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Методические указания

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Методические указания состоят из трёх разделов, посвящённых устной и письменной презентации профессиональных/научных разработок, а также вопросам аннотирования и реферирования научного текста. Представлены рекомендации, практические задания, учебно-методические, электронные ресурсы для организации самостоятельной работы магистрантов.

Разделы отражают основные результаты теоретических исследований и опытной работы по обучению приёмам коммуникации, а также презентации изучаемых вопросов будущей профессиональной деятельности и научных исследований на английском языке.

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Содержание

| | |
|--|----|
| Foreword / Введение | 4 |
| 1 Writing an academic text / Как написать академический текст..... | 6 |
| 1.1 Introductory comments on writing a scientific article | 6 |
| 1.2 Language focus | 6 |
| 1.3 Practical tasks | 12 |
| 2 Abstracts and summarizing ideas / Аннотирование и реферирование | 13 |
| 2.1 Language focus | 14 |
| 2.2 Practical Tasks..... | 16 |
| 3 Debates and oral presentations / Устные выступления и презентации..... | 25 |
| 3.1 Introductory comments | 25 |
| 3.2 Language focus | 26 |
| 3.3 Practical tasks..... | 27 |
| 4 Useful links / Полезные ссылки..... | 34 |
| Bibliography / Список использованных источников..... | 35 |

Foreword / Введение

Выпускники вузов неязыковых специальностей в первую очередь задействованы в интенсивном международном профессиональном и научном общении и нуждаются в целенаправленной подготовке к нему.

Лингвистическая подготовка магистрантов нацелена на формирование общекультурной компетенции – способности осуществлять профессионально-ориентированное общение в межкультурном социуме на одном из иностранных языков. Основной целью обучения иностранному языку является в дальнейшем развитие и углубление у магистров навыков презентации научных проектов и разработок в устной и письменной форме на иностранном языке и расширении их понятийной базы в области профильного образования.

Данные методические указания, ориентированные на практику англоязычного академического общения, содержат большое количество тематически организованных речевых оборотов, характерных для современного научного дискурса, и тренировочных заданий, нацеленных на развитие навыков научного письма и устной презентации.

Практика показывает целесообразность организации контроля освоения умений профессионально-ориентированного общения магистрантов в форме презентаций по изученным темам. Презентации выполняются с целью осуществления рубежного контроля освоения материала. Кроме демонстрации освоения материала учебного пособия по курсу, такая форма предполагает проведение самостоятельного исследования профессиональной (научной) проблемы, поисковой работы, а также активизации имеющихся знаний по иностранному языку.

Методические указания предназначены для обучающихся по программам академической и прикладной магистратуры по экономическим направлениям, а также могут быть полезны студентам старших курсов, занимающихся написанием проектов на английском языке, аспирантам и научным работникам, которым потребуется представить результаты своих исследований англоговорящей аудитории в устной форме – на международных конференциях, или письменно –

при подготовке материалов к публикации в зарубежном издании. Имеющийся учебный материал может быть также полезен при обучении написанию любого научного текста.

1 Writing an academic text / Как написать академический текст

1.1 Introductory comments on writing a scientific article

В общих чертах план содержания статьи на английском языке обычно выглядит так:

- Постановка проблемы.
- Актуальность и новизна исследования.
- Перспективы нашего решения проблемы и методы исследования.
- Наше решение «работает» (представляете данные, примеры, детали).
- Наш подход в сопоставлении с другими подходами и его выгодные стороны.
- Конкретные выводы и примеры.

Важно помнить, что в процессе работы над научной статьей на английском языке необходимо совершенствовать композицию научной работы: определившись с планом работы (см. выше), нужно разобраться с количеством глав, параграфов, их расположением, логичным и последовательным изложением материала.

Структура статьи выглядит следующим образом:

1. Аннотация (около 5-10 предложений);
2. Введение (1 страница);
3. Постановка проблемы (1 страница);
4. Работы авторов, посвященные данной проблематике (1 страница);
5. Наше решение проблемы, гипотеза, подходы, методы (1- 2 страницы);
6. Наше решение проблемы и детальное описание исследования (5 страниц);
7. Конкретные выводы и перспективы дальнейших исследований (максимум 1 страница).

1.2 Language focus

Что касается лингвистических особенностей научного текста, нужно

учитывать, что письменная речь сложнее устной с точки зрения грамматики: в ней присутствует большое количество сложных предложений, соединенных сочинительными и подчинительными союзами, длинные последовательности предложных конструкций, атрибутивные и пассивные конструкции.

Ниже поговорим о языковых особенностях научной статьи с иллюстрацией примерами.

1. Используйте конкретные цифры для указания количества или объема (вместо «мы проанализировали много примеров» пишите «мы проанализировали 1500 примеров»). Когда пишете о количестве исчисляемых объектов, то писать желательно словом, а не цифрой, особенно, когда число меньше 20. Например, вместо “*we used 3 methods*” пишите “*we used three methods*”.

2. Избегайте эмоционально окрашенной лексики.

3. Для научного стиля статьи и описания результатов своих исследований на английском языке характерно **предпочтительное использование пассивных конструкций**. Следовательно, старайтесь избегать предложений, начинающихся с местоимения 2-го лица “*You...*”. Постарайтесь преобразовать такие предложения в пассивные конструкции. Например, “*The difference can be explained...*”, “*The evidence can be found...*”, “*The problem is discussed...*”, “*The process can be described...*”.

Вместо первого лица в примере «*I conducted research on the World Bank’s policies*» используйте пассивную конструкцию «*Research was conducted on the World Bank’s policies*».

4. Используйте научную глагольную лексику вместо ее разговорных вариантов. Нельзя использовать сокращенные формы, например. “*don’t*”, “*isn’t*”, “*hasn’t*”, “*wasn’t*” *etc.* Например:

“*The evidence is not found...*”

“*I will introduce the basic framework for classifying linear relations*”.

5. Частое присутствие в научном тексте предложных конструкций с предлогом *of*. Например:

This paper is a case study of...

The paper presents the case study of...

The purpose of this contribution is to review...

The goal of the present study is...

Примеры вводных фраз, используемых для введения темы исследования, а также основных разделов и вопросов, изложенных в статье:

- This paper presents a number of diverse theoretical viewpoints...
- In this paper, the problem is redefined as...
- The paper suggests answers to a number of questions ...
- The subject of this paper is ...
- The paper offers an in-depth discussion of...
- The paper develops the perspective ...
- To solve these problems, this paper shows that...
- The paper is concerned with... (considers..., turns to ..., deals with...)
- This paper addresses the problem of ... by introducing a new approach...
- In this paper the opposite approach is taken...
- In this paper various perspectives on... are discussed
- The paper discusses...
- Section 1 focuses on ...
- The paper suggests that...
- The focus of this paper is ...
- To remedy this problem, this paper proposes a new method...
- The paper is a detailed study of...
- In this paper, we present...
- The section is devoted to ...
- This section demonstrates a spectrum of cases (of) ...
- In this paper, we go back to...
- In this paper it is argued that...
- In the present study we show that...
- This paper examines ... (investigates...)
- It will be shown that...

- The purpose of the paper is ...
- The purpose (primary goal) of the study is...
- The aim of the paper is ... (The paper aims at...)
- The paper presents the case study of...
- The goal of the present study is ...
- The paper provides an account of...
- The section illustrates...
- Special attention will be paid to ...
- The study attempts to...

Ссылки на работы других исследователей.

В тексте статьи мы часто ссылаемся на работы других исследователей. Ниже представлен список фраз, которые можно использовать для этих целей:

- The many publications on the topic testify to ...
- The author proposed...
- In his book the author makes a strong case for...
- The idea advocated by ...
- The author's paper stresses...
- N draws our attention to...
- The first part of the paper reviews earlier research on...
- The authors clarify (summarize, explore in detail, draw out similarities and differences between...)
- The emphasis is on...
- The paper describes how...
- The author's detailed contrastive analysis reveals...
- The paper suggests that...
- The article provides a summary of...
- The paper by N offers a useful survey of...
- Special attention in the paper is paid to ..
- The paper opens with an overview of...

- The author then moves on to... (proceeds to) examine...
- N concludes that...
- N convincingly argues that...
- In N's view...
- The paper adds a significantly new perspective to...
- The author asserts that... (hypothesizes that..., elaborates on the issue...)
- The author maintains that... The same position is maintained by...
- The explanations offered by N...
- After a detailed definition of the concept, the author goes on to explain...
- This hypothesis is postulated by N in his paper...
- The author provides evidence showing that...

Написание заключения:

Заканчивая работу над статьей, в конце можно сделать отдельный параграф под названием "*Summary*", "*Conclusions*", в котором нужно подвести итог своих исследований, сделать основные выводы и обсудить перспективы дальнейших исследований по теме. Для заключительного параграфа характерно использование времен Present Perfect или Past Simple:

- The study has left unanswered a number of questions...
- The paper has examined...
- We have focused mainly on...
- The paper has shown...
- It has been claimed that...
- The paper has presented...
- We have shown in this study that...
- The explanation, which we have proposed...
- The research has shown that...

Важно помнить, что языковые особенности написания научной статьи прежде всего предполагают соблюдение научного стиля изложения материала. Далее представлены некоторые примеры соответствий общеупотребительной и научной лексики.

| Formal | Neutral or informal |
|---------------------|---------------------|
| 1) examine | look into |
| 2) observe | have a look |
| 3) describe | set out |
| 4) establish | set up |
| 5) present, advance | put forward |
| 6) highlight | point out |
| 7) treat | deal with |
| 8) incur | result in |
| 9) employ/utilize | use |

Рассмотрим некоторые языковые особенности, необходимые для адекватного перевода научного экономического текста с английского языка, а также для изложения собственных научных исследований в сфере экономики на английском языке. Итак, основными приёмами перевода текстов экономической тематики являются:

- калькирование (industrial production – промышленное производство);
- добавления, перестановки (industrial output – объёмы промышленного производства);
- контекстуальная зависимость, многозначность некоторых терминов (official figures – официальные данные);
- транслитерация (export – экспорт);
- использование транскрипции при переводе названий компаний, организаций (Wall Street Journal – Уолл Стрит Джорнал, General Motors – Дженерал Моторс);
- перевод аббревиатур и акронимов путем нахождения изначальных элементов (IMF - International Monetary Fund - Международный валютный фонд); транскрипции (BBC – Би Би Си), транслитерации (INTERPOL – Интерпол), переосмысления значений элементов (G8 – Большая восьмёрка).
- названия компаний в общем случае подлежат *практической транскрипции* и не должны содержать элементов перевода, не считая родовых слов компания,

корпорация и т.п. Они должны заключаться в кавычки (GM corporation – корпорация «Дженерал Моторс»).

Отдельную сложность представляет собой перевод заголовков. Зачастую мы можем приступить к его переводу только после прочтения самой статьи, так как в заголовке содержатся элементы «закодированности». Для заголовков характерно опущение связок, артиклей; наличие эллиптических (усечённых) конструкций, элементы иносказаний, профессионального сленга. Например:

France is threatening G20 walkout. - Франция грозит покинуть саммит большой двадцатки.

Obama tells banks work together. - Обама попросил банки работать сообща.

1.3 Practical tasks

Practical task 1. Match equivalent phrases from different styles.

| Formal | Neutral or informal |
|--------------------------------------|---|
| 1) in a strict sense | a) over, higher than |
| 2) in conjunction with | b) in the last analysis, finally |
| 3) in, contrast to | c) in all |
| 4) in effect | d) in more detail |
| 5) in excess of | e) as it goes |
| 6) in greater detail | f) together with |
| 7) in respect of | g) unlike |
| 8) in summary, in conclusion | h) strictly speaking |
| 9) in the final analysis, ultimately | i) actually, in fact. |
| 10) in total, in conclusion | j) in short, briefly, to sum up, summing up |

Practical task 2. Make up a list of verbs and nouns with the prefix *re-* (meaning doing something anew).

Assess, appoint, examine, conceptualize, establish, consider, discover, think, state, view, formulate.

Use them in sentences of your own to illustrate an aspect of critical evaluating, e.g.:
N insisted on a complete *revision*, *reconsideration*, *reformulation*, *reexamination* of an existing theory.

Practical task 3. Compile an article revealing issues of your own scientific research.

2 Abstracts and summarizing ideas / Аннотирование и реферирование

Тезисы (summary) и аннотация (abstract) представляют собой письменное изложение содержания вашего исследования в ограниченном объёме.

Различие между аннотацией и тезисами определяется их назначением. Аннотация предназначена только для информации о существовании первичного документа определенного содержания и характера, а тезисы служат для изложения основного содержания первичного документа.

Процесс составления тезисов (summary) называется реферирование. Это сложный, творческий процесс, построенный на проникновении в сущность излагаемого. В процессе реферирования происходит не просто сокращение текста, а существенная переработка содержания, композиции и языка оригинала:

- в содержании выделяется главное и излагается сокращенно, сжато;
- однотипные факты группируются, и им дается обобщенная характеристика;
- цифровые данные систематизируются и обобщаются;
- если основная мысль сформулирована недостаточно четко, она должна быть конкретизирована и выделена в тезисах;
- язык оригинала претерпевает изменения в сторону нормативности, нейтральности, простоты и лаконичности. Исключаются образные выражения, эпитеты, вводные слова, несущественные определения, обстоятельства, дополнения. Происходит сокращение количества придаточных предложений, замена их более простыми оборотами.

2.1 Language focus

Learn the following words and phrases to use in rendering and summarizing texts:

| | |
|-----------------------------------|--|
| Данная статья | The present paper |
| Главная проблема (идея) | The main (major) problem (idea) |
| Цель | Purpose |
| Тема | Theme, subject |
| Основной принцип | Basic principle |
| Проблемы, относящиеся к | Problems, related to |
| Актуальный | Relevant |
| Поэтому, вследствие, в результате | Therefore, hence, as a result |
| Аналогично, подобным образом | Similarly, likewise |
| Наоборот | On the contrary, vice versa |
| Тем не менее, однако | Nevertheless, however, still, yet |
| Кроме того | Besides, in addition, furthermore, moreover, also, again |
| Сначала | At first, first of all |
| Далее, затем | Next, further, then |
| В итоге, наконец | Finally, in the end |
| вкратце | In short, in brief |

There are some useful phrases for structuring a summary of the text:

Цели написания статьи:

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

Вопросы, обсуждаемые в статье:

- 1 The paper (article) discusses some problems relating to (deals with some aspects of, considers the problem of, presents the basic theory, provides information on, reviews the

basic principles of)...

2 The paper (article) is concerned with (is devoted to)...

Начало статьи:

1 The paper (article) begins with a short discussion on (deals firstly with the problem of)...

2 The first paragraph deals with ...

3 First (At first, At the beginning) the author points out that (notes that, describes)...

Переход к изложению следующей части статьи:

1 Then follows a discussion on ...

2 Then the author goes on to the problem of...

3 The next (following) paragraph deals with (presents, discusses, describes)...

4 After discussing ... the author turns to ...

5 Next (Further, Then) the author tries to (indicates that, explains that)...

6 It must be emphasized that (should be noted that, is evident that, is clear that, is interesting to note that)...

Конец изложения статьи:

1 The final paragraph states (describes, ends with)...

2 The conclusion is that the problem is ...

3 The author concludes that (summarizes the)...

4 To sum up (To summarize, To conclude) the author emphasizes (points out, admits) that...

5 Finally (In the end) the author admits (emphasizes) that...

Оценка статьи:

1 In my opinion (To my mind, I think)...

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

2.2 Practical Tasks

Practical task 1. Read the text and analyze the given abstract. Make up a summary for the text.

Text 1. Research explores workers' response to abusive supervision

Abstract. Subordinate deviance differs based on level of cultural power distance. A recent Naveen Jindal School of Management study examined the damaging impact abusive supervision has in the workplace including the ways employees respond with retaliatory behavior, which lowers productivity.

Abusive supervision refers to subordinates' perceptions of supervisors engaging in the sustained hostile verbal and nonverbal behaviors, excluding physical contact. It can affect employees' well-being, health and work performance.

Research has shown that abusive supervision affects more than 13 percent of U.S. workers. Costs incurred by corporations because of absenteeism, health care costs and lost productivity has been estimated at \$23.8 billion annually.

"Abusive supervision in the workplace is quite a prevalent phenomenon, and employees should not have to suffer from this," said Dr. Junfeng Wu, assistant professor of Organizations, Strategy and International Management.

"Our study shows that there are certain costs associated with abusive supervisors and even the leaders who engage in abusive supervision do not benefit from it," he said. "We want to convey this important message to organization leaders in order to have them stop these kinds of behaviors."

The study, published online in the *Journal of Business Ethics*, used a statistical technique called meta-analysis. It combines the results of findings from 79 previous studies to get a systematic understanding of the relationship between abusive supervision and subordinates' retaliatory responses.

The researchers found that even though the immediate source of injustice is the supervisor, abused employees perceive injustice from both their supervisor and organization so extend their scope of retaliation to both.

"It will cause problems for the managers who engage in abusive supervision and, overall, it will threaten the well-being of the organization because the employees will engage in organizational deviance, such as arriving to work late or having low productivity," Wu said.

He and his co-authors also found that those who experience abusive supervision tend to emulate such abusive behaviors and even bully their co-workers.

"Employees see their leader as a role model in the workplace and they tend to follow suit," Wu said. "This is a social learning effect."

- Impacts of Cultural Values

The researchers also explored whether the impact of abusive supervision on employees' perceptions of justice and deviant behavior differ based on cultural values.

Power distance is a national cultural value that captures the extent to which people tolerate power differences in interpersonal relationships.

In countries with lower power distance, such as the U.S. and much of Europe, people tend to feel that power should be equally distributed. Deviance to both the supervisor and to the organization is stronger in lower power distance countries.

In countries with higher power distance, such as China and Japan, people tend to have more tolerance for the inequalities of power distributions.

"That does not mean that leaders can engage in abusive supervision," Wu said. "Employees still feel it is unjust and they engage in deviance behavior as well. It's just not as strong."

- International Implications

Wu said the cross-cultural aspects of this study have important implications for international companies.

For example, if a manager from a higher power distance country is assigned to work in a lower power distance country, he should be aware that employees will not tolerate abusive supervision behaviors due to their lower power distance orientation values.

The study recommends that organizations use leadership development programs, coach supervisors and pay more attention to employee feedback. Wu said these may help reduce the occurrence of abusive supervision in the workplace.

Practical task 2. Read and translate the following texts. Make up an abstract and a summary for each text.

Text 2. Four types of employees who are potential insider threat

Researchers from the Universities of Glasgow and Coventry found organisational change within a company can act as an important trigger prompting even loyal and longstanding employees' behaviour to worsen.

The results of this range from time-wasting in the office to giving away confidential business information to competitors.

They identified types of employees-omitters, slippers, retaliators and serial transgressors - who carry out this 'counterproductive work behaviour and the factors which cause it, in their new report.

Their findings have been used to create a series of resources to help employers manage organisational change and to try to prevent this behaviour by staff.

The project - funded by the Centre for Research and Evidence on Security Threats (CREST) - collected data from a company undergoing organisational change.

The research, by Professor Rosalind Searle and Dr. Charis Rice, involved interviewing managers and employees, reviewing HR and security paperwork relating to insider threat cases and carrying out anonymous surveys within the organisation.

Their work revealed negative impacts of organisational changes - such as unpredictable working environment, inadequate communication, inconsistent leadership and unfair changes or processes -- can cause distrust to form among employees and their managers.

This reduces people's psychological attachment to their companies and makes them more likely to carry out behaviour that makes them an insider threat.

The four types of employees who could potentially become an insider threat to their company are:

- Omitters - these are people who carry out this behaviour through an incapacity to effectively self-regulate their actions. They unintentionally breach rules and need help from colleagues to reduce the insider threat risk they present.

- Slippers - these are employees who occasionally undertake single acts of counterproductive work behaviour, such as taking home 'on-site only documents' or being rude to others.

- Retaliators - these are employees who deliberately undertake small acts designed to harm the organisation. Over time, if unchallenged and uncorrected, these can cause problems for colleagues and create additional costs and risks for their employers.

- Serial Transgressors - these individuals undertake a wide array of counterproductive work behaviour which undermines the authority of management and increases the security risks of those they work with.

But Prof. Searle and Dr. Rice say managers can help reduce this behaviour by introducing the five core skills.

These are: being fair and consistent with HR procedures and people during times of change; creating a system of organisational citizenship in which reporting counterproductive working behaviour is considered a protective measure rather than a punishment; communicating change initiatives transparently, consistently, regularly and collaboratively; adapting change initiatives in response to assessments of individual, team and organisations vulnerability; and managers leading by example.

Dr. Charis Rice, from Coventry University's Centre for Trust Peace and Social Relations, said:

"There are many examples of high-profile companies which have made the headlines following employee sabotage. It is vitally important to understand how these situations come about: the types of employee who might resort to these behaviours; why it happens and how managers' actions can prevent this happening.

"Our aim was to provide a framework to predict, identify and mitigate counterproductive work behaviour and insider threat within the context of organisational change.

"We found examples of team and managerial distrust that led to employees withdrawing their effort from organisations and in some cases even bred revenge behaviour."

Prof Rosalind Searle, from the Adam Smith Business School at University of Glasgow, said:

"Critically, our results showed that such outcomes were often an unforeseen consequence of an existing 'need to know' security culture and in part, the perceived heavy-handedness of HR and security teams with whom staff felt reluctant to share concerns."

Materials provided by Coventry University.

Text 3. How to Think about "Implicit Bias"

When is the last time a stereotype popped into your mind? If you are like most people, the authors included, it happens all the time. That doesn't make you a racist, sexist, or whatever-ist. It just means your brain is working properly, noticing patterns, and making generalizations. But the same thought processes that make people smart can also make them biased. This tendency for stereotype-confirming thoughts to pass spontaneously through our minds is what psychologists call implicit bias. It sets people up to overgeneralize, sometimes leading to discrimination even when people feel they are being fair.

Studies of implicit bias have recently drawn ire from both right and left. For the right, talk of implicit bias is just another instance of progressives seeing injustice under every bush. For the left, implicit bias diverts attention from more damaging instances of explicit bigotry. Debates have become heated, and leapt from scientific journals to the popular press. Along the way, some important points have been lost. We highlight two misunderstandings that anyone who wants to understand implicit bias should know about.

First, much of the controversy centers on the most famous implicit bias test, the Implicit Association Test (IAT). A majority of people taking this test show evidence of implicit bias, suggesting that most people are implicitly biased even if they do not think of themselves as prejudiced. Like any measure, the test does have limitations.

The stability of the test is low, meaning that if you take the same test a few weeks apart, you might score very differently. And the correlation between a person's IAT scores and discriminatory behavior is often small.

The IAT is a measure, and it doesn't follow from a particular *measure* being flawed that the *phenomenon* we're attempting to measure is not real. Drawing that conclusion is to commit the *Divining Rod Fallacy*: just because a rod doesn't find water doesn't mean there's no such thing as water. A smarter move is to ask, "What does the other evidence show?"

In fact, there is lots of other evidence. There are perceptual illusions, for example, in which white subjects perceive black faces as angrier than white faces with the same expression. Race can bias people to see harmless objects as weapons when they are in the hands of black men, and to dislike abstract images that are paired with black faces. And there are dozens of variants of laboratory tasks finding that most participants are faster to identify bad words paired with black faces than white faces. None of these measures is without limitations, but they show the same pattern of reliable bias as the IAT. There is a mountain of evidence—independent of any single test—that implicit bias is real.

The second misunderstanding is about what scientists mean when they say a measure predicts behavior. It is frequently complained that an individual's IAT score doesn't tell you whether they will discriminate on a particular occasion. This is to commit the *Palm Reading Fallacy*: unlike palm readers, research psychologists aren't usually in the business of telling you, as an individual, what your life holds in store. Most measures in psychology, from aptitude tests to personality scales, are useful for predicting how *groups* will respond *on average*, not forecasting how particular *individuals* will behave.

The difference is crucial. Knowing that an employee scored high on conscientiousness won't tell you much about whether her work will be careful or sloppy if you inspect it right now. But if a large company hires hundreds of employees who are all conscientious, this will likely pay off with a small but consistent increase in careful work on average.

Implicit bias researchers have always warned against using the tests for predicting individual outcomes, like how a particular manager will behave in job interviews—they've never been in the palm-reading business. What the IAT does, and does well, is predict average outcomes across larger entities like counties, cities, or states. For example, metro areas with greater average implicit bias have larger racial disparities in police shootings. And counties with greater average implicit bias have larger racial disparities in infant health problems. These correlations are important: the lives of black citizens and newborn black babies depend on them.

Field experiments demonstrate that real-world discrimination continues, and is widespread. White applicants get about 50 percent more call-backs than black applicants with the same resumes; college professors are 26 percent more likely to respond to a student's email when it is signed by Brad rather than Lamar; and physicians recommend less pain medication for black patients than white patients with the same injury.

Today, managers are unlikely to announce that white job applicants should be chosen over black applicants, and physicians don't declare that black people feel less pain than whites. Yet, the widespread pattern of discrimination and disparities seen in field studies persists. It bears a much closer resemblance to the widespread stereotypical thoughts seen on implicit tests than to the survey studies in which most people present themselves as unbiased.

One reason people on both the right and the left are skeptical of implicit bias might be pretty simple: it isn't nice to think we aren't very nice. It would be comforting to conclude, when we don't consciously entertain impure intentions, that all of our intentions are pure. Unfortunately, we can't conclude that: many of us are more biased than we realize. And that is an important cause of injustice—whether you know it or not.

By Keith Payne, Laura Niemi, John M. Doris on March 27, 2018

Text 4. The main causes of the economic boom in 1920.

The economic boom in 1920 was caused by many different factors, such as; World War One, Republican policies, new methods in industries and many more. It was a time of luxury, money and fun.

The USA was very rich in natural resources, such as oil, people and land. It was a large country, with many immigrants coming in - most with a very good work ethic and lots of new things were made because there were lots of people to fill the job vacancies. The immigrants believed America was a 'land of opportunity' and that you could go there with nothing and through hard work you could become rich.

During the First World War, America sold weapons, food and supplies to the European soldiers. The USA had no competition from any other countries, and so made quite a lot of money during the war, which definitely boosted their economy. This also strengthened their friendship with Britain because they were seen to be helping them out in their hour of need - in the war. This friendship was strengthened so much that in the end America fought with the Triple Entente at the end of the war.

During the economic boom, many companies put new manufacturing techniques in place. For example Mr Henry Ford wanted to increase the amount of cars he made, and to introduce mass production of cars. He improved the efficiency of his workers, by rearranging their work flow (time and motion studies), and introduced a new method of construction of his cars. In a shed in Detroit, the car would move along a conveyor belt, and each worker would do the same job all day to the car, (e.g. put on a wheel) and at the end of the conveyor belt the car would be finished. The most famous model of car was the Model T and in 1927 they came off the production line at a rate of one every ten seconds. In 1929 4.8 million cars were made.

Advertising was also a key contributor to the success of cars such as the Ford Model T because it encouraged consumers for the first time to buy because they had seen a picture of it, and because it had persuaded them to buy it. Advertisements appeared on public transport routes, the radio, and in places where Americans would spend their leisure time. The posters were often made up of brightly coloured pictures and very often contained the phrase 'labour saving device'.

Consumers could also buy these products even if they didn't have the money - or couldn't leave the house. Introduction of 'hire purchase' (credit) where people could pay for things in instalments after leaving a deposit. This method was used throughout America to pay for the new products such as radios, cars, telephones, and many more.

Also if they couldn't leave the house for some reason, home order was very popular too. This meant that they could order something from a catalogue instead of going to the shops. From this, companies would get more money and this boosted the economy even more.

In addition to this, the government had introduced republican policies. Republicans believed that the government should interfere as little as possible in the everyday lives of people. This attitude is called 'Laissez Faire'. In their view, the job of the president was to leave the businessman alone, and to let him do what he wants to do. They kept taxation as low as possible, and did not tax wages or profit of the business. The government thought that if the consumer's money was not spend on tax then it would be spend on consumer goods, which would help the economy. The government also protected American industry by placing tariffs on foreign goods coming into the USA. This approach called protectionism made a foreign product more expensive than the same American product.

Furthermore, thousands of people bought stocks and shares in US business. The American Stock Exchange enjoyed a sustainable bull market (a rise in all prices). Between 1921 and 1929, share prices rose 500%. As far as the market was concerned the only way was up.

One of the things that runs through all the factors of the start of the economic boom is an attitude or state of mind. Most Americans believed they had a right to prosperity. Consuming was becoming more and more of the American dream to have material possessions. In earlier decades thrift (saving money for a rainy day) was seen as a good quality. In the 1920s this was replaced by a belief that spending money was a better quality.

In conclusion, the economic boom was a combination of many things. In my opinion the key contributor was The First World War created the perfect opportunity for America's businesses to maximise their profits as they supplied the Allies with food and munitions, they also took over markets that had previously been under Britain and Germany's control. Therefore, the War meant that America changed from a debtor nation to being the world's main creditor. New technology and production methods also helped to expand businesses. The introduction of the assembly line in 1913, sped up manufacturing and dramatically cut its costs, giving American industrialists the chance to make large

profits. However, it was mostly the Republican Government that helped America's economy to prosper. While fully believing in the laissez-faire approach, they also introduced new policies and acts that benefited business and industry. The introduction of lower taxes meant that businesses could use their profits to invest in future development but more importantly, it also gave the middle and upper classes the spending power to buy everything they wanted cheaply. At the same time, the creation of protectionism meant that imported goods were made too expensive, therefore, more Americans were choosing to buy from home.

3 Debates and oral presentations / Устные выступления и презентации

3.1 Introductory comments

Подготовка к профессиональной презентации состоит из следующих этапов:

- Изучение теоретического материала по проблеме;
- Сбор и анализ фактической информации;
- Выводы, заключения, рекомендации в соответствии с поставленной проблемой;
- Оформление презентации (Power Point);
- Выступление с презентацией;
- Последующее обсуждение в группе;
- Резюмирующая оценка преподавателя.

В качестве рабочего языка на каждом этапе выступает английский язык.

В ходе самостоятельной работы используйте компьютерные и телекоммуникационные технологии, ресурсы Internet. Целесообразно использование гиперссылочных учебников, ресурсов научной электронной библиотеки. Помимо этого, эффективны заочные консультации преподавателя через интернет, различные чат-платформы.

Структура презентации обычно содержит следующие этапы:

1. Вводная часть (представление, обозначение темы выступления).
2. Цель презентации, актуальность темы.
3. «Меню» вопросов, представленных в выступлении.
4. Основные разделы презентации.
5. Обобщение изложенного и выводы.
6. Вопросы от аудитории.

Особую сложность представляет собой умение участвовать в дебатах (обсуждении) материала, изложенного в презентации. Далее представлен языковой материал, необходимый для освоения и использования в процессе обсуждения профессионального / научного материала.

3.2 Language focus

Study some examples of previewers. Use them in your speech.

| Tasks set | examples |
|--------------|---|
| Formal style | I'll be rather brief / It won't take me longer than... |
| content | I'd say... I haven't made extraordinary discoveries yet, I'm |
| importance | I'll ask you to listen to... before you form any final impression |
| quality | You're not going to appreciate all my results, but here's what I |

Study some examples of time fillers. Use them in your speech.

| |
|---|
| This question lies beyond the realm of my research |
| I planned to do just that |
| I don't think this issue is worth taking into account since |
| Your question gives a strong impuls for further investigation in this field |
| This problem is still at the heart of the numerous debates of chief theorists on the subject |
| The problem you raised should be subjected to conscious scrutiny. Unfortunately, I don't think there is enough time to discuss it now in detail |
| The problem mentioned is rather controversial. As far as I know there are a number of ways for treating this matter |
| This question relates to the area in which much work remains to be done |
| I should say this question seems extremely interesting. As far as I can judge, |

investigations in this field could prove quite promising, since I believe this is a good way to contribute to the future of the society

3.3 Practical tasks

Practical task 1.

1. Read and translate the following texts.
2. Work with economic vocabulary given before texts. Check if you understand the definitions.
3. Divide into groups. Prepare presentations based on the material of the texts. Search for additional information, facts on the Internet. (See Useful sites, p. 28)
4. Discuss each presentation in the group.

Text 1. 62 richest people earning as much as half the world population

Vocabulary:

additional = more than usual

agenda = list of problems you want to deal with

aim = to try to do something

alarming = something that makes you feel worried or frightened

amount = how much of something

billion = a thousand million

billionaire = person who has more than a a thousand million dollars

business = company

campaign = movement, action

charity = organization that gives money and goods to poor people or helps them in other ways

claim = to say that something is true

combined = together

decade = ten years

developing = to make something better

economic growth = when the amount of products and services around the world keeps growing

equal = the same

equality = world in which people have the same rights etc...

especially = above all

estimated = guess, not calculated exactly

fair share = what they should

fortune = wealth, money

found = start

gap = difference

global = worldwide

government = the people who rule a country

health care = the service that is responsible for looking after the health of people in a country

income = the money you get from products you sell or work you do

influence = the power to change something

instead = in something's place

mark = level, number

minimizing = to make as low or small as possible

multinational company = company that operates in many countries around the world

poverty = the situation of being poor

profit = to be useful or helpful

persuade = to make someone do something that you think is right

publish = show to the public

own = have, possess

rise = go up

take action = to do something

tax = money you must pay to the government according to your income; it is used to pay for health, social services and other things

tax haven = place where people live or put their money so that they do not have to pay high taxes in their own country

trillion = 1,000,000,000,000

UK-based = with its headquarters in the UK

union = organization started by workers to protect their rights

wealth = the large amount of money that you have

The 62 richest people on earth **own** the same **amount** of money as 3.5 billion people. Oxfam, a UK-based charity organization that aims at fighting poverty, reported this. The **wealth** of these 62 richest people has **risen by** half a **trillion** dollars in the last five years. In 2010 it took 388 people to reach that **mark**.

The **gap** between the world's rich and poor has been growing at an **alarming** rate. The richest 1% of the population own more than all of the world's people **combined**. Many people, **especially** the middle-classed, have been getting less of the **global** money pie.

On the other side, the world's poorest are not **profiting** from **economic growth**. The daily **income** of the poorest 10% in the world has gone up by less than one cent every year.

By **publishing** this report, Oxfam wants to **persuade** world leaders to **take action** at the World Economic Forum at Davos, Switzerland. They **claim** that **billionaires** and **multinational companies** are not paying their **fair share** of **taxes**. **Instead**, they are parking their **fortune** in **tax havens**. The **additional** taxes could be used for **developing** programs or **health care**. In Africa, for example, an **estimated** 500 **billion** dollars are in tax havens.

Another report says the world's **poverty has** fallen by nearly half over the past **decade**. However, more than 70% of the global population still live on 10\$ a day or less.

Oxfam does not only fight for **equality** in today's world. The organization also **campaigns** for workers' rights to **found** a **union**. **Equal** pay for men and women, as well as **minimizing** the **influence businesses** have on **governments** are also on Oxfam's **agenda**.

Text 2. Developing countries

Vocabulary:

accumulate = collect, grow

based on = here: the main part of the economy is ...

basic services = help or important work that people do

billion = a thousand million

debt = the money you have borrowed from someone else and have to pay back

decade = a period of ten years

dependent on = need badly

determine = decide, find out

drought = long period of dry weather when there is not enough water for animals and plants to live

economy = system by which a country's money and goods are produced

especially = above all

facility = building or place that is used for something special

food shortage = not enough food

foreign investment = people or companies want to open up a business in another country and spend money there

GDP per capita = the total of all the goods and services that a country produces in one year; this amount is divided by the number of people who live in the country, so that countries can be compared to each other.

goods = products

growth = increase, becoming more or bigger

in-between = in the middle

income = the money you get from the work you do or the products you sell

infrastructure = basic systems and structure that a country needs in order to function, like hospitals, schools, roads, bridges etc..

lack = not have enough of

located = to be found

manage = achieve, succeed in doing something

metropolitan areas = cities

open up = here: to let something happen

outskirts = parts of a city that are far away from the centre

overcrowded = too many people who live in a small area

poverty = situation of being poor

rapid pace = very quickly

rate = speed

raw materials = minerals or farming products in their original state , like coffee, bananas, oil, coal wood etc.

refer to = call

resident = a person who lives or stays in a place

Third World = poorer countries of the world that are not industrially developed

shantytown = very poor area in or near a city where people live in small huts or houses

starvation = being hungry all the time and not having enough to eat

undeveloped country = poor country that is not as rich as others

unemployment = being out of work or having no job

unskilled = without training, not qualified

various = different kinds of

wealthy = rich

Developing countries are the poor countries of our world. While most of them are located in many parts of Africa and Asia, some countries in South and Central America are also referred to as developing countries. About 70% of the world's 7 billion people live in underdeveloped countries.

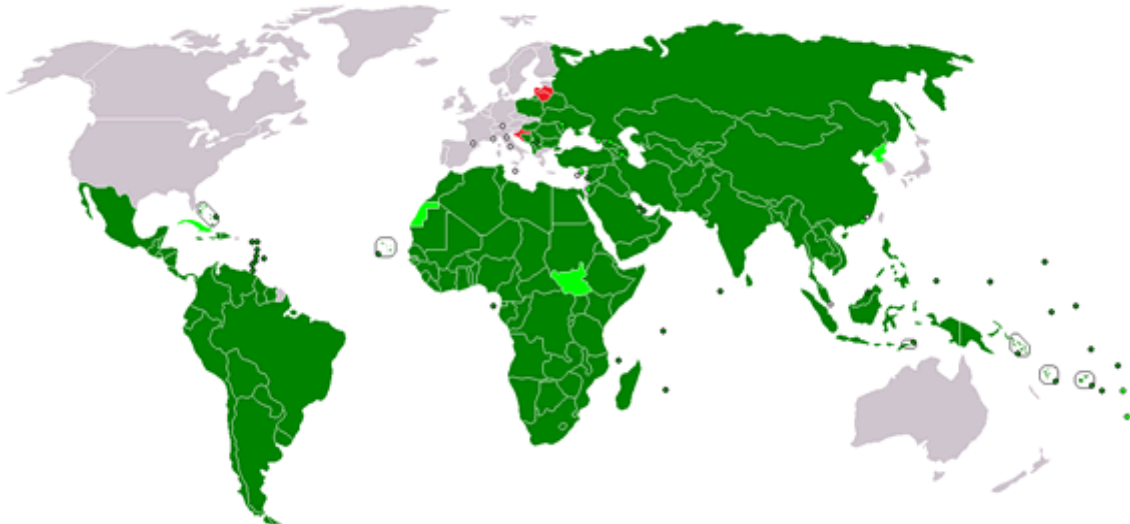
Many of these nations have an economy that is based on farming. They do not produce enough of the goods that their growing population needs. As a result, many people in developing countries live in poverty.

In developing countries, governments control many sectors of the economy. Industries, banks and the energy sector often belong to the state. Today, some countries are slowly opening up to foreign investment. They are allowing private companies and businesspersons to bring in money to finance various projects.

In the last few decades, countries around the world have grown from developing countries to fully industrialised nations. In Asia, for example, the so-called “Four Tigers” - South Korea, Singapore, Hong_Kong and Taiwan - managed to develop to industrial nations between the 1960s and the 1990s.

Drawing a line between developed nations and developing countries is not very easy. Some countries are in-between, but still growing at a rapid pace. Among them are China, Brazil, India, Mexico and others.

Economic experts use the GDP per capita of a country to determine whether it is a developing country or not. While the wealthiest countries of the world have a GDP of over 40,000 US dollars, most of the poorest countries are under \$1,000 per year. Countries with a GDP per capital of under \$4,000 are referred to as developing countries.



Developing countries according to the International Monetary Fund - no information for countries in light green (Uganda, Cuba etc.)

Characteristics of a developing country:

- Low income – Developing countries get most of their income from selling farming products and raw materials. They often do not have industries that produce expensive goods for the world markets. People live in poverty because they do not have the money to buy everyday goods.
- Hunger and starvation – Especially in Africa, widespread droughts lead to food shortages so that these countries are dependent on food imports.

- Debt - Governments borrow money and accumulate huge debts that they cannot pay back.
- Unemployment – Up to 50% of the population in developing countries, especially younger people, have no job. A large part of the population works in farming. Industries cannot develop because of many unskilled workers.
- Lack of infrastructure – Many developing countries do not have basic services that their population needs. There are not enough roads for transportation. They lack schools and colleges, as well as doctors and hospitals.
- High_population_growth – Many Third World countries grow at the rate of up to 3% per year and more.
- Exploding_cities – Many people are leaving the countryside and moving to the big cities, where they live in slums, ghettos and shantytowns on the outskirts. As a result, these metropolitan areas are becoming overcrowded and do not have facilities for millions of new residents.
- Sanitation – Many developing countries lack clean water. Dirty water is often untreated and people use it for washing and drinking.
- Lower life expectancy – The population in developing countries does not live as long as in wealthier countries. While people in Japan and Northern Europe have an average life expectancy of over 80, the population in Central Africa lives to the age of 50 on average.
- Corruption is a problem in many Third World countries. Money does not reach the people who need it. It is rather used for government project or buying weapons.
- Political conflicts - Some developing countries still suffer from the effects of colonisation, which are difficult to overcome. Conflicts between rival groups lead to power struggles and unstable governments. In some of these countries, civil wars have been going on for many years.

Practical task 2. Prepare a presentation of the main points of your own scientific research.

4. Useful links / Полезные ссылки

http://www2.warwick.ac.uk/fac/soc/al/learning_english/leap/conferences/

(интерактивный онлайн курс по подготовке к участию в международных конференциях, докладах, выступлениях с презентациями результатов научных исследований);

<http://www.sciencepresentationsmadeeasy.com/videos-training-in-presentation-skills-for-scientists/>

(некоторые теоретические аспекты в помощь при подготовке научной презентации на иностранном языке);

<http://www.cgd.ucar.edu/cms/agu/>

<http://www.sciencebuddies.org/>

[scirp.org>Journal/Articles.aspx](http://scirp.org/Journal/Articles.aspx)

<https://www.scientificamerican.com>

<http://www.english-online.at/science/science-index.htm>

<http://www.english-online.at/economy/economy-index.htm>

www.sciencechannel.com

www.native-english.ru

www.onestopenglish.com

www.bbc.co.uk

www.businessenglishpod.com

www.englishformyjob.com

www.english-grammar-lessons.com

www.english4you.ru

<https://www.crestresearch.ac.uk/cwb>

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7. <http://www.english-online.at/economy/economy-index.htm>