

## **Задания к блоку 4: Профессиональный английский для устной коммуникации**

**Task 1. Study the dialogues and find the correct statement which was mentioned in them:**

### **Dialogue 1.**

#### **Fact and Opinion: What is the Difference?**

A.– While listening to extract information you have to distinguish between fact and opinion. A fact is a statement that can be proven. The opinion is a personal feeling or judgment about a subject.

B.– Mr. White, what are the types of distinguishing?

A.– First of all, there is bandwagon appeal. This is the mention of the name of a famous or well-known company or scientist with honoured title.

B.– As Rutherford, for example?

A.– It's a fine name. Besides, there are testimonials written for any subject by any person.

B.– Can they be university testimonials?

A.– University testimonials are widespread. There is also generalization, based on many facts and examples.

B.– Thanks very much. You have been very helpful.

+ While listening to information you have to distinguish between fact and opinion.

+ Bandwagon appeal is one of the types of distinguishing between fact and opinion.

- Testimonials are written only for the universities.

Read the dialogue "Writing a Description" and state the right answer describing the purpose of the concluding sentence in the description.

### **Dialogue 2.**

#### **Writing a Description**

- Mrs. Williams, please, how can I use supporting sentences to write a description?

- First suggest an overall impression in the topic sentence.

- I see.

- Next write supporting sentences including specific and sensory details that communicate the overall impression.

- What is the way of organizing supporting details?

- You can mostly use spatial order or order of importance, adding transitions to guide the reader through the description.

- What is the purpose of the concluding sentence?

- It reinforces the overall impression conveyed in the paragraph.

- Thanks a lot.
- The concluding sentence reinforces the partial details of the paragraph.
- + The concluding sentence reinforces the overall impression conveyed in the paragraph.

**Task 2. Study the text and find the statements corresponding its main ideas:**

**Choosing the Best Meaning of the Word in a Sentence**

To complete the sentence correctly, one has to choose the best meaning of a word in a sentence.

1. Be sure that you understand the context (the setting of the sentence in which the underlined word appears) or the meanings of all the other words in the sentence.
2. Try out the answer choices in the place of the underlined word. Ask yourself which one makes the most sense

Find the only right answer according to the text "Choosing the Best Meaning of the Word in a Sentence".

- To complete the sentence correctly, one has to choose all the suitable meanings of a word in a sentence.
- + Try out possible variant of yours in the place of the underlined word.
- + Be sure that you understand the context or the meanings of all the other words in the sentence.

**Task 3. Read the text and choose the most suitable title for it:**

Nowadays we live in an age of new technologies and building materials: glass, metal, reinforced concrete, polymers etc. Nevertheless as a material, brick still stands for sustainability and environmental friendliness. Numerous Russian engineers profess that they prefer to build with bricks because they are long-lasting and undemanding. This small-scale material, which competes with monolithic reinforced concrete, allows the construction of curved walls without the need for comparable formwork. Brick buildings require neither regular repairs nor expensive maintenance; instead, they offer a living envelope, comparable in some ways to human skin. Bricks always have slightly varying nuances of color, like the cell of the epidermis – they «breathe» in a literal and figurative sense. Bricks are an irreplaceable material for residential construction. They are also commonly used in the construction of giant apartment blocks as well as industrial structures.

- Building materials.
- The age of technologies.
- + Brick.

**Task 4. Read the texts and define if the statements are true or false:**

**Text 1.**

**Strategies of Reading Comprehension Tests**

Another type of item tests your ability to understand what you have read. Strategies of reading comprehension tests.

1. Begin by skimming the questions that follow the passage.
2. Read the passage carefully and closely. Notice the main ideas, organization, style and key words.
3. Study all possible answers. Avoid choosing one answer the moment you think it is a reasonable choice.
4. Use only the information in the passage when you answer the questions. Do not rely on your own knowledge or ideas on this kind of test.
5. If you are asked to identify the main idea, try to choose a statement that covers all or most of the sentences in the passage.
6. If you are asked a question about details, reread the passage to find the correct detail.
7. If you are asked to draw conclusions or recognize cause-effect relationships, base your answer on what is stated directly or indirectly

+ Reading comprehension tests your ability to understand what you have read.

- Begin by scanning the questions that follow the passage.

+ Read the passage carefully and closely. Notice the main ideas, organization, style and key words.

- Study some of the answers.

+ Use only the information in the passage when you answer the questions. Do not rely on your own knowledge or ideas on this kind of test.

- If you are asked to identify the main idea, try to choose all the possible statements.

- If you are asked a question about details, rewrite the passage to find the correct detail.

+ If you are asked to draw conclusions or recognize cause-effect relationships, base your answer on what is stated directly or indirectly.

## **Text 2.**

### **Synopsis**

Synopsis is a concise summary. It is a condensation of a longer piece of writing covering only the main points of the original. Your main task is to restate the original ideas precisely with your own words. Synopsis does not include personal comments, interpretations, or insights. Its purpose is to state clearly the most important ideas of a work by omitting the unnecessary details, condensing them. The ideas are presented in the same order as in the original and with the same meaning.

Synopsis possesses the following properties:

1. It usually does not take more than one third of the original.
2. Synopsis extracts the main ideas of the original, omitting all but vital details.
3. It presents the main ideas in the same order as in the original.
4. Synopsis relates the main ideas of the original in the writer's own words

+ synopsis is a summary

- synopsis is a detailed description;

+ it is a condensation of a longer piece of writing;

- the writer's main task is to present the ideas using only the words of the synopsis;

+ the writer's main task is to restate the original ideas precisely with one's own words;

+ synopsis does not include personal parameters;

- synopsis includes all the personal parameters;

+ the purpose of the synopsis is to state clearly the most important ideas of a work;

+ the methods of stating clearly the most important details is by omitting the unnecessary details, condensing them;

- the order of presentation and the meaning of the ideas differs from the original;

+ the order of presentation and the meaning of the ideas is the same as in the original;

+ the synopsis's length is not more than one third of the original

### **Text 3.**

#### **Paragraph and Text Structure**

While writing the research report it is important to define topic, supporting and concluding sentences. The topic sentence states the main idea, limits the main idea to one aspect of the subject that can be covered in one paragraph, controls all other sentences in the paragraph. It is more general than the sentences that develop it. The supporting sentences explain, develop, or prove the topic sentence, provide details, events, facts, examples, or reasons. The concluding sentence, or clincher, provides a strong ending, restates, summarizes, evaluates, or adds an insight to the main idea.

Choose the right variant:

- + While writing the research report it is important to define topic, supporting and concluding sentences.
- The topic sentence explains, develops, proves or provides details, events, facts, examples, or reasons.
- + The supporting sentences explain, develop, or prove the topic sentence, provide details, events, facts, examples, or reasons.
- + The concluding sentence, provides a strong ending, restates, summarizes, evaluates, or adds an insight to the main idea.

### **Text 4.**

#### **Description Strategies**

1. Suggest an overall impression in the topic sentence.
2. Write supporting sentences that include specific and sensory details that communicate the overall impression.
3. Organize the supporting details in spatial order, adding transitions to guide the reader through the description.
4. Write the concluding sentence that reinforces the overall impression conveyed in the paragraph.

Example of writing: describing a person, order of importance.

- + Suggest the partial impression in the topic sentence.
- Write supporting sentences that include common details.
- Organize the supporting details in chronological order, adding transitions to guide the reader through the description.

+ Write the concluding sentence that gives the overall impression conveyed in the paragraph.

**Task 5. Find the sentences, identifying the analysis of parts or qualities:**

Methods of Developing Exposition in Expository Text: Analysis of Parts or Qualities

**Qualities of a Good Broadcaster**

To help broadcasters decide which candidates to hire for a position in radio or television, the National Association of Broadcasters drew up a list of qualities to look for in job applicants. The most successful broadcasters have most, if not at all, of these qualities.

One important trait is enthusiasm. Another is a sense of public relations, since broadcasters must anticipate the needs and interests of viewers and listeners. Creativity is also a desired trait; developing entertaining programming amidst fierce competition requires a lively imagination. A balanced temperament and reliability are two other important qualities that go hand in hand. The pressures in the field of broadcasting can be very strong, and a person who can get the job done and work very well with others is very valuable. While cooperation is important, so is initiative, since employees in responsible positions are expected to monitor their own work schedules and progress. Finally, a good broadcaster has a good business sense. Without the ability to manage budgets and handle other financial matters, a broadcaster is not likely to rise very high in the professional ranks.

- One important trait is delight.

+ Broadcasters must anticipate the needs and interests of viewers and listeners.

- Creativity is also a desired trait; developing entertaining programming amidst fierce competition requires a lively productivity.

- A balanced temperament and reliability are two other important qualities that go hand in hand. The pressures in the field of broadcasting can be light, so a person who can get the job done and work very well with others is less important.

+ While cooperation is important, so is initiative, since employees in responsible positions are expected to monitor their own work schedules and progress.

+ Finally, a good broadcaster has a good business sense. Without the ability to manage budgets and handle other financial matters, a broadcaster is not likely to rise very high in the professional ranks.

**Task 6. Study the text and choose the sentences, identifying the Artificial Intelligence Definition.**

**Artificial Intelligence**

Artificial Intelligence is the study of ideas that enable computers to be intelligent. Note that wanting to make computers to be intelligent is not the same as wanting to make computers simulate intelligence. Artificial intelligence seeks to uncover principles that all intelligent information processors use, not just those made of wet neural tissue (human brains) instead of dry electronics (computers). Consequently, there is neither an obsession within mimicking human intelligence nor a prejudice against using methods that seem involved in human intelligence. Instead, there is a new point of view that brings along a new methodology and leads to new theories.

- + Artificial Intelligence is the study of ideas that enable computers to be intelligent.
- + Note that wanting to make computers to be intelligent is not the same as wanting to make computers simulate intelligence.
- + Artificial Intelligence seeks to uncover principles that all intelligent information processors use.
- Consequently there is an obsession within human intelligence as well as a prejudice against using methods that seem involved in it.
- + Instead, there is a new point of view that brings along a new methodology and leads to new theories.

**Task 7. Study the text and define all the sentences describing the strategies of writing a persuasive paragraph.**

**Writing Persuasion**

Strategies for writing a persuasive paragraph:

1. The topic sentence states an opinion.
  2. The supporting sentences use facts, examples, reasons, and the tools of persuasion to convince readers.
  3. The ideas in the supporting sentences are usually organized in order of importance, from least important to most important. Transitions show how the ideas are related.
  4. The concluding sentence reinforces the main idea or summarizes your arguments
- The topic sentence states the facts illustrated with the examples.

- + The topic sentence states an opinion.
- + The supporting sentences use facts, examples, reasons, and the tools of persuasion.
- The ideas in the supporting sentences are usually organized in the climatic order.
- + The concluding sentence reinforces the main idea or summarizes your arguments.

**Task 8. Study the texts and choose all the possible right variants in accordance with the texts context:**

**Text 1.**

**Why Do We Choose Master Studies?**

What does choosing the master course mean for a person? It is going up the level higher than the bachelor degree. What are the reasons for taking master studies? The first one is the stimulus of the intellectual challenge: working with concepts, approaches, methods and ideas, developing new skills.

The second reason is the personal challenge. What is the difference between the bachelor and the master level? Bachelor level develops study skills and the ability of independent studies, and the master course specifies skills perfection, responsibility, independence in one's own learning, ability to work with complex ideas and concepts and developing them.

Next, there is the serious problem of career prospects, more interesting and highly paid jobs. Master degree or degree can be a requirement for entering the career or the researcher career. In some professional fields the joint programs of universities and employers are undertaken at master level and the program is defined as the first stage of learning for the trainees.

For a number of masters entering career in the company is important. Besides, with rapid extension of higher education in some countries well-paid job position is available only with the Master. It means the increase of the demand for people educated to Master level.

- The Master degree is the stimulus of the intellectual challenge: working with concepts, approaches, methods and ideas, developing new skills.
- + The master level develops study skills and the ability of independent studies.
- It is only the question of self-education matters.
- For a number of masters entering academic career as the university teacher is important.



- + One of the reasons is the problem of getting the well-paid job.
- + There is an increase of the demand for people educated to Master level.

## **Text 2.**

### **I Am the Magistrate**

I have chosen the magistracy course. What does it mean? It's my choice. Why have I done it? The main thing is I would like to become a professional in the sphere of civil engineering. As a matter of fact, I follow the concept of the extended studies.

First of all, I would like to become a specialist in urban planning. I have to learn all the newly advanced technologies both in Russian and in English, to read the electronic and published materials, and also to be capable of carrying out the creative project work.

As for me, I have chosen the subject for my master paper already. I have written an abstract with research actuality, purposes and tasks, theoretical and practical meaning. After that I have to choose the material and make some notes, write draft, structure of my paper.

My teachers conduct scientific study personally and in groups in accordance with the plan of the department. There are lectures and seminars. My professors are known both in Russia and in the world. As for me, I often participate in regional or international home and foreign conferences.

- + I have chosen my research issue already.
- + Writing an abstract for the paper with research actuality, purposes and tasks, or theoretical and practical meaning is important.
- I am going to become postgraduate in a year.
- Next summer I will take part in the conference.
- + I have to choose the material and make some notes, write draft and structure of my paper.

## **Text 3.**

### **Research Programs in the United Kingdom**

In research programs the master's level for two years is called Master of Research (MRes) or Master of Philosophy (MPhil). All these programs teach mainly the research skills. PhD is the highest research degree, three years or more. It is much

longer, from 7, 000 to 10, 000 words. With PhD one becomes a leading expert in a certain specialization.

+ In research programs the master's level for two years is called a Master of Research (MRes) or Master of Philosophy (MPhil).

+ The highest research degree, three years or more, is the Doctor of Philosophy (PhD).

- These programs teach mainly the practical skills.

- PhD dissertation is from 3, 000 to 5, 000 words.

+ With PhD one becomes a leading expert in a specialization.