preliminary data that we have gathered in the characterization of this protein.

(Transition to body)

But let me start by giving you a bit more information about the syndrome itself.

Marie's outline



Marie's closing

(Wrap-up of last main point)

We solved the first problem by adjusting the beam rotation and we solved the second problem by adjusting the beam shift and this in total is our alignment procedure which allows us to make the structures as large as we want. So…

Review
Recaps the body's three main points

1 I've told you something about nanophotonics: the light is guided in the material with the highest refractive index.
2 And we can make nanophotonic structures with a focused ion beam, because it has a very high resolution.
3 Now, thanks to our alignment procedure, we can make these structures as large as we want, by stitching more parts together.

Conclusion
As a wrap-up, illustrates the achievements visually

So now let me show you some waveguides that we made by focused ion beam stitching. Here you see an example of a waveguide that was stitched together with parts 80 µm long, and in this cross-section you can see that the light will be guided down the middle. Around the markers you see that there is a slightly darker area: this is where the image was taken and damage was induced to our material; that's what we want to avoid in the places where we have light. Here you see that the structures are really unlimited in size, except of course by the size of the sample itself.

Close
Links to the attention getter (concept of *nano*photonics)

So I have shown you we can do *nano*photonics with a focused ion beam thanks to its high resolution. And thanks to our alignment procedure, we can do it *as large as we want.*

Jean-luc's closing

(Transition from body)

So what to remember?

Review
Recaps the body's three main points

1. TEX is a markup programming language,
2. and that may very well scare you away,
   but if you get through the unavoidable learning curve,
3. then you get power, flexibility, reliability.

Conclusion
Place the body's discussion into a broader perspective

And you want to know one more thing? TEX is free.
That's exactly why so many of you have never heard of it:
there is nobody out there to promote it commercially.
But it means that, right after this presentation, you can
all go back to your offices, download it, and install it.

Close
Links to the attention getter

If you call yourself a scientist, try it—
chances are, you too will love it.

John's closing

(Transition from body)

So that brings me to the conclusions.

Review/Conclusion
Concludes each point, implicitly recapping it

We have found a novel syndrome and we have been able to identify the genes causing this. And since SLC3A1 causes isolated cystinuria type 1, we can conclude that PREPL is responsible for the hypotonia and the growth retardation.

We also have shown that PREPL is an active serine hydrolase, but unfortunately we have not been able to find the physiological substrate of PREPL and hence we are not yet able at this stage to go back to the patient and try and explain why they have this syndrome as we observe it.

Close
Encourages feedback from the audience

And with that I am afraid I have to leave you with more questions than answers, but if you have any of the answers that I've been asking, please let me know.

APPENDIX 6. ACADEMIC PRESENTATION: GROUND RULES[36]

1. Simple though convincing.

a. *Clarify "the aim of your study" and "what you did"* to make your presentation easier to understand.
b. *Include just the main points in your slides*, which are easy to follow.
c. *Rehearse sufficiently (especially, if you have little experience)* in order to present your research contents accurately within a limited time.
d. *Do not read from your manuscript,* which provide you with an opportunity to communicate with audiences. You should speak slowly and clearly.
e. *Be precise with your laser pointer:* use the laser pointer precisely when it's necessary, and turn it off when it is not in use.
f. *Avoid abbreviations* or inform that you will use abbreviations during your speech.

2. Simple and effective slides (slides with text).

a. *Keep to the important points:* each slide should contain the main points.
b. *Contrast text and background:* use high contrasting colours for the background and text.
c. *Use colour for emphasis only:* the colour scheme should be kept simple.

3. Simple and effective slides (slides with figures).

a. *One figure per slide:* you should put one figure in one slide.
b. *Describe the meaning of vertical and horizontal axis*.
c. *Make each figure clear:* easy to process the data.
d. *Use arrows to indicate legends:* you should place arrows with simple descriptions to show what each line means.
e. *Be careful about the colour of graphs:* in graphs that contain many curved lines, it is effective to make a distinction between lines, such as solid or dotted lines.
f. *Avoid complex tables:* better to divide it into multiple simple slides. You should consider which data is more essential.

[36] http://www.jsrt.or.jp/data/english/news/4501/

4. Make good use of the time.

a. *No need to say your name or what department you are in.*

b. *No need to give detailed information of contents with low significance.*

c. *Spend a moderate amount of time revising your draft for the proceedings.*

4. Closing remark

There are so many things to consider, however the easiest way is through a lot of practice. The ultimate goal of academic presentations is to have as much of the audience as possible understood your research. Positive reactions from the audience give speakers great satisfaction and serve as encouragement for their next academic presentation. So, please be the first one clapping.

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