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**ENGLISH FOR MASTER'S STUDENTS**

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**АНГЛИЙСКИЙ ЯЗЫК  
ДЛЯ СТУДЕНТОВ МАГИСТРАТУРЫ**

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Состоит из 10 тематических блоков, каждый из которых охватывает различные аспекты изучения английского языка. Пособие включает задания на формирование и закрепление основных умений и навыков – чтения, письма и говорения на английском языке. Подбор практических заданий позволяет развить умение обсуждать на английском языке такие темы как «Работа в компании», «Инновационная деятельность», «Исследовательская работа», «Межкультурная коммуникация в сфере бизнеса и науки».

Предназначено для студентов всех направлений подготовки магистратуры.

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## ВВЕДЕНИЕ

Данное учебное пособие предназначено для студентов технических вузов, обучающихся в магистратуре, и направлено на развитие навыков профессионально-ориентированного речевого общения.

*Цель учебного пособия:* формирование профессионально ориентированной лингвистической компетентности студентов, обучение иноязычному устному и письменному профессиональному общению, а также формированию навыков межкультурной коммуникации, включая стереотипы мышления и поведения в культуре изучаемого языка.

Пособие направлено на решение следующих *задач*:

- расширить профессиональный лексический запас обучающихся;
- развить умения и навыки ознакомительного, просмотрового, поискового и аналитического чтения;
- сформировать умения и навыки говорения и письма на иностранном языке в сфере профессиональной коммуникации.

Предлагаемый курс построен по тематическому принципу и состоит из десяти разделов, включающих учебный материал, способствующий развитию у студентов профессионально-ориентированной когнитивно-коммуникативной компетенции, и обеспечивающий совершенствование навыков правильного лексико-грамматического оформления профессиональной речи.

В данном пособии применяются основные приемы коммуникативно-ориентированного подхода к обучению иностранного языка. В каждом разделе (Unit) представлены тексты для чтения, которые содержат актуальную информацию из аутентичных источников. Тексты сопровождаются заданиями на расширение словарного запаса, а также значительным количеством упражнений на отработку усвоенного материала в разных видах речевой деятельности. Предлагаемая в пособии система заданий предполагает ответы студентов на ключевые вопросы по теме модуля, извлечение информации из текста для обсуждения, сопоставление фактов и сведений, лексическую работу, дискуссию по предлагаемым ситуациям.

Учебное пособие может быть использовано как для работы в аудитории, так и для самостоятельной работы.

## UNIT 1 COMPANIES

### LEAD-IN



#### *Discuss the following questions*

- 1 Are companies and businesses the same thing?
- 2 What types of companies do you know?
- 3 What types of companies can help entrepreneurs have the best chance of success?
- 4 What makes a company successful over the long term?

#### *Useful language*

*I agree with ...*

*I feel that ...*

*I guess/imagine ...*

*I have no doubt that / I'm certain that ...*

*I strongly believe that ...*

*I've never really thought about this before, but ...*

*My personal opinion is that / Personally, my opinion is that ...*

*To be honest / In my honest opinion, ...*

***Read the quotes about companies and businesses and comment on them.***

**1** There is only one boss. The customer. And he can fire everybody in the company from the chairman on down, simply by spending his money somewhere else. (Sam Walton)

**2** If you're trying to create a company, it's like baking a cake. You have to have all the ingredients in the right proportion. (Elon Musk)

**3** There are no secrets to success. It is the result of preparation, hard work, and learning from failure. (Colin Powell)

**4** If you don't drive your business, you will be driven out of business. (B. C. Forbes)

## READING

*Read the text and match the headings (a-f) with the paragraphs (1-6)*

(a) Nonprofit	(d) Joint Venture
(b) Partnerships	(e) Sole Proprietorship
(c) Corporations	(f) Limited Liability Company

### Types of Companies & Business Structures for Entrepreneurs & Small Business Owners

Individuals who are considering becoming entrepreneurs must carefully consider the various types of companies and organizational structures before starting their own business. Current *entrepreneurs* also need to consider if it may be beneficial to change their company type or structure to prepare for future challenges and opportunities.

(1) \_\_\_\_\_

This type of organization is ideal for individuals who will be the only person actually *running the organization*. For example, someone who is a freelance wedding photographer—where they conduct all business operations on their own, pay for their own supplies and do not pay wages to other employees—can benefit from this type of business structure. However, an individual who runs a wedding photography company that *employs* multiple photographers may not find this type of organization or structure to be best suited to their business goals.

(2) \_\_\_\_\_

These are types of business organizations that are distinct from its *owners* and can be held legally liable. There are often more requirements to starting this type of company, but at the same time, they often have a greater opportunity to *raise capital* and funding. For example, the wedding photographer may purchase all needed camera and video equipment from a company that sells such equipment. Individuals known as *shareholders* can own a piece of that business by purchasing stock, which can help them potentially earn money and investment returns depending on how the business performs. If the camera company is relatively small, its initial *investors* or shareholders may be family members and friends of the individuals who *run*

*the business*. If the camera company operates on a larger level, there may be hundreds and thousands more shareholders.

(3) \_\_\_\_\_

This is a popular type of company and business structure. It limits the business owner's *personal liability* as well as the ability for multiple individuals, partners, and organizations to participate in the business. In a corporation, the company itself is owned by the shareholders. In this type of business structure, the company can be owned by several *partners*, regardless of how much they invested in said company.

(4) \_\_\_\_\_

The individual who owns the aforementioned wedding photography business and the person who operates the camera company may decide to combine their skills to form their own wedding photography agency. There are two types of this business structure: general and limited. In the general one, the partners *manage the company* and assume responsibility for the debts of the business and other obligations. A limited one has both general and limited partners.”

(5) \_\_\_\_\_

These are arrangements where two parties agree to combine their *resources* and efforts to achieve a common task or goal. For example, a major media corporation may team up with a nonprofit organization with the aim of achieving some sort of philanthropic goal, such as raising \$1 million to help battle a certain disease. This type of company could also involve a large energy and research organization teaming up with a well-known sole proprietor or corporation to develop eco-friendly energy solutions.

(6) \_\_\_\_\_

These types of organizations exist to provide or *achieve a goal* for the betterment of society and humanity, such as doing away with a certain disease or improving living conditions for a specific population. Generally, the mission of this type of company is to raise money to help address certain societal issues and needs. While someone who runs a sole proprietorship or partners in a joint venture may *receive profits* from said venture, members of this type of organization do not receive any of the income or profits from the organization itself—although they are generally paid a salary.

***Answer the questions:***

1. What do entrepreneurs and prospective business owners have to bear in mind before starting their own business?
2. What type of business structure might be suitable for a wedding photographer and why?
3. What is the biggest advantage of corporations?
4. How is a limited liability company different from a corporation?
5. What two types of partnerships are mentioned?
6. What kind of businesses can create joint ventures? Illustrate with examples.
7. What is the main mission of non-profit organizations?

**SPEAKING**

*Work with your partner. Read the statements and say if they are true or false. Correct the statements in case they are false.*

- 1 In a sole proprietorship more than one person can become the owner of a business.
- 2 It is much easier to start a corporation than become a sole proprietor.
- 3 Individuals become owners of a corporation through purchasing stock.
- 4 Only family members can become shareholders of a business.
- 5 Both corporations and limited liability companies can have multiple owners.
- 6 Partnerships can come in different forms.
- 7 A general partnership has both general and limited partners.
- 8 Joint ventures can be created by different business structures.
- 9 In all types of business structures, the goal is to earn profit.
- 10 Nonprofit organizations focus on social problems.

**LISTENING**

Watch the video about 4 types of business structures and complete the table.

<https://www.youtube.com/watch?v=A-Up-JUkaj0>

	Requirements	Advantages
Sole proprietorship		
Partnership		
Corporation		
Limited liability company		



## **VOCABULARY**

*Match the words with their definitions*

entrepreneur	someone who owns shares in a company
owner	someone who puts money in a bank, business, etc. in order to make a profit
shareholder	someone who starts their own business, especially when this involves risks
investor	someone who owns a business with another person
partner	someone who legally owns something

*Complete the sentences using the words from the previous exercise. Change the form of the word if necessary.*

- 1 Tom is the legal \_\_\_\_\_ of this piece of land.
- 2 The bank has made steady progress in spite of innumerable difficulties, and paid a fair dividend to its \_\_\_\_\_.
- 3 Studies show that many small \_\_\_\_\_ have been employed in the formal sector before setting up their own enterprises.
- 4 He's a \_\_\_\_\_ in a law firm.
5. Turkmenistan is looking for foreign \_\_\_\_\_ to help modernize its industries.

*Match the phrases with their definitions.*

1 run the organization/ business/ company	A to have someone work or do a job for you and pay them for it
2 employ staff	B succeed in doing it or causing it to happen, usually after a lot of effort
3 raise capital	C to operate, to direct, to oversee, to manage (a business, a company)
4 personal liability	D to mix together more than one person's supply of something (such as money)
5 manage the company	E earn money above what it costs to produce and sell goods and services

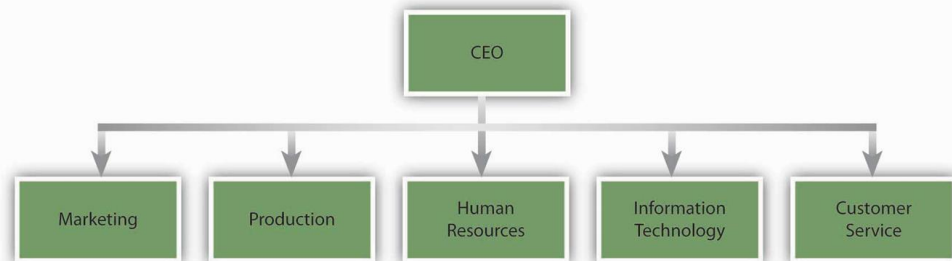
6 combine resources	F plan, organize, lead and control the efforts of company members and use all company resources to achieve stated company goals
7 achieve a goal	G the fact of a person, rather than a company or organization, being legally responsible for something
8 receive profits	H get the money you need to grow your business from investors

*Match the sentence halves to make meaningful sentences.*

1 Family members continued to own and	A to <b>raise capital</b> abroad
2 Wrocław is the third largest educational centre of Poland, with 135,000 students in 30 colleges	B and the men take care of customers in beauty salon.
3 Many large U.S. companies list their shares at foreign exchanges.	C in order to <b>receive high profits</b> .
4 Yet women can <b>manage</b> a construction <b>company</b> ,	D <b>run the company</b> until 1946.
5 The fund caters to investors ready to take risks	E was to combine resources and experience with other organizations
6 The best way to <b>achieve a goal</b> is	F which <b>employ</b> some 7,400 <b>staff</b> .
7 One of the elements of that strategy	G to devote 100% of your time and energy to it.

## SPEAKING

*Study the organigram of a typical corporate structure and fill in the missing words in the description below.*



A normal **corporate structure** consists of various departments that contribute to the company's overall mission and goals. Common departments include \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

These five divisions represent the major departments within a publicly traded company, though there are often smaller departments within autonomous firms. There is typically a **CEO**, and **Board of Directors** not usually composed of the directors of each department. There are also company presidents, vice presidents, and **CFOs**.

*CEO – Chief Executive Officer; CFO - Chief Financial Officer*

The main corporate structures are **Functional, Divisional, Flat / Horizontal, Geographic, and Matrix**. Realistically, most corporations tend to have a “**hybrid**” structure”, which is a combination of different models with one dominant strategy.

**The functional** structure is organized around departments.

**The divisional structure** is an organization in which the employees are divided in product line divisions.

**The Flat / Horizontal organization structure** represents an organization where all employees have an equal status.

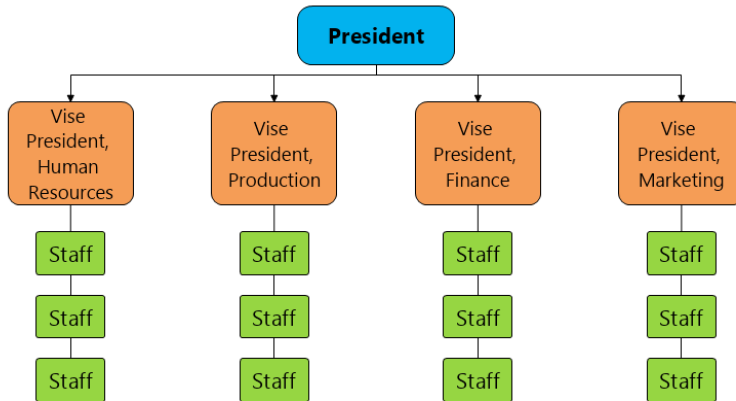
**The matrix organizational structure** represents an organization that is divided into functional departments, but employees from each department are combined in teams to work together on a particular project.

**The geographic structures** are used in multi-site organizations and are frequently used by networks across different geographic areas.

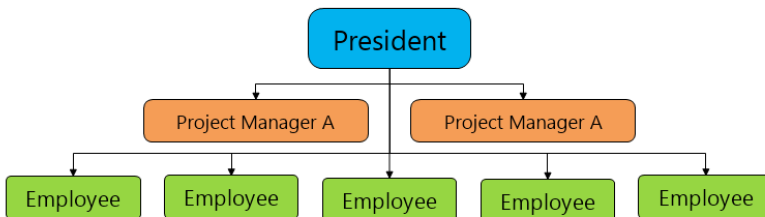
*Choose any type of a business structure and talk about it using the phrases in bold.*

**Match the organigrams with the type of the organizational structure:  
Functional, Divisional, Flat / Horizontal, Geographic, Matrix.**

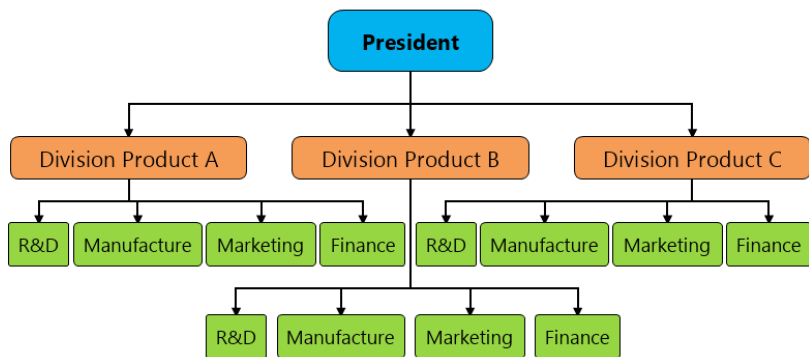
A \_\_\_\_\_



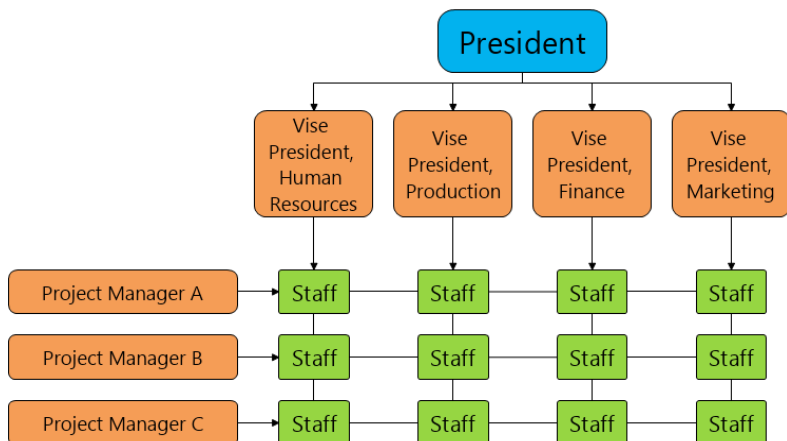
B \_\_\_\_\_



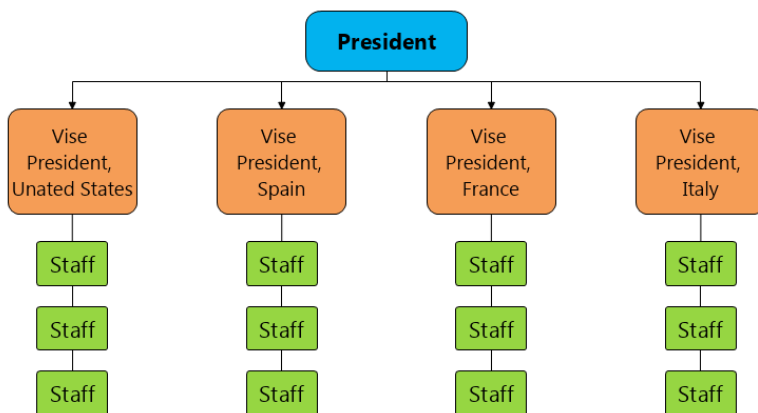
C \_\_\_\_\_



D \_\_\_\_\_



E \_\_\_\_\_



### **SPEAKING**

*Does your company structure look like the ones above? Draw a diagram that includes your own position in the box below. Talk about how your company or department is structured and who works with whom. Ask questions, e.g. Who do you report to? What are you responsible for?*

*Describe a large company you are interested in.*

*You should say:*

- *what kind of company it is*
- *what the company does*
- *why you are interested in it*

*and explain how you became interested in this company.*

Ideas: Google  
Tesla  
Microsoft  
Apple  
Sony  
Starbucks

## UNIT 2 TEAMWORK

### LEAD-IN



#### *Discuss the following questions*

- 1 How do you feel about working in a team?
- 2 What makes good teamwork?
- 3 What skills do you bring to a team?
- 4 How do you feel about working with a colleague you don't like?
- 5 Give an example where a team project failed.

#### *Useful language*

*teamwork*

*team player*

skills of a team player: *communication, negotiation, leadership, motivation, trust, problem solving, compromise, empathy, fairness, optimism, honesty, consistency*

things team players avoid: *criticism, sarcasm, gossip, blame, pessimism, negativity, aggression*

*morale; high morale; low morale*

*team building*

*team building exercises/team building activities*

***Read the quotes about collaboration, choose the one you agree with and comment on it***

Alone we can do so little; together we can do so much.

Talent wins games, but teamwork and intelligence win championships.

Teamwork begins by building trust.

It is literally true that you can succeed best and quickest by helping others to succeed.

## READING

*Read the text and match the headings (a-f) with the paragraphs (1-6)*

(a) Teammates learn from each other	(d) Teams innovate faster
(b) Teamwork can create healthy competition	(e) Teamwork promotes strong working relationships
(c) Teams self-monitor	(f) Teamwork is efficient work

It's widely accepted that teamwork is a Good Thing. You'll hear few sensible people saying, "Teamwork? Pah! What a waste of time!" But what is it about teamwork that makes promoting it a key priority for HR, and for organizations generally?

Knowing the value of teamwork can help HR make a strong case to management on various policy issues, from learning and development to **workplace culture**. So here are the **key reasons** teamwork is so important in the workplace.

### 1. \_\_\_\_\_

A key pillar of the industrial revolution, a foundation of modern civilisation, was the division of labour. And that's just another way to say teamwork.

Employee teamwork **enables** your workforce to:

- Split difficult tasks into simpler ones, then work together to complete them faster
- Develop specialised skills, so that the best person for each task can do it better and faster

**In a nutshell**, teams make work more efficient. That can lead to **better productivity**, reduced costs, greater profitability, and many other benefits.

### 2. \_\_\_\_\_

When one person does a task alone, they have total autonomy — but if that person starts to work slowly or ineffectively, who will set them straight? Nobody, that's who.

In teamwork, many people **have responsibility** for the same goal. Most significantly, teammates observe and depend on the quality of each other's work. When one team member's performance dips, the others have the knowledge and motivation to help them **improve**. Without



management intervention, effective teams can often regulate their own performance.

3. \_\_\_\_\_

For any task or problem, there are usually countless solutions. When one employee tackles a project, they might be able to think of a few different ideas given time. But when a team **tackles a problem**, the project benefits from **multiple perspectives**, skillsets, and experiences all at once.

A team approach can therefore lead to faster, deeper innovation.

4. \_\_\_\_\_

Imagine you have a workforce of 10 designers all working in separate rooms. Each designer works to their own strengths and suffers from their own weaknesses, with nobody to teach or learn from.

Now put them all in the same room, on the same project. Working together, they'll soon learn each other's strengths and correct each other's mistakes. And everyone's performance will improve.

5. \_\_\_\_\_

But what happens to that same team of 10 designers a year down the line, when they've learnt all they can from each other? They'll soon start to compete with one another, to prove their ability and **chase promotion** or other incentives within your organisation.

Provided the right challenge and rewards are in place to promote competition, team performance can keep improving.

6. \_\_\_\_\_

Finally, when employees work together and succeed as a team, they form bonds that can turn into trust and friendship. It's human nature. And it's great for your organisation, since employees who like and trust each other are more likely to:

- Communicate well with each other
- Support and motivate each other
- Work cooperatively

It's little wonder successful organisations value teamwork so highly.

*Source:* <https://www.brighthr.com/articles/culture-and-performance/teamwork/the-importance-of-teamwork-in-the-workplace/>

***Answer the questions***

- 1 Why is teamwork important? How can understanding of its value help to make the company more efficient?
- 2 In what way is teamwork beneficial for employees?
- 3 Does working on your own have any advantages? If yes, what are they?
- 4 What does the example of designers working together prove?
- 5 How does team work affect human relationships?

***Read the statements and mark them as true (T) or false (F).***

- 1 According to the author, there are some people who think that teamwork is a waste of time.
- 2 There are several reasons why teamwork matters in the workplace.
- 3 Teamwork has a lot of benefits for the business and its employees.
- 4 Working on your own is more effective because one has total autonomy over the work being done.
- 5 Team members support each other and have responsibility for the same goal.
- 6 Most teams can work well without guidance from the company management.
- 7 Teamwork promotes innovation.
- 8 team members rely on each other and form deep relationships.

**SPEAKING**

***Discuss the questions below with a partner.***

1. Tell your group about a really good team you were a part of. What skills did the members of the team have? What things did the members of the team avoid?
2. Tell your group about a really bad team you were a part of? Why was it a bad team? What were the negative aspects of the team (criticism, negativity, blame, etc)?

## VOCABULARY

### *Match the words with their definitions*

1 workplace culture	A to be in a position of authority over someone and to have a duty to make certain that particular things are done
2 key reasons	B to deal with a problem
3 enable	C to cause something to get better
4 in a nutshell	D the collection of values, expectations, and practices that guide and inform the actions of all team members
5 better productivity	E to try to get promoted
6 have responsibility	F different ways of looking at a problem
7 improve	G very briefly, giving only the main points
8 multiple perspectives	H main causes of an event or situation or something that provides an excuse or explanation:
9 tackle the problem	I have a higher rate at which a person, company, or country does useful work
10 chase promotion	J to make someone able to do something, or to make something possible

### *Complete the sentences with the correct form of the word from the table*

- 1 The \_\_\_\_\_ for the disaster was engine failure, not human error.
- 2 If you want to really \_\_\_\_\_ your French, you should move to a country where it's spoken.
- 3 It was an innovative company, which rejected the traditional ideas of what a \_\_\_\_\_ should be like.
- 4 Computerization should \_\_\_\_\_ us to cut production costs by half.
- 5 A pleasant working environment enables to reach \_\_\_\_\_.
- 6 The central bank in each country should \_\_\_\_\_ for the stability of the financial system.
- 7 It also agreed to hold a meeting of regional environment ministers to \_\_\_\_\_.

8 Podcasts provide us with opportunities for active listening, a chance to hear \_\_\_\_\_ on a subject without the temptation to click away or draw conclusions too soon.

*Complete the table with the correct form of the word*

verb	adjective	noun
create		
	innovative	
improve	_____	
		performance
		productivity
compete		
		promotion

*Complete the sentences with the words from the table*

- 1 These businesses stimulate the \_\_\_\_\_ of local jobs.
- 2 He was one of the most creative and \_\_\_\_\_ engineers of his generation.
- 3 Service standards have \_\_\_\_\_ across all airports.
- 4 The chart shows our \_\_\_\_\_ over the past year.
- 5 It is hardly surprising that our \_\_\_\_\_ is so low.
- 6 The American economy, and its ability to \_\_\_\_\_ abroad, was slowing down according to the report.
- 7 Then she got \_\_\_\_\_ at work and was too busy to see me as often.
- 8 They are all completely involved in the \_\_\_\_\_ process.
- 9 We must \_\_\_\_\_ originality and encourage innovation.
- 10 The company said that it was making significant \_\_\_\_\_.

### **LISTENING**

*Watch the video about 4 C's of a Great Team Member and complete the sentences below* <https://www.youtube.com/watch?v=hDKLyW69GcM>

- 1 In my book I talk about the \_\_\_\_\_ of a good team member.
- 2 the first of those four C's is a \_\_\_\_\_t to the goals.
- 3 The second C is \_\_\_\_\_
- 4 the third C is \_\_\_\_\_ that's a willingness to work together.
- 5 the fourth C is \_\_\_\_\_. People have to create results.

## **SPEAKING**

*Read the introduction to a newspaper article and try to guess what types of team players commonly exist.*

### **The 4 Types of Team Players: Which Are You?**

Workers are often told that employers are looking for employees who know how to be a good team player. But what you may not know is there are different types of team players. Each member of a work team has a unique way of contributing to the organization's overall goal.

*Now read the descriptions of 4 different styles and decide which is the Contributor, the Collaborator, the Challenger, the Communicator.*

<p>If you are always looking at the bigger picture and questioning how and why things are done, you may be a _____.</p> <p>The _____ is a member who questions the goals, methods, and even the ethics of the team; is willing to disagree with the leader or higher authority; and encourages the team to take well-conceived risks.</p>	<p>You'll never have to worry about a task getting completed when you have a _____ on your team. _____ tend to be task-oriented.</p> <p>Their strengths lie in sharing information with the team and making sure every aspect of a project is taken care of. _____ are thorough and detail-oriented.</p>
<p>Do you focus on making sure the overall process goes smoothly? You may be a _____. This team player is dedicated to effective process management.</p> <p>"The _____ is a process-oriented member who is an effective listener and facilitator of involvement, conflict resolution, consensus building, feedback, and the building of an informal, relaxed climate. Most people see you as a positive 'people person'.</p>	<p>If you're the one who makes sure a project stays on track, you're likely a _____. _____ are highly goal-oriented and know how to keep their eyes on the prize. Very little can deter them from accomplishing what they set out to do.</p> <p>"The _____ is a goal-directed member who sees the vision, mission, or goal of the team as paramount but is flexible and open to new ideas.</p>

*Look through the descriptions again and choose the words that best describe each type:*

**The Contributor:** *task-oriented, ...*

**The Collaborator:** *goal-oriented, ...*

**The Communicator:** *effective listener, ...*

**The Challenger:** *willing to disagree, ...*

***Read the sentences and match each one to the type of teamplayer.***

- 1 I accept personal responsibility for the outcome of the team.
- 2 I listen more than I talk in team meetings.
- 3 “I am focused on the team and not my phone when in meetings.
- 4 I am flexible and willing to help wherever I’m needed. I never say “that’s not my job”.
- 5 I bring the enthusiasm to the team.

***What kind of team player are you? Quiz yourself to find out.***

1. You’re asked to buddy up with a fellow student for a piece of coursework and you discuss who’s going to do what. What do you end up doing?
  - **A.** If you want something done properly, do it yourself. You work better alone.
  - **B.** There’s so much to do, so you leave your workmate to do most of it – it sounds like they’ve got it under control.
  - **C.** Taking charge of course. You decide who’s going to do what, and when you’re going to do it.
  - **D.** You come up with a plan of action together and work closely on each section. Two heads are better than one.
2. You and a few other students are asked to organise a party, someone needs to lead the group – do you volunteer?
  - **A.** Maybe, but do they really need a committee to do this?.
  - **B.** No chance, let someone else do it.
  - **C.** Of course, you’re the natural leader in the group.
  - **D.** You volunteer your friend’s services instead, you know they’d make a great leader, but offer to give you their support.
3. Your tutor asks you to head up a study group, how do you feel?
  - **A.** Happy to be asked, as long as no one else tries to tell you what to do.

- **B.** Mightily annoyed, why did she pick you? There are plenty of other better people, you may feign illness.
- **C.** Honoured, who better for the role?
- **D.** Good, you take a vote asking how everyone else would like the study group to pan out.

5. You come home to find your housemates having a fight about the washing up, what do you do?

- **A.** Head for your room, you always do your own washing up, so it's not a problem for you.
- **B.** Disappear to watch television, you haven't done any washing up in weeks and they may start picking on you.
- **C.** Take charge of the situation and start delegating a new washing up rota.
- **D.** Ask everyone to vote about their preferred route of action, democracy wins every time

*Check your answers:*

- **Mostly As: The solo flyer**

You're a bit of a perfectionist and find it hard to give up control. Rather than delegate tasks you'd prefer to do everything yourself in order to ensure it's done properly. Getting involved is great, but it may leave you feeling stressed, and may make other people feel undervalued.

- **Mostly Bs: The back seater**

You hardly ever volunteer, you'd rather leave work to everyone else and you're constantly being told off for being 'lazy'. But have you thought about why you do this? Is it because you don't feel confident in your ability to take tasks on? What do you think?

- **Mostly Cs: The leader**

If there's a chance to lead, you take it. You don't want to follow others you want to be the chief, the captain, the head honcho. You may think that the only way to get the most out of a situation is to take the leading role, but there is much you can also learn from following others. And there may be other people with more relevant experience.

- **Mostly Ds: The team player**

You're the perfect team player. You listen to what other people say, know how to compromise and have a strong sense of empathy and democracy.

## UNIT 3 INNOVATIONS

### LEAD-IN



#### *Discuss the following questions*

1. Can you define the term 'innovation'?
2. What types of innovations do you know?
3. Can you name any innovations?
4. What is the difference between innovation and invention?
5. What is the state policy regarding innovations at the present time in Russia?

#### *Useful language*

*In my opinion / to my mind / I think the term 'innovation' can be defined as.....*

*'Innovation' is .....*

*I know such types of innovations as.....*

*The main difference between ..... is.....*

*I don't know anything about.....*

***Read the definitions of the word 'innovation', choose the one you agree with and comment on it***

♦ "Innovation is a new idea or method or the use of new ideas and methods" (Cambridge dictionary)

♦ "Innovation is a new idea, design, product or the development of new products, designs and ideas" (Cambridge dictionary)

♦ "Innovation is the introduction of new ideas, methods or things" (Collins dictionary)

♦ "Innovation is doing things in new ways in order to achieve significant results and make a huge difference in performance compared to others" (MBA knowledge base)

♦ "Innovation is a process by which a domain, a product or a service is renewed and brought up to date by applying new processes, introducing new techniques or establishing successful ideas to create new value" (Innolytics.ag)



## READING

*Read the text and match the headings (a-f) with the paragraphs (1-6)*

(a) Technological innovation	(d) Strategy and structural innovation
(b) Cultural innovation	(e) What is innovation?
(c) What is the difference between innovation and invention?	(f) Product and service innovation

(1) \_\_\_\_\_

The word “innovation” is derived from the Latin verb *innovare*, which means to **renew**. In essence, the word has retained its meaning up until today. Innovation means to **improve** or to replace something, for example, a process, a product, or a service. Innovation’s goal is to have a positive change, to make someone or something better.

Testing and **evaluation** of ideas is critical in achieving this goal. The ideas that do not work are identified through testing. Failure is an integral part of the innovation process. Failing means collecting data and evidence about the changes that organizations want to undergo. Innovation is defined as new ideas that work and a successful innovation can be achieved through the creation and **implementation** of new processes, products, services and methods of delivery which will result in significant improvements in the **profitability** and **enhance** the growth of an enterprise.

Innovation is a special case of planned change and learning that either transforms current products, services, and markets, or creates an entirely new market by introducing a radically new product or service. An organization is considered innovative if it stirs up the marketplace, by creating **competitive** pressures and new opportunities. It has been recognized that innovation success in an established organization requires balancing the stabilized **efficiency** of the current market offerings and building new capabilities to create and develop offerings for unknown markets.

(2) \_\_\_\_\_

There exists a clear distinction between invention and innovation. Invention is discovering of things never existed before while innovation is discovering how to introduce and commercialize new products, processes and new ways of adding customer value through innovative business models and management systems. Invention is defined as the generation of new ideas which have the potential to make someone or something better. New ideas can

drawn from scanning other industries, by having conversations and meetings, or accessing information which is not usual in your business. All innovation's starting point is invention of creative ideas. The distinction between them is as follows: invention is having an idea about a service, product, technology or device, while innovation is the successful application of those ideas. So, invention is the creation of a product, device or method that has never been made and existed before. So, every invention is an innovation. But every innovation is not an invention.

(3) \_\_\_\_\_

There are four types of innovation which are associated with changes within an organization to achieve competitive advantage in the international environment. The first type is technological innovation.

Technological innovations refer to changes in an organization's production process to enable distinctive competence. Changes in an organization's production process, including its knowledge and skills base, are designed to produce greater in volume or to have a more efficient production. Changes in technology involve the work methods, equipment, and work flow techniques for making products or services. For example, in a university, technology changes are about changes in methods for teaching the courses. Traditionally innovation has been associated with the use of technological knowledge, and research and development activities. A technological innovation is any innovation due to an industrial application of scientific knowledge. Innovation involves the usage of new knowledge to transform organizational processes or create commercially viable products and services. The latest technology, results of experiments, creative insights, or competitive information may be the sources of new knowledge.

(4) \_\_\_\_\_

The second type of innovations is related to the product or service outputs of an organization. New products may be in the form of entirely new product lines or small adaptations of existing products. New products are designed to develop new markets, or customers, or to increase the **market share**. Product innovation is about the introduction of new goods and services which have improvements in terms of design excellence, core characteristics, technical specifications etc. and are derived from customer or industry insight, or strategic alignment of the organization.

(5) \_\_\_\_\_

The next type of innovation refers to the administrative section in an organization. It is related to the management and supervision in the

organization, including changes in an organization's strategic management and structure, policies, accounting and budgeting systems, reward systems, labor relations, coordination devices, management information and control systems. Strategy and structure changes in an organization are mandated by top management. They usually have a top-down structure. An example may be if the corporate goes **downsizing**. On the other hand, product and technology changes may come from the bottom up.

(6) \_\_\_\_\_

This type of innovation is connected with changes that may occur in an employee's attitudes, beliefs, values, expectations, abilities, and behavior. Culture innovation tends to change the way employees think. These are changes in mindset rather than the technology, structure, or products and services.

Thus, a successful innovation in an organization occurs when technological and product or process innovations in the value chain are implemented through effective strategy and structure innovation. Innovation in an organization, which includes people, leadership, creativity, process and organizational culture, is the driver to grow, to achieve high profits and to succeed in the market. Innovation in an organization should be approached in a systematic way and should be initiated even at the lowest levels.

### *Answer the following questions*

1. What is the word 'innovation' derived from?
2. According to the author of the text innovation's goal is to have a positive change, to make someone or something better, isn't it?
3. Is a success of a failure considered to be an integral part of any innovation process?
4. In what case can an organization be called innovative?
5. Is there any difference between innovation and invention? If so, what is it?
6. How many types of innovations are described in the article? What are they?
7. Product and service innovations refer to changes in an organization's production process to enable distinctive competence, don't they?
8. Which type of innovations is about the introduction of new goods and services?
9. Can you describe strategy and structural innovations?
10. When does a successful innovation in an organization occur?

## **SPEAKING**

***Work with your partner. Read the statements and say if they are true or false. Correct the statements in case they are false***

1 The Latin verb *innovare* which the word ‘innovation’ is derived from means *to start*.

2 Innovation means to improve or to replace something.

3 The ideas that do not work are identified through discussion.

4 Innovation are critical for significant improvements in the profitability of an organization.

5 Innovation is related to the discovering of things that have never existed before.

6 Every invention is an innovation.

7 A technological innovation is any innovation due to a commercial application of scientific knowledge.

8 Innovations do not refer to people and their attitudes and beliefs.

## **VOCABULARY**

***Match the words with their definitions***

1 to renew	A the act of putting a plan into action or starting to use something
2 to improve	B involving or encouraging competition
3 evaluation	C the number of things that a company sells compared with the that other companies sell
4 implementation	D to arrange for something to continue for a longer period of time
5 profitability	E the situation in which a person, company, factory etc. uses resources without wasting any
6 to enhance	F the process of judging or calculating the quality, importance, amount or value of something
7 competitive	G to make a company or organization smaller by reducing the number of workers
8 efficiency	H to make something better
9 market share	I to make something more attractive or more valuable
10 to downsize	J the situation in which a company, product etc. is producing a profit

***Complete the sentences using the words from the previous exercise***

- 1 Some rankings include \_\_\_\_\_ by four administrators of other universities in the same category.
2. The company management did a lot \_\_\_\_\_ working conditions of their employees.
- 3 Unfortunately, this innovation will not \_\_\_\_\_ the organization's reputation.
- 4 The \_\_\_\_\_ of the plan will take some years but we don't have so much time.
- 5 They have to invest in innovations if they want to be \_\_\_\_\_.
- 6 The use of high-speed machinery improved the \_\_\_\_\_ of the factory.
- 7 Green plants help \_\_\_\_\_ the earth's oxygen supply.
- 8 Our CEO expressed doubts about the future \_\_\_\_\_ of the stores.
- 9 Their top strategic objective is to use innovations and increase \_\_\_\_\_.
- 10 The pandemic has forced many companies \_\_\_\_\_.

***Complete the table***

Verb	Noun (thing)	Adjective
improve	1 _____	2 _____
3 _____	4 _____	competitive
5 _____	evaluation	6 _____
7 _____	profitability	8 _____
enhance	9 _____	10 _____
11 _____	innovation	12 _____

***Complete the sentences with the correct form of the word from the table***

1. The company is hoping \_\_\_\_\_ on last year's production figures.
2. There is a lot of \_\_\_\_\_ on the computer market today.
3. Could you \_\_\_\_\_ our work, please?
4. If you invest in innovations, your \_\_\_\_\_ will grow.
5. They have made many \_\_\_\_\_ to the production process,
6. Which top three \_\_\_\_\_ in your sphere can you name?

## **SPEAKING**

*Watch the video <https://www.youtube.com/watch?v=GD2wCS2xwWQ> and answer the questions*



### ***What is open innovation?***

- 1 Why are innovations important for any company?
- 2 What types of innovations are discussed?
- 3 What is the Closed Innovation Process?
- 4 Can you name the shortcomings of this process?
- 5 What is Open Innovation?
6. Does open innovation mean exchanging knowledge between many participants involved in the process?
- 7 There are different general models of open innovation, aren't there? What are they?
- 8 What advantages of open innovation are mentioned?

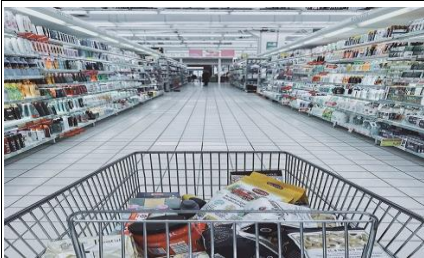
***Think about some recent innovations in your sphere. What type of innovations are they? Can you describe at least one innovation in detail?***

***You can use the following example:***

One of the open innovation models of Coca-cola is *the Freestyle dispenser machine* that allows users from around the world to mix their own flavors and suggest a new flavor for Coca-Cola products. The new product records the consumer flavor so they can get it from other Freestyle machines located around the world using the Coca-Cola mobile application. This model of open innovation puts the consumers in the heart of the production process as the company uses the suggested flavors as part the external ideas that can be evaluated and processed as a new product line.

## UNIT 4 PRODUCTS & PRODUCT PRESENTATION

### LEAD-IN



#### *Discuss the following questions*

1. Can you define the term 'product'?
2. Do you know any levels of a product?
3. How many types of products are there?
4. Can you name any and give examples?

#### *Useful language*

*In my opinion / to my mind ...*

*I think the term 'product' can be defined as.....*

*'Product' is .....*

*I know such levels of a product as.....*

*There are ..... types of products.*

*I don't know anything about.....*

*As far as the definition is concerned,*

***Read the definition of the word 'product'. Do you agree with it? Can you comment on it?***

*"Anything that can be offered to a market for attention, acquisition, use or consumption that might satisfy a want or need. It includes physical objects, services, persons, places, organizations and ideas."*

*(Kotler, Wong, Saunders, Armstrong)*

## READING

*Read the text, check your answers and fill the gaps (A-F) with the following extracts (1-6)*

- (1) consumer products fulfill personal need and desire
- (2) banking services, postal or educational service and many more
- (3) in a digital format as a file which might be for sale or not
- (4) cover tangible product attributes, for example, a car, an office, a book, a mobile device
- (5) lies in the usage for which it is bought
- (6) is based on core benefits

### WHAT IS A PRODUCT

A Pair of Nike shoes, a mobile phone device, a Volvo truck, a Samsung LED, your bank account, and a doctor advice are products. The above definition of a product by Philip Kotler does not only (A) \_\_\_\_\_ but according to a broader view of a product, ideas, services, physical object, place and even organizations and persons.

The above definition also implies the service in marketing. Service activities include banking services, renting rooms in a hotel, doctor consultation, hair-cutting, repair and maintenance services.

### THREE LEVELS OF A PRODUCT

#### Core Product

This is not a physical object but it has the problem-solving benefits that satisfy the consumer needs. Products are based on the consumer perspective. For Revlon combines chemicals to produce lipstick, Coca-Cola uses chemicals to produce Coke Drink. Each product (B) \_\_\_\_\_. Revlon is not selling cosmetics but Beauty and Hope. Coca-Cola fulfills thirst of consumers, medicine gives cure and healthy life.

The second level is described in the following way: the marketers must convert the core benefits into a physical or **actual product** that have the attributes to satisfy customer needs and wants. If the company wants to deliver its core benefits, it must combine five attributes: name, parts, packaging, features and style.

The next level is **augmented product** that includes after-sales services, installation, warranty. For example, you purchased a split air conditioner, many brands may offer you free installation and one-year warranty. Other bundle of benefits may include an instruction manual, free number to call for a quick repair.



## **TYPES OF PRODUCTS**

### **Consumers Products**

Do you know products are labeled based on their users? If the end-user is a consumer then it is a consumer product but if the end-user is a business then it will be classified as a business product. For instance, a printer is either a consumer or business product, depending on who is the consumer.

Furthermore, (C) \_\_\_\_\_. There are two categories of consumer products, consumable and durable. For instance, you can purchase a bottle of Coca-Cola that can quench your thirst. A good example of a durable product is a bicycle. Once you purchase it you can use it for a longer period of time.

### **Industrial Products**

Industrial products are those products that are purchased for further processing in a manufacturing or business process. The main difference between a consumer and industrial product (D) \_\_\_\_\_. For instance, if a person is buying a lawnmower for his personal use then it is a consumer product. But if he purchases the same product for his landscaping business then it is a business product.

### **Services**

A service is an intangible part of a product. It is an action or effort to fulfill a demand or satisfy customer needs. It is consumed at a point of sale. For instance, if you visit a doctor, he offers his services to cure a disease. Other examples of services are (E) \_\_\_\_\_.

### **Digital Products**

A digital product is created (F) \_\_\_\_\_. A person can download and stream it by using a computer or other electronic devices. Any digital product might include audio or video file, e-book, desktop or mobile applications, downloadable templates, fonts and PSD files. Consumers who purchase these digital products are known as digital buyers.

### ***Answer the following questions***

1. What does the term “product” include according to the definition of Philip Kotler?
2. Can you describe three levels of a product and give examples of your own?
3. Products are labeled in accordance with their functions, aren't they?
4. How many categories of consumer products are there? What are they?
5. What is the main difference between consumer and industrial products?
6. Can you categorize a service?
7. What does any digital product include?

## VOCABULARY

*Match the words (1-8) with the words (a-h) to form collocations*

1 fulfill	A service
2 business	B process
3 quench	C benefits
4 educational	D use
5 digital	E personal needs
6 problem-solving	F one's thirst
7 durable	G buyer
8 personal	H product

*Complete the sentences with appropriate prepositions where necessary*

- 1 The company director purchased the product \_\_\_\_\_ his personal use.
- 2 According \_\_\_\_\_ this definition any product must fulfill people's needs.
- 3 This level of a product has \_\_\_\_\_ problem-solving benefits.
- 4 The educational service providers offer programmes that are based \_\_\_\_\_ modern trends in the world market.
- 5 The company offers its new drink \_\_\_\_\_ customers who need to quench their first.
- 6 A digital buyer can download any digital information \_\_\_\_\_ using a computer or other electronic devices.

## SPEAKING

*Look at the questions which must be answered to help you describe your product. Discuss the questions with your partner and decide what order can be considered to be appropriate for a good description.*

### *Useful language*

*I think question 3 must be the first one because.....*

- 1 Who is this product for?
- 2 When should someone use the product?
- 3 How does the product work?

- 4 What are the product's basic details?
- 5 Why is this product useful or better than competitors' ones?
- 6 Where should someone use the product?

*Watch the video <https://www.youtube.com/watch?v=ABRrenXkDaU> and say what product is described, what questions are asked to describe the product. Do you remember the answers?*

*Now read the description of the product again and describe some product that is typical for your professional sphere.*



*This is an external computer hard drive. You use it to store computer files. It can hold 1 terabyte of data. It's 110mm long, 80mm wide and 16mm thick. It weighs 160g. It's made of plastic and metal. It was made in Malaysia. You connect it to the USB socket of a computer. It costs about 100 euros.*

*Work in pairs and decide if there are any missing details in your partner's description. Improve your descriptions if necessary.*

*Product description is part of any product presentation. Look at the structure of a product presentation and say if you agree with it or not. Comment on your opinion.*

♦ **Introduction** - This is normally just a title slide where the speaker introduces himself and the point of the product presentation.

♦ **Agenda** - It is optional, but provides you with an opportunity to tell your audience what you are going to cover in your presentation.

♦ **Company information** - This is a way to establish credibility and to make the audience feel comfortable with your company. Ways to do this include customer lists, high-profile executives or advisors, information on funding (if a private company), awards and major milestones.

♦ **Positioning** - Successful products have a unique technology or positioning that sets them apart from other products on the market. You want to introduce this aspect of your product up front to let your audience know how your product is different and why they should listen to the rest of your presentation.

♦ **Product description** – Clearly describe your product.

♦ **Clearly articulated benefits** - You can use a features and benefits list or just walk through the features and benefits.

♦ **Examples / successes** - At this point in the presentation your audience should be familiar with your product and why it is different and better.

♦ **Closing argument** - You can summarize your product presentation, reiterate the point of the presentation, and ask your audience to act.

*Listen to the presentation on the new product design <https://www.youtube.com/watch?v=AwDxNSPjRWE>, say what product is presented and answer the questions.*

1. Has the company redesigned an old product?
2. Who is the product aimed at?
3. Can you describe its key features?
4. Is there only one size now?
5. When are they launching the product?
6. Do you think the presentation is successful? Why / why not?

*Match the phrases (1-8) with the tips (a-h)*

<b>1</b> Do you have any questions?	<b>5</b> Finally, I'm going to talk to you about....
<b>2</b> I'd now like to tell you about...	<b>6</b> As you can see.../ You will notice that....
<b>3</b> As you know, ....	<b>7</b> Firstly, .../ Next, ....
<b>4</b> In summary...	<b>8</b> I'd like to talk you through the following points...

**A** Refer to the audience's knowledge;

**B** Refer to the images you are showing;

**C** Tell the audience the structure of your presentation;

**D** Use signal words to help the audience follow you;

**E** Tell the audience when you are moving on;

**F** Show the audience when you are near the end;

**G** Tell them the main points one last time;

**H** Open up the discussion

*Give a short product presentation. Do not forget about the structure of any presentation and useful phrases.*

## UNIT 5 ACADEMIC RESEARCH DATABASES

### LEAD-IN



*Discuss the following questions:*

1. What sources of information do you use in your research work?
2. Why is it a good idea to review the literature before planning your experiment?
3. How can you find research papers which will be relevant to your area?

***Read the description of some of the major research databases. What are the advantages and drawbacks of using each one of them? Which of these could you use for your own research work?***

Whether you are writing a thesis, dissertation, or research paper, it is a key task to survey prior literature and research findings. More likely than not, you will be looking for trusted resources, most likely peer-reviewed research articles. Academic research databases make it easy to locate the literature you are looking for. Here is the top list of trusted academic resources to help you get started with your research.

#### **1. Scopus**

Scopus is one of the two big commercial, bibliographic databases that cover scholarly literature from almost any discipline. Besides searching for research articles, Scopus also provides academic journal rankings, author profiles, and a calculator of *h-index* – a rough measure of a researcher's productivity and impact.

- Coverage: approx. 71 million items
- Discipline: Multidisciplinary
- Access options: Limited free preview, full access by institutional subscription only
- Provider: Elsevier

#### **2. Web of Science**

Web of Science also known as Web of Knowledge is the second big bibliographic database. Usually, academic institutions provide either access to Web of Science or Scopus on their campus network for free.

- Coverage: approx. 100 million items
- Discipline: Multidisciplinary
- Access options: institutional subscription only
- Provider: Clarivate

### 3. ERIC

For education sciences, ERIC is the number one destination. ERIC stands for Education Resources Information Center, and is a database that specifically hosts education-related literature.

- Coverage: approx. 1.3 million items
- Discipline: Education science
- Access options: free
- Provider: U.S. Department of Education

### 4. IEEE Xplore

IEEE Xplore is the leading academic database in the field of engineering and computer science. It's not only journal articles, but also conference papers, standards and books that can be search for.

- Coverage: approx. 5 million items
- Discipline: Engineering
- Access options: free
- Provider: IEEE (Institute of Electrical and Electronics Engineers)

### 5. ScienceDirect

ScienceDirect is the gateway to the millions of academic articles published by Elsevier. 2,500 journals and more than 40,000 e-books can be searched via a single interface.

- Coverage: approx. 16 million items
- Discipline: Multidisciplinary
- Access options: free
- Provider: Elsevier

## STUDY SKILLS

*You are preparing to write a paper on The risks and impact or weather-related natural disasters. You have drafted the following outline for your paper.*

<u>The risks:</u> • weather-related natural disasters		
- what are they?		
- their distribution, frequency and destructive power		
<u>The impacts:</u> • social	• economic	•
environmental	• political	

- Look at the reading list below and cross out any publications which you think may not be relevant for your paper.
- Decide the order in which you will look at the remaining publications.
- In pairs or small groups, compare your answers.

**Module 211: Natural hazards      Reading list**

- 1 Alexander, D E (1985). Death and injury in earthquakes, *Disasters* 9: 57-60.
- 2 Benson, C and Clay, E J (2004). *Understanding the economic and financial impacts of natural disasters*. Disaster Risk Management Series No. 4. Washington, DC: World Bank Publications.
- 3 Bryant, E A (2005). *Natural Hazards* (2nd edn.). Cambridge: Cambridge University Press.
- 4 Burton, I, Kates, R W and White, G F (1978). *The Environment as Hazard*. Oxford: Oxford University Press.
- 5 Handmer, J W (2000). Flood hazard and sustainable development, in D Parker (ed) *Roads* (pp. 276-286). London: Routledge.
- 6 Health and Safety Executive. (1989). *Risk criteria for land-use planning in the vicinity of major industrial hazards*. London: HMSO.
- 7 Intergovernmental Panel on Climate Change. (2011). *Managing the risks of extreme events and disasters to advance climate change adaptation*. [http://www.ipcc.ch/popup-managing-risks-extreme-events\\_sp.htm](http://www.ipcc.ch/popup-managing-risks-extreme-events_sp.htm)
- 8 Jacoby, H and Skoufias, E (1997). Risk, financial markets, and human capital in a developing country. *Review of Economic Studies* 64: 311-335.
- 9 Jovel, J R (1989). Natural disasters and their economic and social impact. *CEPAL Review*, 38: 133-45.
- 10 Kates, R W (1980). Climate and society: lessons from recent events. *Weather* 35: 17-25.
- 11 Takada, J (2004). *Nuclear Hazards in the World: Field studies on affected population and environments*. Berlin: Springer.

**Match the publications on the reading list to the text types:**

article in a journal

book

official report published as a book

official report on a website

paper in an edited collection

**Look at the bibliographic description of the following sources. Label each part of it using the terms below. Some terms can be used twice.**

author	the title of the book	the year of publication
the title of the article	the place of publication	the pages in the journal
the volume	the journal name	the publisher      the book edition

author

Alexander, D.E. (1985). Death and injury in earthquakes, *Disasters* 9: 57-60

Bryant, E.A. (2005). *Natural Hazards* (2<sup>nd</sup> ed.). Cambridge: Cambridge University Press.

**Study the reading list again and find answers to the following questions.**

- a) Who wrote the book about the environment as hazard?
- b) Which book was published as part of the series?
- c) Which publication can be accessed online?

- d) What kind of publication is Jacoby and Skoufias's work?  
e) Is Handmer's work published as a separate book?

## **READING**

*Match the words from the text below with their definitions:*

- |                         |  |
|-------------------------|--|
| <b>1</b> a source       | <b>A</b> to repeat exactly what someone else has said or written   |
| <b>2</b> a citation     | <b>B</b> a long piece of writing on a particular subject, especially one that is done in order to receive a degree at university |
| <b>3</b> a dissertation | <b>C</b> someone or something from which you obtain information  |
| <b>4</b> to paraphrase  | <b>D</b> when someone uses another person's words, ideas, or work and pretends they are their own                                |
| <b>5</b> a footnote     | <b>E</b> a word or piece of writing taken from a written work  |
| <b>6</b> plagiarism     | <b>F</b> to repeat something written or spoken using different words   |
| <b>7</b> to quote       | <b>G</b> a note at the bottom of the page in a book, which gives more information about something                                |

*Use a dictionary or an online resource to check the meaning of the following acronyms:*

**APA, MLA, URL, DOI**

## **Citing sources in academic writing**

Citing sources is an important part of academic writing. Whenever you use information or ideas from a source (such as a book, article, or web page), you have to include a citation that gives credit to the original author.

Citations are required in all types of academic texts (such as essays, research papers, and dissertations). Every time you draw on ideas, summarize information, mention arguments, or give examples that you found in a source, you need to cite it.

To refer to a source, you may quote or paraphrase the original text:



- To quote a source, copy a short piece of text word for word and put it inside quotation marks.
- To paraphrase a source, put the text into your own words. It's important that the paraphrase is not too close to the original wording.

Whether you quote or paraphrase, you must always include a citation in order to avoid plagiarism. Citing also allows your reader to find the original source for themselves, which makes your writing more credible.

As well as citing scholarly sources like books and journal articles, don't forget to cite any other sources that you use for ideas, examples, or evidence. That includes things like websites, YouTube videos, dictionaries, lectures, and social media posts.

There are many different citation styles with different rules for formatting citations. The most common citation styles are APA and MLA. Many university departments and academic journals require a specific citation style, so first check the guidelines. If no citation style is specified, you need to choose one and use it consistently throughout your paper.

The best choice depends on your field and discipline. APA is the most common style in the social sciences, while MLA is the most common style in the humanities. Other disciplines, like medicine or engineering, often have their own specific styles. You can check with your instructor or read other papers in your field to see what style they use.

A source citation always includes two main components:

- A brief in-text citation next to the relevant information.
- A full reference containing all the information required to find the original source.

In-text citations often appear in parentheses, specifying the author's last name and sometimes (depending on the citation style) a year or page number. Some styles cite using footnotes, endnotes, or bracketed numbers that match reference entries.

Each citation style also has specific rules about citing sources with multiple authors or sources that don't specify an author, sources where the publication date is unknown and without page numbers, and multiple sources by the same author.

References are usually listed at the end of the paper on a page called *References*, *Works Cited*, or *Bibliography*. Full references always include the

author, title, and publication date of the source. They also include other information that helps identify the source.

The exact format of a reference depends on the type of source. For example, a book reference includes the publisher and sometimes the edition, while a journal article reference includes volume and issue numbers and the page range where the article appears.

Because each style has many small differences regarding things like italicization, capitalization, and punctuation, it can be difficult to get every detail right. The easiest option is to use a citation generator. You can use a URL or DOI or input the source details manually, and the generator will automatically produce an in-text citation and reference entry in the correct format. You can save your reference list as you go and download it when you're done.

If you lack confidence citing sources, there are automated tools and services that can help you check if you've done it correctly. A plagiarism checker makes sure you've included citations where they're needed, while a citation checker makes sure you've formatted your citations correctly.

### ***Answer the following questions***

1. Why is it important to cite sources in academic writing?
2. Do you always need to copy a source word for word when citing?
3. Which types of academic texts require citing sources?
4. What are the two components of a source citation?
5. How do various citation styles differ?
6. Will a book and a journal article be referenced in the same way?
7. How can technology help you organize your citations right?

### **VOCABULARY**

***Complete the sentences using the following words from the text:***

references	plagiarism	summarise	quote	source
publication	format	paraphrase	footnote	credible

1. That \_\_\_\_\_ at the bottom of page 10 sent me to the library to browse through books on the creative processes of mathematicians.

2. The journal accused the professor of \_\_\_\_\_.
3. He \_\_\_\_\_ a short passage from the Bible.
4. The teacher asked James to \_\_\_\_\_ the original quote, but he repeated it verbatim without making changes.
5. You need to list all your \_\_\_\_\_ at the end of your essay.
6. Her data is completely \_\_\_\_\_ - she is usually very thorough in her research.
7. The references in his dissertation haven't been \_\_\_\_\_ properly.
8. Your final paragraph should \_\_\_\_\_ the main points of your essay.
9. Most Americans rely on television as their chief \_\_\_\_\_ of information.
10. The \_\_\_\_\_ of his results has inspired a new wave of research.

*You can indicate your attitude to the sources you cite by choosing specific verbs to refer to them. Study the words in the table and complete the sentences below. Pay attention to the hints in the parentheses.*

Verb	Meaning	Example
to argue	to give the reasons for your opinion	Da Souza <b>argues</b> that previous researchers have misinterpreted the data.
to demonstrate	to show or make something clear	Researchers <b>have demonstrated</b> that the procedure is harmful.
to criticize	to express disapproval of someone or something	Smith <b>criticized</b> Jones for his use of incomplete data.
to emphasize	to show that something is very important or worth giving attention to	Maersk <b>emphasized</b> that all the people taking part in the research were volunteers.
to claim	to say that something is true or is a fact, although you cannot prove it	The new study <b>claims</b> that ivermectin might cure COVID infection.

to conclude	to judge after some consideration	The jury <b>concluded</b> from the evidence that the defendant was innocent.
to doubt	to not trust someone or believe what they say	Davidson <b>doubts</b> previous research in the field.
to imply	to communicate an idea or feeling without saying it directly	Van Ek <b>implies</b> that other historians have misunderstood the citation.

1. Jonson's report conclusively \_\_\_\_\_ that the factory is responsible for the pollution. (*show*)

2. Bettelheim \_\_\_\_\_ the importance in child development of play and fantasy. (*make a special point about*)

3. Smith \_\_\_\_\_ that there was an error in the calculations. (*suggest indirectly*)

4. The evidence in Emery and Blake (2009) \_\_\_\_\_ a change in policy. (*state that it is true*)

5. It is possible, as Kennedy \_\_\_\_\_, that her medical condition is caused by her work. (*state smth. without giving reasons*)

6. The team \_\_\_\_\_ the experiment will be successful. (*not believe in smth.*)

7. Gupta's paper has been \_\_\_\_\_ as inaccurate and incomplete. (*express disapproval*)

8. The study \_\_\_\_\_ that food adverts aimed at children were dominated by high-sugar cereals, soft drinks, and fast foods. (*decide smth. after thinking about it*)

## **FOLLOW UP**

*Find some examples of reporting what others say in an academic article or textbook in your own field. Do they use the language from this unit? Copy out any interesting examples.*

## UNIT 6 INTERNATIONAL CONFERENCES

### LEAD-IN



#### *Discuss the following questions*

1. Have you ever presented your research to your team or study group?
2. Have you ever given a paper to a large audience at a conference?
3. Why might presenting your research at an international conference be more difficult than presenting to your team or study group?

#### *Useful language*

*I have presented my paper / work / research at .....*

*I have participated in .....*

*I have given a presentation on the topic of .....*

*In my opinion / to my mind / I think it is more difficult to present at an international conference because .....*

### READING

*Look at the titles of three conferences (A-C). Which would be interesting to the following people:*

- 1) a neuroscientist
- 2) a data-protection expert
- 3) an environmentalist

A 2<sup>nd</sup> International Conference on Environmental Pollution and Remediation

B World Congress on Internet Security

C Culture, Mind, and Brain: Emerging Concepts, Methods, Applications

*Check the meaning of the words/phrases in bold. Then answer the questions:*

Which of the conference titles

1. may **relate** to the conference(s) dealing with health issues?
2. seems like an announcement of a **regular event**?
3. **addresses** new and developing **issues**?

*Skim the following announcements and match them with the conference titles above.*

1. Title: \_\_\_\_\_

Location: San Diego, California, USA

Date: October 19-20, 2021

The aim of this two-day conference is to highlight emerging concepts, methodologies and applications in the study of culture, the mind and the brain, paying particular attention to:

- cutting-edge neuroscience research that is successfully incorporating culture and the social world;
- the context in which methods are used as well as the assumptions that shape research questions; and
- the kinds and quality of collaborations that can advance interdisciplinary research training.

Follow us on Facebook: [facebook.com/cmbsandiego](https://www.facebook.com/cmbsandiego)

2. Title: \_\_\_\_\_

**Organizer: National Association of Environmental Professionals (NAEP)**

**Host: McGill University, NAEP**

**Deadline for abstracts: March 15, 2022**

ICEPR is a series of international conferences held yearly. These conferences focus on all aspects of Environmental Science, Engineering, and Technology. After successfully holding the first ICEPR in Ottawa (Canada), NAEP will be hosting the next conference in Montreal. The aim of ICEPR'22 is to bring together the Canadian and international communities working in the field of environmental sciences, engineering and technology. This conference will also provide a golden opportunity to develop new collaborations and gather world experts on the different topics including pollution detection, environmental remediation and pollution prevention. Through the 2<sup>nd</sup> conference, a great opportunity to share knowledge and expertise will be created, taking advantage of the synergy of the 1<sup>st</sup> conference. The program will include invited keynote talks, oral presentation sessions, and poster sessions.

Email: [icepr2022@icepr.naep.org](mailto:icepr2022@icepr.naep.org) 3. Title: \_\_\_\_\_

**Venue: Pearson Convention Center, Ontario, Canada**

**Date: 9 October 2022**

WorldCIS-2022 is an international forum dedicated to the advancement of the theory and practical implementation of security on the internet and computer networks. The inability to properly secure computer networks against emerging threats and vulnerabilities, and sustain privacy and trust, have been a key focus of research.

Email: [info@wcis2022.org](mailto:info@wcis2022.org)

Visit the website at [www.wcis2022.org](http://www.wcis2022.org)

***Complete the table:***

Announcement	Location	Theme/Purpose	Organisers	Contact
1				
2				
3				

***Answer the following questions:***

1. What is the last possible date for sending a summary of your research to one of these conferences?
2. Which conference(s) focus(es) on challenges presented by the development of technology?
3. Which event is part of a conference chain (more than one event on the same topic)?
4. In which city does the 2<sup>nd</sup> International Conference take place?
5. Which event is supported by a professional association?
6. Which announcement mentions the length of the conference? What is it?
7. Can you find information about these conferences on social media?

## VOCABULARY

*Find the following words in the conference announcements. What parts of speech (nouns or verbs) are they in the texts?*

advance share shape focus host study trust aim highlight research

*Complete the sentences with the words from the box. First, decide which part of speech it should be.*

1. Glasgow University's Centre for Drug Prevention Studies is to \_\_\_\_\_ a conference on 20 April, aimed at assessing new rehabilitation methods.
2. Professor Samuelsson's talk has to be the \_\_\_\_\_ of this year's forum.
3. The \_\_\_\_\_ of cross-cultural differences in the development of research methods and research organisation between different national and geographical traditions is our first objective.
4. Other factors, like the institutional need to \_\_\_\_\_ knowledge, to publish, to engage in research, and to generate performance indicators, would remain challenges for modern academia.
5. The \_\_\_\_\_ of this sign proves its hieroglyphic origin.
6. Schools must get regular feedback from the communities they \_\_\_\_\_ to serve.

*Match the words 1-7 with their correct definition as they are used in the conference announcements.*

1. session	a) a formal meeting or series of meetings of or organization such as a parliament or a law court b) a period of time or meeting arranged for a particular activity
2. key	a) a piece of metal that is used for opening or closing a lock, starting a car engine, etc. b) any of the set of controls that you press with your fingers on a computer or musical instrument to produce letters, numbers or musical notes c) very important and having a lot of influence on people or things
3. to hold	a) to take and keep something in your hands or arms b) to believe an idea or opinion c) to make something, especially a meeting or an election,



	happen d) to have something, especially a position or money
4. culture	a) ways of working that are typical of an organisation b) the ways of life, customs and beliefs of a group of people c) activities involving music and the arts d) the act of growing crops
5. forum	a) a situation or meeting in which people can talk about a problem or matter of public interest b) a place on the internet where people can leave messages or discuss particular subjects with other people
6. to advance	a) to go or move something forward b) to pay someone some money before the regular time c) to develop or improve something
7. particular	a) special, great b) specific, this and no other c) demanding that close attention should be given to every detail

## **LISTENING**

*Look at the list of typical conference activities (a-h) below and then discuss the following questions.*

1. Which of these activities have you done (or might you expect to do) at conferences?

2. Which activities are easier / more difficult for you? Why?

3. Do you know any words or phrases which are appropriate for these activities?

- making arrangements for coffee, lunch or an evening out
- asking someone which talks they have been to
- asking someone for their opinion on a talk
- finding out about where someone works and what research they are doing
- asking someone if they are giving a talk
- asking someone how successful their presentation was
- introducing yourself or someone else for the first time
- networking (making useful contacts)

*Listen to extracts from eight different conversations held during a conference (Recording U6). For each conversation, say which activity a-h you hear. Sometimes, more than one correct answer is possible.*

Conversation 1: \_\_\_\_\_  
Conversation 2: \_\_\_\_\_  
Conversation 3: \_\_\_\_\_  
Conversation 4: \_\_\_\_\_

Conversation 5: \_\_\_\_\_  
Conversation 6: \_\_\_\_\_  
Conversation 7: \_\_\_\_\_  
Conversation 8: \_\_\_\_\_

*Look at the sentences from the conversations. Complete the spaces with the words in the box. Then listen again and check your answers.*

about   based   face   forward   giving   go   honest   how   looking sessions   this   turnout
--

**Conversation 1**

(1) \_\_\_\_\_ was it?

Well, to be (2) \_\_\_\_\_ it was a bit too clinical for me.

**Conversation 2**

And (3) \_\_\_\_\_ is Freja Pedersen.

**Conversation 3**

So where are you (4) \_\_\_\_\_, Freja?

What are you (5) \_\_\_\_\_ at?

**Conversation 4**

So are you (6) \_\_\_\_\_ a paper here, Makareta?

**Conversation 5**

Well, how (7) \_\_\_\_\_ you come out with us tonight?

**Conversation 6**

So, how did the talk (8) \_\_\_\_\_ ?

Did you get a good (9) \_\_\_\_\_ ?

**Conversation 7**

So which other (10) \_\_\_\_\_ have you been to today, Milan?

**Conversation 8**

It's good to finally meet you, Jacob, and put a (11) \_\_\_\_\_ to the name. This might seem a little (12) \_\_\_\_\_, but I wondered what opportunities there were in your lab for post-doctoral positions.

**FOLLOW-UP**

*On the Internet, find a short conference announcement, and save it. Do you come across any words or phrases from this unit? Delete all these words from the text of the announcement.*

*Work in pairs. Give each other your gapped texts and try to complete them.*

## UNIT 7 RESEARCH PAPERS

### LEAD-IN



*Discuss the following questions*

1. What is a research paper?
2. Are you acquainted with basic format of research papers?
3. What do you know about the qualities of a good research paper?
4. What typical sections of a research paper do you know?

### *Useful language*

*In my opinion / to my mind / I think a research paper can be defined as.....*

*A research paper is .....*

*In my opinion / to my mind / I think basic format of research papers includes .....*

*The main qualities of a good research paper are .....*

*I know such typical sections of a research paper as .....*

***Read the definitions of a research paper; choose the one you agree with and comment on it***

◆ A research paper is an essay in which you explain what you have learned after exploring your topic in depth. In a research paper, you include information from sources such as books, articles, interviews, and Internet sites. You also use your own ideas, knowledge, and opinions.

◆ A research paper is one of the types of papers where scholars analyze questions or topics, look for secondary sources, and write papers on defined themes.

◆ The term “research paper” may refer to a scholarly article that contains the results of original research or an evaluation of research conducted by others.

◆ A research paper reports the results of original research, assesses its contribution to the body of knowledge in a given area, and is published in a peer-reviewed scholarly journal.

## READING

*Read the text and match the headings (a-f) with the paragraphs (1-6)*

(a) Major sections of a research paper	(d) What does “experimental research mean?”
(b) Subsections of IMRAD	(e) A good research question
(c) Structure of the paper	(f) Definition of a research paper

\_\_\_\_\_An experimental research paper is a paper written by a scientist to present the objectives, methods, results, and conclusions of the study he/ she has performed. The paper is usually published in a professional scientific journal and often needs to be peer reviewed. It has much in common with other types of scientific writing, such as a monograph, a thesis or dissertation.

\_\_\_\_\_The term “experimental research” used here is referred to any kind of study in which a scientist states a problem, moves a hypothesis as a possible way to solve the problem, collects, processes and interprets research data which will either support or reject the hypothesis.

\_\_\_\_\_A good research paper addresses a specific research question. The research question - or study objective or main research hypothesis - is the central organizing principle of the paper. What is a good research question? The key attributes are: specificity; originality or novelty; and general relevance to a broad scientific community. A study does not necessarily have to break completely new ground, but it should extend previous knowledge in a useful way, or alternatively refute existing knowledge. Finally, the question should be of interest to others who work in the same scientific area.

\_\_\_\_\_Once the research question is clearly defined, writing the paper becomes considerably easier. The paper will ask the question, then answer it. The key to successful scientific writing is getting the structure of the paper right. The organizational format for all experimental research papers is generally the same, regardless of the field of study in which the scientist is working. A typical experimental research paper contains the following sections in the order they are listed:

<b>Preliminary sections</b>	Title Abstract Keywords Nomenclature
<b>Major sections</b>	Introduction Methods and Materials Results and Discussion Conclusion
<b>Supporting sections</b>	Acknowledgements References Appendices

\_\_\_\_\_The basic structure of a typical major body of a research paper is the sequence of Introduction, Methods, Results, and Discussion (sometimes abbreviated as IMRAD). Each section addresses a different objective. The authors state: ▪ the problem they intend to address - in other terms, the research question - in the Introduction; ▪ what they did to answer the question in the Methods section; ▪ what they observed in the Results section; and ▪ what they think the results mean in the Discussion.

\_\_\_\_\_In turn, each basic section addresses several topics, and may be divided into subsections:

State why the problem you address is important  
State what is lacking in the current knowledge  
State the objectives of your study or the research question

### **Methods**

Describe the context and setting of the study  
Specify the study design  
Describe the 'population' (patients, doctors, hospitals, etc.)  
Describe the sampling strategy  
Describe the intervention (if applicable)  
Identify the main study variables  
Describe data collection instruments and procedures  
Outline analysis methods

### **Results**

Report on data collection and recruitment (response rates, etc.)  
Describe participants (demographic, clinical condition, etc.)  
Present key findings with respect to the central research question  
Present secondary findings (secondary outcomes, subgroup analyses, etc.)

### **Discussion**

State the main findings of the study  
Discuss the main results with reference to previous research  
Discuss policy and practice implications of the results  
Analyze the strengths and limitations of the study  
Offer perspectives for future work

*Following is the structure from the paper published in Advanced Powder Technology journal. Analyze the title and the structure and answer the questions below:*

**A NEW SPHERICALLY AGGLOMERATED DRUG COMPOSITE SYSTEM  
WITH LACTOSE FOR DRY POWDER INHALATION**

**1. INTRODUCTION**

**2. MATERIALS AND METHODS**

2.1. Preparation of spherical agglomerates of KSR-592

2.2. Measurement of the particle size of agglomerates and primary crystals

2.3. Observation of the morphology of the agglomerates

2.4. Preparation of DPI formulations with KSR-592 agglomerates for evaluation of inhalation properties

2.5. Evaluation of inhalation properties of DPI formulation of KSR-592

2.6. Measurement of the drug and lactose particle sizes in the formulation

**3. RESULTS**

3.1. Preparation of the agglomerate of KSR-592

3.2. Inhalation properties of the DPI formulation prepared with agglomerates of KSR-592

3.3. Effect of the particle size of lactose on inhalation properties

**4. DISCUSSION**

**5. CONCLUSION**

**Notes:**

agglomerated – агломерированный

drug - лекарственный препарат; медикамент

inhalation - ингаляция, вдыхание

composite - композитный; композиционный; сложный, составной

lactose - лактоза, молочный сахар

- 1 How many sections does the structure of the paper include?
- 2 Do any of the headings contain title words?
- 3 Which of the sections are further subdivided?
- 4 Which title words are repeated in the subheadings of a structure?
- 5 Is a structure consistent at the syntax level?
- 6 Are there any words from the title which are missing in the structure?
- 7 Do you find the structure quite informative and logical?

## **SPEAKING**

**Discuss the following questions with your partner.**

When you start writing a paper, will you follow the instructions given above? Will you eliminate or add new elements? Have you consulted your thesis supervisor on this issue? If not, are you going to discuss it with him/ her?

## **FOCUS ON STRUCTURING**

### **ABSTRACT**

Despite the fact that an abstract is quite brief, it must do almost as much work as the multi-page paper that follows it. This means that it should in most cases include the following sections:

- motivation/background;
- the purpose of the study;
- the procedure/methodology used;
- the main results/findings obtained;
- the conclusions reached/any recommendations if applicable.

*Read and analyze the following abstract from the area of Applied Thermal Engineering. Identify different kinds of information presented in it and answer the questions:*

- 1 What kind of information is included in sentences 1 -2?
- 2 Which information element is represented by sentences 3 – 5?
- 3 What kind of information is contained in sentences 6 – 9?
- 4 What information element is represented by final sentence 10?

## **EXPERIMENTAL INVESTIGATION OF A STRATIFIED CHILLED-WATER THERMAL STORAGE SYSTEM<sup>2</sup>**

**Abstract.** <sup>1</sup>Air-conditioning forms a large proportion of annual peak electrical demand, requiring expansion of power plants to meet the peak demand, which goes unused most of the time. <sup>2</sup>Use of well-designed cool thermal storage can offset the peak demand to a large extent. <sup>3</sup>In this study, an air-conditioning system with naturally stratified storage tank was designed, constructed and tested. <sup>4</sup>A new type of diffuser was designed and used in this study. <sup>5</sup>Factors that influenced the performance of chilled-water storage tanks were investigated. <sup>6</sup>The results indicated that stratified storage tank consistently stratified well without any physical barrier. <sup>7</sup>Investigation also showed that storage efficiency decreased with increasing flow rate due to increased mixing

of warm and chilled water. <sup>8</sup>Diffuser design and layout primarily affected the mixing near the inlet diffuser and the extent of this mixing had primary influence on the shape of the thermocline. <sup>9</sup>The heat conduction through tank walls and through the thermocline caused widening of mixed volume. <sup>10</sup>Thermal efficiency of stratified storage tanks was as high as 90%, which indicates that stratified tanks can effectively be used as a load management technique.

**Notes:**

thermal storage – накопитель тепла, тепловой аккумулятор  
power plant - энергоустановка, силовая установка,  
peak demand - максимальная потребность в электроэнергии  
chilled water - охлаждённая вода  
offset – уравнивать, сбалансировать, компенсировать  
diffuser – рассеиватель, распылитель  
storage tank - резервуар, накопитель  
layout – схема-план  
inlet diffuser - входной диффузор  
thermocline - термоклин, слой температурного скачка  
heat conduction – теплопроводность  
thermal efficiency - тепловой коэффициент полезного действия  
load management – управление электропотреблением

*Underline passive verbs in the abstract from the previous exercise, say how they are formed and explain why they are used.*

**INTRODUCTION**

The introduction is typically divided into 5 stages:

- general field of research in which the problem is set;
- aspects of the problem already studied by other researchers;
- indicating a gap;
- stating the purpose of the research;
- specifying objectives/ methods/ activities.

*Michael is doing research into the panspermia hypothesis as part of a Master's degree in astrobiology. He has been investigating whether it is possible for bacteria and microorganisms to survive in an environment as harsh as the surface of Mars. He has been advised to organize the text of his introduction around five key questions. Match the beginnings to the endings of the questions.*



1. What was I	a. approach the problem?
2. Why was it	b. expect to know after doing the research?
3. What was already	c. important?
4. What did I	d. investigating?
5. How did I	e. known about the subject of my research?

*Read five extracts from the introduction to Michael's paper, ignoring the highlighted words for now. Which question is each extract answering? Write the questions above the extracts.*

1 Such an extreme environment was thought to be uninhabitable, but microbial ecology studies **reported** the presence of microorganisms (Amaral-Zettler et al., 2002). **Could** the surface composition of Mars protect life against radiation?

2 A number of studies **have investigated** different extreme Martian surface conditions on terrestrial microorganisms. Nicholson and Schuerger (2005) reported that die spores of *Bacillus subtilis* **were able to** survive for 19 days under Mars atmospheric pressure and composition. Saffary et al. (2002), however, **found** that survival **decreased** due to ...

3 Potential habitability in the subsurface **would increase** if the overlaying material did play a protective role.

4 For many years now, scientists **have speculated** about the possibility of life on Mars (Klein et al., 1976; McKay, 1997). The discovery of liquid water on Mars would increase its habitability ...

5 We **report** here on our studies of protection by Rio Tinto Basin iron oxides and hydroxides on two microorganisms, *Acidithiobacillus ferrooxidans* and *Deinococcus radiodurans*, under simulated Mars surface conditions.

## **MATERIALS AND METHODS**

Elements of information that can be included in the Materials and Methods section:

- Overview of the Experiment
- Population/Sample
- Location
- Restrictions/Limiting Conditions

- Sampling Technique
- Procedures
- Materials
- Variables
- Statistical Treatment

***The gapped words below all describe physical or chemical properties of substances. The meaning of each word is given on the right. Complete the words with the correct vowels (a, e, i, o, u)***

- |                 |  |
|-----------------|--|
| 1. br_ttl_n_ss  | how easily something can be broken                                     |
| 2. c_p_c_t_nc_  | how well something holds an electrical charge                          |
| 3. c_nc_ntr_t_n | how much of one substance is found in another                          |
| 4. c_nd_ct_v_ty | how well something allows heat or electricity to go through it         |
| 5. d_ns_ty      | how much mass a given volume of a substance has                        |
| 6. fl_mm_b_l_ty | how easily something burns   |
| 7. l_m_n_nc_    | how much light passes through or comes from a substance                |
| 8. m_ss         | how much matter is in a solid object or in any volume of liquid or gas |
| 9. p_rm__b_l_ty | how easily gases or liquids go through a substance                     |
| 10. p_r_s_ty    | how many small holes are in a substance                                |
| 11. pr_ss_r_    | how much force a liquid or gas produces when it presses                |
| 12. r__ct_v_ty  | how easily a chemical substance reacts                                 |
| 13. s_l_b_l_ty  | how easily something can be dissolved to form a solution               |
| 14. v_l_c_ty    | how quickly an object is travelling                                    |
| 15. v_sc_s_ty   | how thick a liquid is  |
| 16. v_l_m_      | how much space is contained within an object or solid shape            |

***The Materials and Methods section from a research paper in the field of Food and Nutrition is given here with the paragraphs in scrambled order. Rearranged the paragraphs in a more conventional order, as you think the authors originally wrote them.***

**A** It is important to note that the extract to be tested was added to each tube immediately before placing the tube into the spectrophotometer. 1.0 ml of catecholase extract was pipetted into tube 2. Tube 2 was immediately inverted and placed in the spectrophotometer. The absorbance was read and recorded for

time zero ( $t_0$ ), the ten minute mark ( $t_{10}$ ), and each minute in between. Tube 2 was removed from the spectrophotometer and the same measurements were taken for tube 3 and tube 4 using the same protocol.

**B** In preparing the catecholase extract, a potato was skinned, washed, and diced. 30.0 g of the diced potato and 150 ml of distilled water were added to a kitchen blender and blended for approximately two minutes. The resulting solution was filtered through four layers of cheese cloth. The extract was stored in a clean, capped container.

**C** Four individually labeled spectrophotometer tubes were prepared using different amounts of the following reagents: a buffer of pH 7, a 0.1% catechol substrate, and distilled water. The wavelength of the Spectronic 20 spectrophotometer was set at 540 nm. To calibrate the spectrophotometer at zero absorbance, a blank control tube prepared with no catechol substrate and labeled "tube 1" was inverted and inserted into the spectrophotometer.

### Notes:

spectrophotometer - спектрофотометр

1.0 ml of catecholase extract was pipetted into tube 2 - 1,0 мл экстракта катехола  
пипеткой поместили в пробирку 2

the absorbance - абсорбция

was skinned, washed, and diced – был почищен, промыт и нарезан

capped container - ограниченный контейнер

a buffer - буфер

catechol substrate - катехол подложки

## RESULTS AND DISCUSSION

The Results and Discussion section typically:

- gives the reader any information to understand the results;
- locates the figure(s) or table(s) where the results can be found;
- highlights the important findings;
- comments on the results.

*Complete the paragraphs from the results section of a paper using the words and phrases in the box.*

as can be seen in    considerably    contrast to    noticeably thicker  
resulted in a longer    while

During the rapid heating, the Ni near the Ni/SiC interface reacted with the SiC, which resulted in carbon atoms moving into the Ni. The carbon atoms then separated onto the surface of the Ni during the cooling

procedure, forming graphene layers (1)\_\_\_\_\_Fig. 1b. In (2) \_\_\_\_\_the graphene generated using single-crystalline SiC, the graphene synthesised by this process is (3)\_\_\_\_\_easier to remove from the SiC surface.

A slower heating rate (4) \_\_\_\_\_ process. As shown in Fig. 4, more carbon atoms were released into the Ni in a long process. Higher carbon concentration in the Ni produced a (5)\_\_\_\_\_carbon nanofilm on the Ni surface, (6)\_\_\_\_\_a lower carbon concentration reduced the thickness of the carbon nanofilm and formed graphene.

## CONCLUSION

This section of the report has two parts:

- It summarizes the main findings and results. This part is also for busy readers who don't have time to read all of your findings, and for readers who want to read an overview of the findings before deciding whether to read the findings in detail.
- It draws a main conclusion and links to the recommendations (sometimes present)

***Read the conclusion below and choose the right answer to the question.***

### Conclusion

*Two different correlations, Bell's and Kern's, were compared in estimating the overall heat transfer coefficients. It has been shown that there are a variety of factors which affect the performance of the shell and tube heat exchanger, and that relationships exist between them. The deviation of results obtained has been attributed to various assumptions and approximations made through the calculations, coupled with suspect results from the rig itself.*

### Question:

What was the main outcome?

1. a variety of factors affect the performance of the shell and heat exchanger;
2. Bell's and Kern's correlations were compared in estimating the overall heat transfer;
3. the writer hasn't told us;
4. the results deviated.

## UNIT 8 LITERATURE REVIEW

### LEAD-IN



*Discuss the following questions*

- 1 Do you believe that it is a good idea to review the literature before planning your experiment? Why?
- 2 How can you find research papers which will be relevant to your area?
- 3 What might your next step be after you have read some of the literature?

### *Useful language*

*In my opinion / to my mind / I think / I believe ....*

*There are several ways of ...*

*I know such ways of ... as ...*

*As for my next step after I have read some of the literature...*

*It might be ...*

***Read the typical complaints of referees. What is the essence of the complaints? Can you comment on them?***

“The author has not made it clear why some references are mentioned. They appear to be there just to make the paper longer (in which they succeed perfectly) and seem more important (in which they fail), rather than as support for the author’s approach.”

“The authors do not seem to be aware of the state of the art; I strongly recommend they widen their literature search. In addition, they have too many references from work carried out in their own country - the literature review is not international enough and the context is thus too myopic.”

### READING

***Read the text and fill the gaps (A-F) with the following extracts (1-5)***

- (1) two basic ways of referencing
- (2) focusing on the information
- (3) structure your review of the literature
- (4) to introduce the literature review
- (5) an organized collection of citations

Literature review is **a** \_\_\_\_\_ to works relevant to your own research. Literature review helps to assure the readers that you are familiar with the latest findings in your topic area. It also shows how your research can contribute to that field of knowledge.

How should you **b** \_\_\_\_\_?

A literature review generally answers the following questions, and generally in the following order. You can use the answers to these questions to structure your literature review:

1. What are the seminal works on my topic? Do I need to mention these?
2. What progress has been made since these seminal works?
3. What are the most relevant recent works? What is the best order to mention these works?
4. What are the achievements and limitations of these recent works?
5. What gap do these limitations reveal?
6. How does my work intend to fill this gap?

There **c** \_\_\_\_\_ the works of other researchers (but there are also variations):

- **d** \_\_\_\_\_ provided by the author,

e.g. *A number of mechanochemical studies consistently suggest that structural imperfections play a superior role over geometrical factors in the elevation of reactivity [1, 2].*

- focusing on the author himself,

e.g. *Opoczny [3] studied the mechanical activation of cement clinker. Nakano et al. [4] developed a new inorganic bonding agent prepared from mechanically activated kaolin.*

What tenses should you use?

The **present simple** (e.g. 1) or **present perfect** (e.g. 2) are generally used **e** \_\_\_\_\_.

e.g. 1 In the literature there *are* several examples of new strategies to perform these tests, which all *entail* setting new parameters [Peters 1997, Grace 2004, Gatto 2005].

e.g. 2 Many different approaches *have been proposed* to solve this issue.

You must use the **past simple** when:

- The year of publication is stated within the main sentence (i.e. not just in brackets);
- You mention specific pieces of research (e.g. you talk about initial approaches and methods that have subsequently probably been abandoned);
- You state the exact date when something was written, proved etc.

## FOCUS ON STRUCTURING

*Below is an extract from the Introduction to a paper entitled **The Effects of Feedback and Attribution Style on Task Persistence** where psychology student Chris Rozek begins his review of the literature. Match paragraphs to the meanings and functions of their constituent sentences in the table below.*

A Persistence has most often been studied in terms of cultural differences. Blinco (1992) found that Japanese elementary school children showed greater task persistence than their American counterparts. School type and gender were not factors in moderating task persistence. This left culture as the remaining variable.

B Heine et al. (2001) furthered this idea by testing older American and Japanese subjects on responses after success or failure on task persistence. Japanese subjects were once again found to persist longer (in post-failure conditions), and this was speculated to be because they were more likely to view themselves as the cause of the problem. If they were the cause of the problem, they could also solve the problem themselves; although, this could only be accomplished through work and persistence. Americans were more likely to believe that outside factors were the cause of failure.

C These cultural studies hinted that task persistence may be predictable based on attribution style. A later experiment showed that attribution style and perfectionism level can be correlated with final grades in college-level classes (Blankstein & Winkworth, 2004).

<b>Paragraph number</b> —	The first sentence of this paragraph summarizes the findings of the first two paragraphs in order to introduce some more recent findings.
<b>Paragraph number</b> —	The first sentence of this paragraph introduces the main topic (cultural differences), and the rest of the paragraph briefly reviews a major study on this topic. The implications of this study (culture as the remaining variable) are summarized at the end of the paragraph.
<b>Paragraph number</b> —	The first sentence of this paragraph moves on to the next (in chronological terms) major study. Chris summarizes Heine's work in a way that involves the reader: he uses the verb <i>speculated</i> and then continues the next sentence using <i>if</i> which gives an example of this speculation.

***In the following examples of literature review identify the type of referencing:***

- a) emphasizing the information provided by the author;***
- b) emphasizing the author himself.***

1. There are many studies on concrete service life prediction models based on chloride ion permeability [1-7].

2. For safe and steady operation and prevention of vibration of a fluidized bed, it is very important to obtain accurate information of fluidization. Hiby [1], Lirag and Littman [2] and Fan *et al.* [3] measured the pressure fluctuations and investigated their relation to bubble behavior. Moritomi *et al.* [4] measured pressure fluctuation both in the bed and in the plenum chamber, and derived an empirical equation for predicting the angular frequency of the spontaneous oscillation of a fluidized bed.

3. Furthermore, Wilkinson [9] reported the method of determination of the minimum fluidization velocity by pressure fluctuation in the plenum, and Wey and Shi [10] examined the effect of pressure fluctuation on combustion of incineration.

4. The effect of light exposure on semiconductor processing has been known for some time [4]. It was also shown that the UV exposure could play an important role in determining the size of micropores in porous semiconductor [5]. The US, on the other hand, can have similar effects such as the changes in density and crystal size through the process of sono cavitation [6].

There are different ways of ordering references within literature review:

- 1) from distantly related to your study works to closely related works;
- 2) from the earliest works to the latest works, i.e. chronologically;
- 3) from one approach to another approach and so on,

***Analyse the following examples (A-C) of literature reviews. Which of the methods of ordering references mentioned above (or a combination of them) are used in them?***

#### **A. ESTIMATION OF SEISMIC EARTH PRESSURES AGAINST RIGID RETAINING STRUCTURES WITH ROTATION MODE<sup>7</sup>**

Earth retaining structures such as retaining walls, sheet pile bulkheads, cofferdams, bridge abutments and basement walls are widely used in civil engineering. Estimation of seismic earth pressures is very important for the earthquake resistant design of such retaining structures. Pseudo-static analysis



based on the Mononobe-Okabe solution is most widely used in engineering practices for earthquake resistant design due to its advantage of simplicity. However, it can only compute the seismic earth pressures at the limit state and doesn't consider the effect of the mode and magnitude of wall movement on the seismic earth pressures. While earth pressures may fall anywhere between the active and passive state and are closely related to the wall displacement mode especially for seismic conditions. Model test results of Terzaghi (1934), Matsuo *et al.* (1941), Ishii *et al.* (1960), Ichihara *et al.* (1973), Fang *et al.* (1986) and Ishibashi *et al.* (1987) all indicate that the magnitude and distribution of earth pressure against retaining walls are closely related to the mode and amount of wall displacement [1-9].

## **B. A PDMS SELF-VORTICAL MICROMIXER WITHOUT OBSTRUCTIONS**

According to the fluid mixing mechanisms of the developed micromixers in relevant literature, micromixers can be categorized as active micromixers or passive micromixers. Active micromixers mix fluids by either actuating moving parts or using external forces, such as pressure disturbances [3-5], electrical fields [6], and magnetic [7] and acoustic vibrations [8], to achieve mixing effects. Passive micromixers use complicated 3D structures and shapes along microchannels *via* complicated micromachining processes, and usually require mixing channels with considerable lengths and novel designs using computational fluid dynamics (CFD) simulations to achieve geometric stirring phenomena to enhance mixing effects [9-11].

## **C. ESTIMATION OF THE PASSIVE EARTH PRESSURE WITH INCLINED COHESIVE BACKFILLS: THE EFFECT OF INTERMEDIATE PRINCIPAL STRESS IS CONSIDERED**

There are other theoretical methods to determine the lateral earth pressures when the wall is vertical, in addition to the method of Rankine. Based on the assumption of a logarithmic spiral failure surface, Caquot and Kerisel (1948) developed tables of earth pressure coefficients. Sokolovski (1960) presented a method based on finite-difference solution. Habibagahi and Ghahramani (1979) developed a solution for lateral earth pressure coefficients based on zero extension line theory.

All the above methods cannot be used in the case where the soil behind the wall is sloping and consists of soils with cohesion. With the trial wedge (graphical) method NAVFAC (1982) determined the active lateral force for each case using a force polygon.

*There are two basic styles and various sub-styles for making reference to other authors. The four of them below contain the same information, but the focus is different. Match style/sub-style with focus.*

1. <i>Blinco [1992] found</i> that Japanese elementary school children showed ...	<b>a.</b> Blinco is not mentioned at all, but only a reference his paper in parentheses.
2. <i>In [5] Blinco found</i> that Japanese elementary school children showed ...	<b>b.</b> What Blinco found is more important than the fact that Blinco found it. (This is a very typical style, but inevitably involves using the passive, which then leads to longer and heavier sentences).
3. A <i>study</i> of the level of persistence in school children <i>is presented by Blinco [1992]</i> .	<b>c.</b> The author, Blinco, is given as much importance as what he (i.e. Blinco) found.
4. A greater level of persistence has been noticed in Japan [5].	<b>d.</b> In this case perhaps you are talking about more than one paper by Blinco, so in this case the paper is the most logical first element in the sentence.

### **SPEAKING**

**Find a literature review in any scientific article, or use your own. Assess it with a partner by answering the following questions:**

- Has the author mentioned only what readers specifically need to know and what he will subsequently refer to in the Discussion section?
- Are the papers the author has mentioned in a logical order? Is it clear why he/she has chosen these papers and not others?
- Has the author selected a disproportionate number of papers from his/her own country?
- Has the author followed his/her journal's instructions?
- Are there any unnecessary references in this work?
- Has the author used tenses correctly?

## UNIT 9 INTERCULTURAL SKILLS

### LEAD-IN



### Questions for discussion:

1. Have you got any experience of communicating with people from different countries?
2. What differences in behaviour, body language and communication style have you observed?
3. What do you say when you meet a foreigner visiting your organization?
4. Have you ever arrived in a country without any idea of how you should behave there?
5. Have you ever experienced culture shock? Describe your experience.

### SPEAKING

*Look through the information below and explain how intercultural skills can influence your foreign partnerships.*

### Important Knowledge for Intercultural Communication

In order to communicate with people from different countries one should prepare oneself with enough information. Crucial knowledge areas for people working with overseas partners include:

- knowledge of different cultures, histories and ways of life
- respect for others cultures and people
- recognition of the cultural influence on behavioral norms
- understanding of how the culture can affect communication styles
- awareness of potential conflicts between the host's values and one's own
- awareness of non-verbal cues you are giving
- open-mindedness and tolerance
- sensitivity to cultural stereotypes (e.g. the role of women in business).

## VOCABULARY

*When we communicate with people from other cultures we often express our understanding or lack of understanding. Match the idioms and phrasal verbs with their definitions and translate them into Russian.*

- |  |  |
|--|--|
| 1 catch on                                       | A make someone understand  |
| 2 be beyond someone                              | B understand   |
| 3 read between the lines despite one's own anger | C relieve the tension in the conversation, especially for the first time |
| 4 melting pot                                    | D understand or solve something  |
| 5 hear someone out and left unsaid               | E listen carefully and hear what is said                                 |
| 6 see  | F begin to understand  |
| 7 figure out                                     | G listen to someone and try to understand                                |
| 8 get through to someone                         | H be too difficult to understand   |
| 9 misunderstand                                  | I the mixing of cultures, ideas, and peoples                             |
| 10 break the ice                                 | J fail to understand something or someone                                |

*Complete the following sentences with the correct idioms.*

1 Most training programs give the trainees a few months to \_\_\_\_\_ to how the business works.

2 If you think that the transport problems can be solved by building more roads, you completely \_\_\_\_\_ the nature of the problem.

3 New Orleans is one of the greatest \_\_\_\_\_ of the USA with lots of nations having their own customs and traditions.

4 That new laboratory equipment \_\_\_\_\_ him. He just doesn't understand how to work with it.

5 It is important to \_\_\_\_\_. Many communication problems develop because people just don't try to listen to one another.

6 If they know the reason of the conflict, they might be able to \_\_\_\_\_ how to prevent it.

7 That is a very well-market product. I can \_\_\_\_\_ why it is so successful.

8 I tried to \_\_\_\_\_ by having a small talk about the weather.

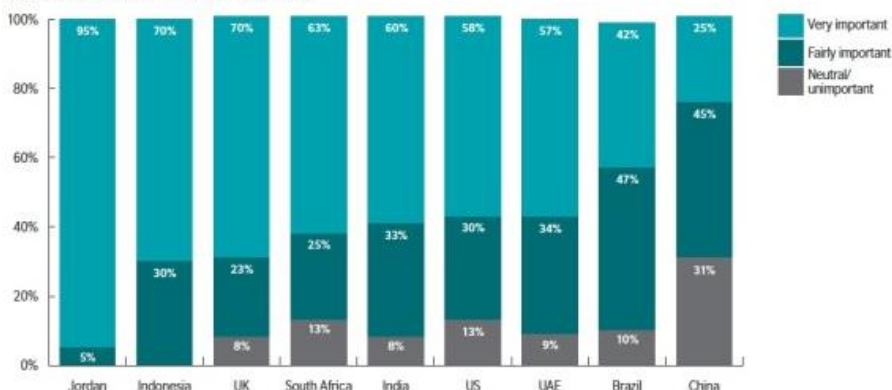
9 When communicating with overseas partners, it is important to consider everything carefully and to \_\_\_\_\_.

10 I want to \_\_\_\_\_ to you the importance of this last research project.

## **READING**

*Look at the chart about the importance of intercultural skills to organisations in different countries and try to comment on the survey results.*

Chart 5: The importance of intercultural skills to organisations  
(by country, ranked by very important)



*Now read the research findings and answer the questions below.*

*Intercultural Communication skills* are vital in business reality. While proper language skills are an important component, they're not the only ones. Proper cross cultural communication requires an understanding of different cultural social norms, standards, customs, and thought patterns. Effective communication is an essential skill for anyone working for a global company at home or abroad, and it's the only way to avoid misunderstanding and culture shock.

The research shows that employees in most large companies think that intercultural skills provide business value and help mitigate risk.

The research shows that HR managers associate intercultural skills with significant *business benefits*. Overall, the organizations surveyed are most interested in intercultural skills for the benefits they bring:

- keeping teams running efficiently
- good for reputation
- bringing in new clients and building trust with them
- communicating with overseas partners
- increased productivity and sales.

Employers also find it risky when employees lack intercultural skills. Here are *top risks* that organizations surveyed are concerned about:

- miscommunication and conflict within teams
- global reputational damage
- loss of clients
- cultural insensitivity to clients/partners overseas
- project mistakes.

In particular, employers highlight the following as *important intercultural skills* that they look for in job candidates:

- accepting different cultural contexts
- demonstrating respect for others
- openness to new ideas and ways of thinking
- knowledge of a foreign language.

*How does the research indicate these skills are developed?*

Most employers encourage their staff to develop intercultural skills through in-house training, meetings and events. However, employers also say that educational institutions could do more to equip students with intercultural skills, such as:

- teaching communication skills
- offering foreign language classes
- opportunities for students to gain international experience
- development of international research partnerships.

This research suggests that there is significant opportunity for employers, policy makers and education providers to work together to strengthen the development of intercultural skills to meet the needs of an increasingly global workforce.

***Answer the questions***

- 1 How can intercultural skills help to develop business?
- 2 How can mastering intercultural skills bring benefits to a business?
- 3 What can lack of intercultural skills lead to?
- 4 What are the most important intercultural skills among job candidates according to the survey?
- 5 How can employees develop their intercultural skills?
- 6 Do you consider intercultural skills important while working with foreign partners? Why/why not?

***Find the words and phrases in the text that mean the following.***

- 2 communication across different cultures and social groups
- 3 ways of behaviour which are common or traditional in a society
- 4 an occasion when someone does not understand something correctly
- 5 a sudden feeling of confusion or surprise when confronted by an unfamiliar situation or cultural environment
- 6 to examine something carefully
- 7 working in an organized, fast and productive way
- 8 the ability to do as much work as possible in a particular period
- 9 make someone more likely to do something
- 10 to give someone the skills needed to do something
- 11 get something useful that gives you an advantage

***Books on multicultural management suggest that the world can be divided into three geographical groups:***

1. North America
2. Europe, Latin America, Middle East
3. Japan, China, East Asia

***Try to match the groups 1 – 3 to the descriptions A – D below. Write the number 1–3 in the box.***

	<b><i>Company values</i></b>		<b><i>Business relationships</i></b>
A __	Group harmony, long-term relationships, loyalty, company reputation.	A __	Friendly and informal, but not continuing personal relationship. Much business is done over the phone.

B __	Trust between individuals, compromise. People work to live.	B __	Done on a group basis, although relationships based on mutual respect are important.
C __	Competition between individuals, achievement, risk-taking, directness, informality, innovation. People live to work.	C __	Personal relationships are very important. Business is usually done face-to- face.
	<b><i>Meetings</i></b>		<b><i>Presentations</i></b>
A __	Communication is often 'monologue – pause – monologue' rather than dialogue. Decisions are made by group consensus over a long time period.	A __	Complicated language may be used to show education. Audience expects formality and a logical structure, but a touch of imagination is also appreciated.
B __	Communication style is direct, informal and at times confrontational. Decisions are often made instantly in the meeting.	B __	Indirect, conservative language. A formal presentation with visual aids and opportunity to ask questions is appreciated.
C __	Objective is to establish relationships, build understanding and issue instructions. Decisions are made by key individuals outside the meeting.	C __	Direct, simple language. Audience expects jokes, slogans, informality and a hard sell. Audience may ask questions or interrupt while someone is speaking.

***Discuss the questions in pairs or small groups.***

1. Have you got the similar answers in your group? Does it mean the cultural differences are real?
2. Does your own country match the description of its particular group? How is it different?
3. How do individual countries in your geographical group differ from each other?



4. How globalization affects culture and businesses?
5. Which cultural differences remain strong, resisting the effects of globalization?

## **COMMUNICATION**

*You are going to compare your country with another country. You can use your own experience or interview someone who knows about the culture of another country. The interview could be with:*

- a colleague/friend/groupmate who has worked in another country.
- a colleague/friend/ groupmate who comes from another country.

**Study the list of values and ways of thinking below.**

- Communication style: direct/indirect
- Personal/impersonal relationships, attitude to titles
- Time management: punctuality
- Ways of resolving conflicts and making decisions
- Individualism and competition
- Thinking style: analytical/holistic
- Gift-giving traditions
- Dress code
- and others.

*Use your experience or do the interview to compare the two countries.*

## UNIT 10 INTERNATIONAL COMMUNICATION

### LEAD-IN



### Questions for discussion:

1. What difficulties can people face when running a meeting with people from different countries?
2. Do cultural differences facilitate communication or create misunderstanding?
3. How can international communication help to develop business or research area in your country?
4. Have you ever participated in international events (conferences, projects, etc.)? What is your impression?

### READING

*Read the text about running meetings with overseas partners and match the tips with the information given in the paragraph.*

- A Build relationships
- B Be flexible
- C Set expectations
- D Be creative with conflict
- E Be mindful of differences

### How to Run a Meeting with People from Different Cultures

When meeting with overseas partners, one needs to consider your colleagues' different needs, values and principles, i.e. the way how to brainstorm ideas, make decisions, and resolve conflicts which will be convenient for everyone. And how can you be sure that people from outside the *dominant culture* participate and are heard? "People bring their cultural baggage with them wherever they go," says Jeanne M. Brett, professor of dispute resolution and negotiations at the Kellogg School of Management.

Here are some tips to help ensure that your multicultural meetings go smoothly.

\_\_\_\_\_ To show cultural sensitivity in the workplace one should be aware of the variations that exist among cultures and how those differences can affect business. There are differences in terms of how and where people are supposed to sit in meetings, the extent to which they get down to business at the start of a meeting versus how much time they spend socializing, the extent to which they're willing to provide feedback or argue publicly.

\_\_\_\_\_ It's important to establish norms at the beginning of your meeting. This gives certain people the freedom to move outside their comfort zone, and it also gives you the freedom to rein in others. Say, for instance, some of your colleagues come from a culture where punctuality is not adhered to but you want meetings to start and end in a timely manner. So you need to establish rules at the start.

\_\_\_\_\_ You need to know the people on your team and figure out the extent to which culture is an issue for each individual. Invest time upfront on building emotional bonds so that people on your team have opportunities to get to know each other by sharing meals or talking over drinks.

\_\_\_\_\_ When it comes to professional meetings, one of the biggest cultural differences is the degree to which open debate and disagreement are viewed as positive. In countries like Korea, Indonesia, and Thailand, saying: 'I disagree,' is seen as very aggressive and could lead to a break in the relationship, whereas in France and Russia, it's seen as a great opportunity to build a relationship.

\_\_\_\_\_ If cultural differences are making group meetings particularly tricky, try soliciting coworkers' opinions in other venues and giving people an opportunity to provide feedback in different ways. Be flexible about the process.

***Discuss the questions in pairs or small groups.***

1. Why meetings with overseas partners are often tricky to lead?
2. What does the phrase "*dominant culture*" mean in the first paragraph?
3. How can hosts show cultural sensitivity in the workplace?
4. How can personal relationships affect professional meetings?
5. How can conflicts be resolved or avoided in the multicultural professional community?
6. What tips can you add to smooth out misunderstandings during meetings held with people from different countries?

## **VOCABULARY**

*Find the words and phrases in the text that mean the following.*

1. suggest a lot of ideas for a future activity very quickly before considering some of them more carefully
2. a set of actions used by an organization to solve disagreements
3. the process of discussing something in order to reach an agreement
4. to spend time when out of work with friends or other people in order to enjoy yourself
5. information or statements of opinion about something that can tell you if it is successful or liked
6. a situation in which you feel comfortable you do not have to do anything new or difficult
7. the fact of arriving at the expected or correct time
8. put money, effort, or time into something to make a profit or get an advantage
9. the place where a public event or meeting happens
10. able to change or be changed easily according to the situation

*Fill in the gaps with words and phrases from the exercise above.*

1. The agreement was reached after a series of difficult \_\_\_\_\_.
2. There was a lot of positive \_\_\_\_\_ on your article which was very encouraging.
3. The team got together to \_\_\_\_\_ the project.
4. The hotel is an ideal \_\_\_\_\_ for conferences and business meetings.
5. I don't tend to \_\_\_\_\_ with my colleagues much.
6. There needs to be a timeline for \_\_\_\_\_ and appeals.
7. Sometimes you have to step out of your \_\_\_\_\_ and challenge yourself.
8. You have all \_\_\_\_\_ significant amounts of time and energy in making this project successful.
9. People should be more \_\_\_\_\_ when working within multicultural business community.
10. \_\_\_\_\_ has never been his strong point in the Latin American culture.

## **SPEAKING**

***Mark the sentences on running a successful meeting in different countries as TRUE or FALSE.***

1. Low-context cultures are cultures with low a low level of education.
2. One should greet people in order of seniority with a light handshake and a bow in China.
3. It is acceptable to say the word “no” in Japan if you disagree with what is being said.
4. It is better to nod your head upwards in Greece to say “yes”.
5. Brazilians tend to be late to succeed in the meeting.
6. In Italy it is very important to be punctual.
7. In Japanese business culture, the business card is very important which should be accepted with respect with both hands.
8. Business partners should avoid eating beef at business meetings in India.
9. Americans behave strictly while holding a meeting or just working.
10. When going to the restaurant with Turkish business partners, you should leave the bill for your host.

## **Cultural know-how**

People from different cultures communicate in different ways. Some cultures, like the US or Australia, are more direct, precise, open and more emotional. It is the so-called “low-context” culture. Others, like Asian cultures, are subtle and full of implicit signs. It is the so-called “high-context” culture. Understanding these cultural differences one will be able to avoid communication failures and be more effective in cross-cultural teams. Here are some examples of cultural issues that can challenge you.

Seniority is very important in China so that a younger man should never be sent to complete a business deal with an older Chinese man. Greetings should also be in order of seniority with a light handshake and a bow.

In Japan and Singapore, people consider “no” impolite and will sometimes say “yes” to avoid causing offence. In Indonesia there are 12 words to say “yes” that mean precisely the opposite.”

Even the movement of your head can lead to misunderstanding. The Greeks traditionally use an upward nod of the head to say

“no”, and a tilt of the head from side to side to mean “yes”. If in doubt, they keep still.

The issue of punctuality is almost as complicated. Brazilians believe latecomers are more likely to be commercially successful than people who arrive early. The Italians believe that arriving late shows who is the boss. However, don’t risk that in the Netherlands. On the contrary, the Dutch hate being late. They believe that people who can’t use their time wisely cannot be trusted.

The ceremony of exchanging business cards is important in Japan. The business card represents the individual, so the whole affair has to be treated with

respect. You must accept it with both hands and then place it carefully in your cardholder.

American executives signal their feelings of ease and importance in their offices by putting feet on the desk whilst on the telephone. In Japan, people would be shocked. Showing the soles of your feet is the height of bad manners. It is a social insult only exceeded by blowing your nose in public.

In almost every business community around the world, the host pays for the meal. In Turkey, the idea of sharing a bill is quite alien. The best policy is to thank your host and return the compliment at the first opportunity.

***What etiquette advice would you give to a foreign visitor seeking to do business in your country? Try to use vocabulary from this unit. You may use the ideas given in the table below for your talk.***

Etiquette	Dos and DON'Ts, manner, greetings, dress code, body language
Challenges	Go to the unexpected dinner, give a spontaneous speech
Expectations	Attitude to time, mutual respect, hospitality, gift giving

***In multicultural business meetings, it is important not to offend your partners by being impolite or too direct. You can make a rather sharp statement softer by choosing more polite forms of communication. Try to match statements in the left column with the more polite sentences in the right one.***

- |   |   |
|---|---|
| 1. This project is too expensive to do in Europe. | a. Is it really sensible to do it this way?                 |
| 2. You're lying.                                  | b. I'm afraid Tuesday is not very convenient for us.        |
| 3. The conference hall is dirty.                  | c. I find that rather difficult to believe.                 |
| 4. It is a stupid idea.                           | d. The hall isn't clean enough.                             |
| 5. Tuesday is impossible.                         | e. Wouldn't it be cheaper to do this project out of Europe? |

## **LISTENING**

***Watch the video “The Culture Map: The Future of Management” by Erin Meyer, a professor at INSEAD, one of the leading international business schools, and discuss the questions below***  
**([https://www.youtube.com/watch?v=qf1ZI-O\\_9tU](https://www.youtube.com/watch?v=qf1ZI-O_9tU)).**

1. What difficulties did Erin face while making a presentation to Japanese colleagues? Why did she have these problems and how did she cope with them?
2. What method does she describe to help people read the atmosphere when they are working with overseas partners?
3. How can the culture map help build trust in relationships with foreign colleagues?
4. What do the British and Indians say about their French business partners? Is the attitude the same or different? Why?
5. What does it mean to be an effective leader in different cultures?
6. How does Erin describe cultural awareness through a muscle?
7. Do cultural differences affect international communication less due to globalization?

***Complete the excerpts of Erin Meyer's talk with appropriate words and phrases from the video.***

1. I have spent the last 16 years studying how \_\_\_\_\_ are changing global organizations but I have not always been working in \_\_\_\_\_ space.

2. There is an expression in Japanese which means someone who is unable to \_\_\_\_\_ or pick up the communication that's in the air.

3. We started to develop this framework that came from lots and lots of \_\_\_\_\_ where we divided culture up into different types of behaviour.

4. We could also then start to \_\_\_\_\_ cultures up to one another.

5. The British say that the French are very \_\_\_\_\_ and they're always late and they're always changing the topic in the middle of the meeting, while the Indians admit that the French are \_\_\_\_\_, inadapttable and \_\_\_\_\_ on the structure, organization and punctuality.

6. The second point was that what it means to be an \_\_\_\_\_ has changes completely.

7. In the Swedish classroom the adult is like a \_\_\_\_\_. The teacher can be \_\_\_\_\_ and contradicted.

8. What I see with the most effective global leaders is that they may have one foot \_\_\_\_\_ in their own culture but their other foot is learning how to \_\_\_\_\_ their teams. I call this \_\_\_\_\_.

9. Today the world is \_\_\_\_\_, we're working over Skype, we're working over telephone. So, are cultural differences \_\_\_\_\_ us less?

10. In Germany, at the end of a phone call it's very comfortable and appropriate to get off of the phone and put in to writing what's been decided and you would then send the \_\_\_\_\_ to the person that you've been working with.

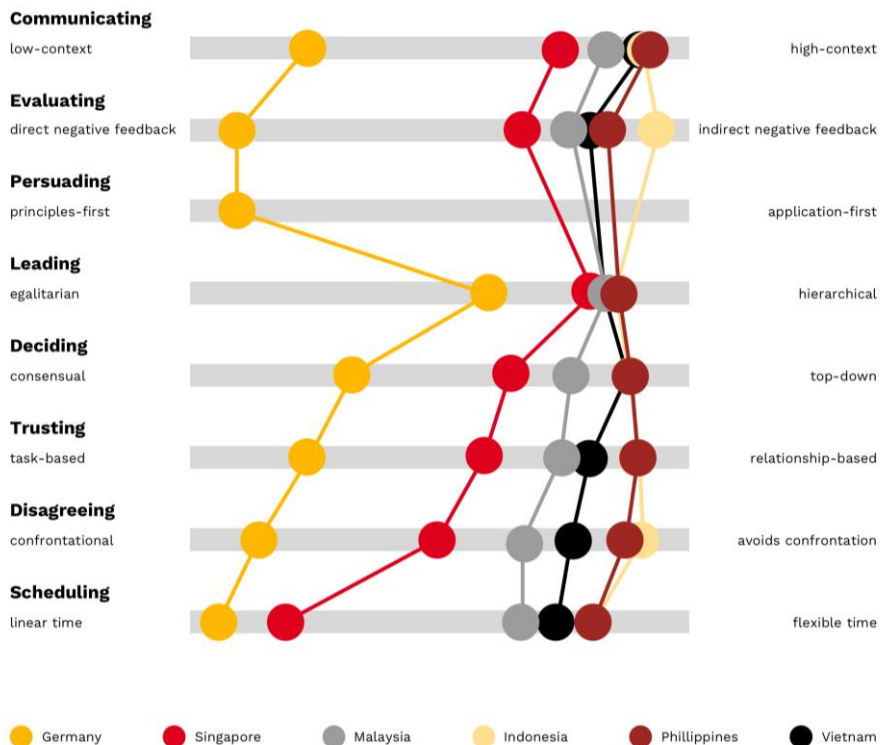


## SPEAKING

*Look at the culture map done by Erin Meyer and comment on how cultures vary along the spectrum from one dimension to another.*

### The Culture Map

8 Dimensions of Behavior Gaps Between Countries – by Erin Meyer



***Role-play the situation. Mind cultural differences.***

1. You are all attending an international conference and meeting people who come from many different cultures. Walk around the room and talk to the other conference participants. You can talk about anything you like: whether they are enjoying the conference, what talks they have been to, their work, their family, hobbies, holidays, or sports.

Before you start, you should look through information in one of the Country cards (A – F) and follow the rules. Everyone student should take each own card and behave in this way at the conference..

- *Country A.* You come from a country where people pause for a long time before they speak, taking time to think about what they are going to say. They speak very slowly.

- *Country B.* You come from a country where people use their hands a lot when they are speaking. They also speak very loudly to show they are interested.

- *Country C.* You come from a country where it is rude to look people in the eye when you are listening or speaking, so you try to avoid eye contact as much as possible.

- *Country D.* You come from a country where people like to stand very close to one another. They also like to touch each other a lot.

- *Country E.* You come from a country where people don't move their hands, faces, or bodies when they are speaking. They also speak very quietly.

- *Country F.* You come from a country where people speak very fast. They also like to stand a long way away from the person they are talking to.

2. Describe any unusual behaviour you noticed at the conference. What sort of culture did you think the other people came from? Ask them if you were right. How did their behaviour make you feel when you were speaking to them? How did they feel about your behaviour?

3. Discuss some of the cultural differences you have experienced in your working life. For example, differences in:

- social distances and touching
- gestures
- how loudly people speak
- eye contact.

## *ЗАКЛЮЧЕНИЕ*

Пособие «Английский язык для студентов магистратуры» позволяет овладеть коммуникативной компетенцией на английском языке на уровне B1 - B2.

В результате освоения материала данного пособия, обучающиеся могут участвовать в обсуждении различных профессиональных проблем на английском языке, используя достаточный запас профессиональной лексики в зависимости от ситуации общения, находить и использовать необходимую профессиональную информацию из иностранных источников, читать тексты профессиональной направленности, общаться с зарубежными партнерами.

Основными целями данного пособия являются:

- расширение профессионально-ориентированного лексического запаса;
- закрепление грамматического материала;
- совершенствование умений контактировать в устной форме с собеседниками;
- развитие умений выражать собственную точку зрения и отстаивать свою позицию;
- формирование умений анализировать ситуации, создавшиеся в профессиональной сфере, и предлагать пути решения проблем;
- развитие навыков ведения переговоров с несколькими участниками, делать выводы на основе полученной и проанализированной информации, выражать согласие или несогласие с представленными позициями;
- совершенствование чтения аутентичных текстов профессиональной тематики;
- формирование умений самостоятельной работы по овладению английским языком;
- развитие у обучающихся профессиональных компетенций в области профессионального английского языка.

Таким образом, успешное изучение представленного в пособии материала и выполнение предложенных заданий содействует формированию и развитию коммуникативной компетенции в области профессионального общения, совершенствованию речевых умений и навыков, а также применению этих знаний в конкретных ситуациях профессионального общения.

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