



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное образовательное учреждение
высшего образования
Дальневосточный федеральный университет
(ДВФУ)

ШКОЛА БИОМЕДИЦИНЫ

«СОГЛАСОВАНО»

Руководитель ОП

Каленик Т.К.
(подпись) (Ф.И.О. рук. ОП)

«12» июля 2018 г.

«УТВЕРЖДАЮ»

Директор Департамента
пищевых наук и технологий

Ю.В. Приходько
(подпись) (Ф.И.О.)

«12» июля 2018 г.

УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС ДИСЦИПЛИНЫ

«Английский для академических целей (English for Academic Purposes)»

Направление подготовки 19.04.01 Биотехнология
Образовательная программа «Agri-Food Biotechnology»
Форма подготовки очная

АДАЯ ВИ-ШРМИ

Кафедра профессионально-ориентированных иностранных языков ВИ ШРМИ

Курс _1_, семестр 1, 2 __

Лекции – _-__ час.

Практические занятия – 144 час.

Лабораторные работы – _-_ час.

Самостоятельная работа – 108 час.

Всего часов – 288 час.

Всего часов аудиторной нагрузки – 144 час.

Контрольные работы – не предусмотрены

Зачет – 1 семестр

Экзамен – 2 семестр

Учебно-методический комплекс составлен в соответствии с требованиями образовательного стандарта, самостоятельно устанавливаемого ДВФУ, утвержденного приказом ректора от 07.07.2015 № 12-13-1282.

УМКД обсужден на заседании Департамента пищевых наук и технологий Школы биомедицины ДВФУ протокол № 1 «11» июля 2018 г.

Директор Департамента пищевых наук и технологий Ю.В. Приходько. ____

Составитель (ли): доцент Лим С.В.

ANNOTATION
of the educational complex of discipline
«Английский для академических целей (English for Academic Purposes)»
Direction of preparation: 19.04.01 Biotechnology
Educational program: "Agri-Food Biotechnology"

The educational-methodical complex of the discipline «Английский для академических целей (English for Academic Purposes)» was developed for 1st year students in the direction 19.04.01 "Biotechnology" training profile "Agri-Food Biotechnology" in accordance with the requirements of OS VO in this area and the regulation on educational complexes of disciplines of educational programs of higher professional education (approved by order of the acting rector of the FEFU from 04.17.2012 No. 12-13-87).

The discipline «Английский для академических целей (English for Academic Purposes)» is included in the basic part of the curriculum.

The total complexity of mastering the discipline is __288__ hours. The curriculum does not include lecture classes (__0__ hours), laboratory classes (__0__ hours), practical classes (__144__ hours), independent work of the student (__108__ hours). The discipline is implemented on the 1st course in the 1st and 2nd semester.

The content of the discipline covers a range of issues related to the formation of students' level of communicative competence, ensuring the use of a foreign language for practical purposes in the framework of general communicative and professionally oriented activities, the development of methods of formation and development of the ability and willingness to communicate in oral and written forms in English language for solving problems of professional activity.

The discipline «Английский для академических целей (English for Academic Purposes)» is logically and meaningfully connected with such courses as "Professionally Oriented Translation".

The discipline is aimed at the formation of general cultural competencies.

Educational complex includes:

- the work program of the discipline;
- educational and methodological support of students' independent work (Appendix 1);
- appraisal fund (appendix 2)



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное образовательное учреждение
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ШКОЛА БИОМЕДИЦИНЫ

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Руководитель ОП

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«12» июля 2018 г.

«УТВЕРЖДАЮ»

Директор Департамента
пищевых наук и технологий

Ю.В. Приходько
(подпись) (Ф.И.О.)

«12» июля 2018 г.

РАБОЧАЯ ПРОГРАММА УЧЕБНОЙ ДИСЦИПЛИНЫ

Английский для академических целей (English for Academic Purposes)

Направление подготовки 19.04.01

Профиль «Биотехнология», магистерская программа «Agri-Food Biotechnology»

Форма подготовки: очная

курс 1 семестр 1,2
лекции 0 час.
практические занятия 144 час.
лабораторные работы 0 час.
в том числе с использованием МАО лек. 0 /пр. 72 /лаб.0 час.
всего часов аудиторной нагрузки 144 час.
в том числе с использованием МАО 72 час.
самостоятельная работа 108 час.
в том числе на подготовку к экзамену 36 час.
контрольные работы (количество) 0 час.
курсовая работа / курсовой проект 0 час.
Зачет 1 семестр
Экзамен 2 семестр

Рабочая программа составлена в соответствии с требованиями образовательного стандарта, самостоятельно устанавливаемого ДВФУ, утвержденного приказом ректора от 07.07.2015 № 12-13-1282

Рабочая программа обсуждена на заседании департамента Академического Департамента английского языка, протокол №1 от «11» июля 2018 г.

Директор Департамента Приходько Ю.В.
Составитель (ли): доцент Лим С.В.

Оборотная сторона титульного листа РПУД

I. Рабочая программа пересмотрена на заседании Департамента:

Протокол от «_____» _____ 20__ г. № _____

Заведующий кафедрой _____
(подпись) (И.О. Фамилия)

II. Рабочая программа пересмотрена на заседании Департамента:

Протокол от «_____» _____ 20__ г. № _____

Заведующий кафедрой _____
(подпись) (И.О. Фамилия)

ABSTRACT

Master's degree in 19.04.01 «Biotechnology»

Master's Program «Agri-Food Biotechnology»

Course title: «Английский для академических целей (English for Academic Purposes)»

Variable part of Block, 8 credits

Instructor: Lim C.V.

At the beginning of the course a student should be able to:

– the ability to use modern methods and technologies (including information) in professional activities;

– hold the basic methods and techniques of experimental research in the professional field; ability to carry out standard and certification tests of raw materials, finished products and production processes;

– possession of experimental design, processing and presentation of the results;

– the ability to participate in the development of technological projects in the group of authors;

– the ability to develop and implement normative documents on standardization, certification of food products.

Learning outcomes:

GC-7 ability to free scientific and professional communication in a foreign language environment;

GPC-2 readiness for communication in oral and written forms in the state language of the Russian Federation and in a foreign language for solving problems of professional activity.

Course description: The content of the discipline covers a range of issues related to the formation of students' level of communicative competence, ensuring the use of a foreign language for practical purposes in the framework of general communicative and professionally-oriented activities, mastering the methods of

forming and developing the ability and readiness for communication in oral and written forms language to solve problems of professional activity.

Main course literature:

1. English language: guidelines and control tasks / [status. Yu. A. Krikunova]; Far Eastern State Technical University. Vladivostok: Far Eastern Technical University Publishing House, 2010. - 15 p. (10 copies)
<http://lib.dvfu.ru:8080/lib/item?id=chamo:381467&theme=FEFU>

2. English for the energy industry: Express series / Simon Campbell. - Oxford; New York; Auckland: Oxford University Press, 2013. - 123 p. (5 copies)
<https://lib.dvfu.ru:8443/lib/item?id=chamo:737801&theme=FEFU>

Form of final knowledge control: credit, exam.

ABSTRACT

The course «Английский для академических целей (English for Academic Purposes)» was developed for first-year students studying for preparation 04/19/01 Biotechnology, the master's program "Agri-Food Biotechnology", implemented in accordance with the OS of the FEFU. The complexity of the discipline is 8 z.u., 288 hours. The curriculum provides for practical classes (144 hours) and independent work of students (108 hours).

Discipline is included in the basic part of the block "Disciplines (modules)" and is mandatory for study.

The purpose of studying the discipline:

Formation of students' level of communicative competence, ensuring the use of a foreign language for practical purposes in the framework of general communicative and professionally-oriented activities. Mastering the methods of formation and development of the ability and readiness for communication in oral and written forms in English to solve the problems of professional activity.

Objectives of the discipline:

- Formation of foreign language terminological apparatus of undergraduates (academic and professional environment);
- Development of skills to work with authentic professionally-oriented texts;
- Development of oral and written skills in situations of intercultural professional communication;
- The formation of undergraduates understanding of communicative behavior in various communication situations;
- Formation in students of a system of concepts and realities related to the use of a foreign language in professional activity;
- Formation and development of the ability to tolerate social, ethnic and cultural differences.

For the successful study of the discipline «Английский для академических целей (English for Academic Purposes)» the following preliminary competencies should be formed in students:

□ Speech competence - the development of communication skills in the four main types of speech activity (speaking, listening, reading, writing);

□ Language competence - mastery of new language means (phonetic, spelling, lexical, grammatical) in accordance with the topics, areas and communication situations selected for the primary school; mastering knowledge of the linguistic phenomena of the language being studied, different ways of expressing thoughts in the native and language being studied;

□ Sociocultural competence - introducing students to the culture, traditions and realities of the countries / countries of the studied foreign language within the framework of topics, areas and communication situations that correspond to the experience, interests, psychological characteristics of students of the primary school at its different stages; the formation of the ability to represent your country, its culture in a foreign language intercultural communication;

□ Compensatory competence - the development of skills to get out of the situation in the face of a shortage of language resources when receiving and transmitting information;

□ Educational-cognitive competence - the further development of general and special educational skills; familiarization with the methods and techniques available to students for independent study of languages and cultures, including using new information technologies;

□ The development and education of students' understanding of the importance of learning a foreign language in the modern world and the need to use it as a means of communication, knowledge, self-realization and social adaptation; the development

of national identity, the desire for mutual understanding between people of different communities, a tolerant attitude to the manifestations of a different culture.

As a result of studying this discipline, students form the following general cultural / general professional / professional competencies (competency elements):

Code and wording of competency	Competency Stages	
OK-7 ability to free scientific and professional communication in a foreign language environment	Knows	general scientific terms to the extent sufficient to work with original scientific texts and texts of a professional nature
	Is able	To lexically correctly and competently, logically and consistently generate oral and written statements in situations of intercultural professional communication
	Owns	skills of prepared and unprepared oral and written speech in situations of intercultural professional communication within the framework of the studied language material
OPK-2 willingness to communicate verbally and in writing in the state language of the Russian Federation and a foreign language for solving professional tasks	Knows	a lexical minimum of 4,000 lexical units of a general and terminological nature; techniques and basics of translating professionally oriented texts
	Is able	to recognize, correctly translate and use grammatical forms and constructions typical of professionally-oriented literature, business communication, as well as everyday and regional themes
	Owns	The rules for the use of general language and special dictionaries; the basic formulas of communicative intentions in the context of intercultural communication; skills of oral presentation in a foreign language of research results; the skill of creative processing of information obtained by reading non-adapted texts

The following active / interactive learning methods are used to form the above competencies within the “English for Academic Purposes” discipline: conversations, business games, interactive seminars, group discussions, role-playing games, intelligence cards, discussion method , denotative graph, Fishbone technology, work in small groups to perform creative tasks, etc.

I. STRUCTURE AND CONTENT OF THE THEORETICAL PART OF THE COURSE

Lectures by the curriculum are not provided.

STRUCTURE AND CONTENT OF THE PRACTICAL PART OF THE COURSE

Practical classes (144 hours)

SECTION 1. PROFESSIONALLY-ORIENTED TRANSLATION. (6 HOURS)

Module 1. My profession. Biography of the scientist. Conference.

1. Grammar: Revealing the structure of a sentence based on an analysis of its elements. Temporal forms of the verb.
2. Text material: general scientific content according to the profile of the specialty of the choice of the teacher.
3. Listening, speaking: Acquaintance, performance. Brief information about yourself. Speech practice on the subject of the Conference.

Topic: Conference (4 hours)

Lesson 1. International academic conferences (4 hours)

1. Conference announcements.
2. Scanning conference programs for relevant information.
3. Vocabulary of conference announcements.

Lesson 2. Calls for papers (6 hours)

1. Guessing the meaning from unknown words from the context.
2. Key words to search online for a conference related to Ss' research area.
3. Conference-related collocations

Lesson 3. Academic and professional events (6 hours)

1. Face-to-face vs. online interaction.
2. Types of professional events.
3. Different session types.

Module 2. Higher education. Scientific Institute. Scientific Conference: Problem Solving.

1. Grammar: Passive voice. Passive voice translation.
2. Text material: general scientific content according to the profile of the specialty of the choice of the teacher. Scientific Institution
3. Listening, speaking: Speech practice on the topic. Expression of opinion on the topic.

Topic: Scientific Conference: Problem Solving. (4 hours)

Lesson 4. Attending a conference. Arrival (4 hours)

1. Asking for information and giving information.
2. Solving problems at arrival.
3. Hotel facilities.

Lesson 5. Solving problems and asking for technical help (4 hours)

1. Room service.
2. Problems with equipment.
3. Asking for help.

Lesson 6. Interactivity and new technologies (4 hours)

1. Embracing new technologies.
2. Small and complicated problems before and during a presentation.
3. A person in charge.

SECTION 2. Specialty training. (4 hours)

Module 3. Scientific career. Scientific Conference: Participation in the conference. Communication at the conference.

1. Grammar: Alignment of tenses.
2. Text material: general scientific content according to the profile of the specialty of the choice of the teacher. Scientific career.
3. Listening, speaking: Invitation to a meeting. Organization and conduct of scientific and business events. Speech practice on the subject of “Scientific Conference” (Scientific Gathering).

Topic: Participation in the conference (4 hours)

Lesson 7. Socializing at the conference (4 hours)

1. Conference announcements.
2. Greetings and introductions.
3. Introducing yourselves and others in formal and informal situations.

Lesson 8. Showing interest and reacting to news (4 hours)

1. Starting and keeping a conversation going.
2. Developing a conversation.
3. Echo-questions, responses and follow-up questions.

Lesson 9. An international conference at your university (4 hours)

1. Inviting colleagues.
2. Entertainment for visitors.
3. Paying and receiving compliments.

Module 4. Natural Sciences. Review of scientific literature. Scientific Conference: Discussion. Discussion.

1. Grammar: Modal verbs and their equivalents.
2. Text material: general scientific content according to the profile of the specialty of the choice of the teacher.
3. Listening, speaking: Speech on the topic of the study with a presentation (scientific report). Speech practice on the topic "Reviewing Scientific Literature" (Discussing Current Professional Literature). Reading and translation. Individual reading.

Topic: Scientific Conference: Discussion. Discussion. (4 hours.)

Lesson 10. Conversations between people at a conference (4 hours)

1. Have we met before?
2. Short conversations while networking.
3. Saying thank you, sorry and goodbye.

Lesson 11. Opinions about a conference (4 hours)

1. Why do people like and dislike conference events?
2. Initiating conversations and contact exchange at a conference.
3. Creating personal networks.

Lesson 12. What makes a good presentation (4 hours)

1. Why can a presentation be evaluated as successful?
2. Presentation criteria.
3. Presentation structure.

SECTION 3. The modern specialist and the basic requirements presented to him by society. (4 hours)

Module 5. Information environment. Participation in the conference: Presentation.

1. Grammar: Non-personal verb forms.
2. Text material: general scientific content according to the profile of the specialty of the choice of the teacher. Reading and translation. Individual reading
3. Listening, speaking: Speech practice on the topic.

Topic: Participation in the conference: Presentation. (4 hours.)

Lesson 13. Developing presentation skills (2 hours)

1. Agreement and disagreement with a speaker.
2. A good title is half the battle.
3. Starting a presentation.

Lesson 14. Stages of presentation (2 hours)

1. Beginning to work at your presentation.
2. Supporting your ideas.
3. Concluding a presentation.

Lesson 15. Working with visuals (2 hours)

1. *Dos* and *don'ts* for an effective slide-based presentation.
2. About a presentation slide.
3. Creating slides.

Module 6. Scientific work. Participation in the conference: Necessary skills.

1. Grammar: Gerund.
2. Text material of general scientific content according to the profile of the specialty of the choice of the teacher. Individual reading: reading, translation of text by specialty.

3. Speech practice on the topic. Scientific work. Necessary skills.

Topic: Participation in the conference: Necessary skills (4 hours).

Lesson 16. Your presentation skills (2 hours)

1. Academic culture.
2. Cultural differences in presenting material.
3. Assessing colleagues' presentations.

Lesson 17. In the audience (2 hours)

1. The difference between a lecture and a presentation.
2. While delivering a presentation.
3. Presentation overview.

Lesson 18. Research ethics (2 hours)

1. Research ethics on all levels in any field of research.
2. Reasons for and examples of unethical behavior in research.
3. An ethical dilemma in research.

SECTION 4. Teaching methods. (4 hours)

Module 7. Required Skills: Training. Article.

1. Grammar: Communion.
2. Text material of general scientific content according to the profile of the specialty of the choice of the teacher. Individual reading: reading, translation of text by specialty.
3. Speech practice on the topic.

Topic: Required Skills: Training. Article. (4 hours)

Lesson 19. Can we talk politely? (2 hours)

1. Politeness is an international concept.
2. Finding the right solution to the problem
3. Discussing what science is.

Lesson 20. Teaching and learning at higher education institutions (2 hours)

1. Why an article or a book is worth reading.
2. Interpretation of the article titles.

3. Functions of a text.

Lesson 21. Virtual learning environments (2 hours)

1. Introduction to an article.
2. Different educational platforms.
3. Advantages and disadvantages of distant learning.

Module 8. Necessary skills: Research work.

1. Grammar: Infinitive.
2. Text material of general scientific content according to the profile of the specialty of the choice of the teacher. Individual reading: reading, translation of text by specialty.
3. Speech practice on the topic.

Topic: Necessary skills: Research work. (6 hours)

Lesson 22. University research (2 hours)

1. A website focusing on the academic work.
2. Research areas
3. Key words in the prospectus.

Lesson 23. Academic publications (2 hours)

1. Search for publications.
2. Target readership of academic texts.
3. Similarities and differences between texts.

Lesson 24. Publishing matters (2 hours)

1. The structure of abstracts and popular science articles.
2. Key words from the abstracts.
3. What makes a good summary?

SECTION 5. The main types of scientific texts (4 hours)

Module 9. Article. Report on the topic of research work.

1. Grammar: Communion. Infinitive (revolutions).
2. Text material of general scientific content according to the profile of the specialty

of the choice of the teacher. Individual reading: reading, translation of text by specialty.

3. Speech practice on the topic.

Topic: Required Skills: Article. Report on the topic of research work. (2 hours)

Lesson 25. Popular science articles (2 hours)

1. Sections of an article.
2. Expressions describing the stage of research.
3. Summarizing the contents of an article.

Lesson 26. Research reports (2 hours)

1. Research report elements.
2. Stages of research report preparation.
3. Tips and recommendations on writing a research report.

Lesson 27. International cooperation programmes (2 hours)

1. Forms of international academic cooperation.
2. What a text focuses on.
3. Information from a text in a form of a table.

Module 10. Collaboration in scientific activities.

1. Grammar: Subjunctive.
2. Text material of general scientific content according to the profile of the specialty of the choice of the teacher.
3. Speech practice on the topic.

Topic: Cooperation in scientific activity (2 hours)

Lesson 28. Academic correspondence (2 hours)

1. Rules of formal email etiquette.
2. A letter of reference.
3. Adjectives to describe a person.

Lesson 29. Proposal for partnership (2 hours)

1. Elements in a proposal.
2. Collocations in a proposal.
3. Topic sentences.

Lesson 30. Grants (2 hours)

1. Activities supported by a grant.
2. Functions of texts about grants.
3. Abstract nouns in a grant proposal.

SECTION 6. The role of reading scientific texts by profession in the learning process (2 hours)

Module 11. Projects and Grants

1. Grammar: Subordinate conditions.
2. Text material of general scientific content according to the profile of the specialty of the choice of the teacher.
3. Speech practice on the topic.

Topic: Projects and grants. (2 hours)

Lesson 31. Grant (2 hours)

1. Reasons for choosing a grant.
2. Writing a cover letter for a grant proposal.
3. Including all important information in a covering letter.

Lesson 32. An executive summary of a grant proposal.

1. Characteristics of an executive summary.
2. General guidelines for writing in a formal style.
3. A problem statement.

Lesson 33. Polishing an executive summary (2 hours)

1. Project summary.
2. Elements of a project summary.
3. Expected results of a project.

Module 12. Abstracts and annotations

1. Грамматика: Повторение.
2. Текстовой материал общенаучного содержания по профилю специальности по выбору преподавателя.
3. Речевая практика по теме.

Tema: Abstracts and annotations

Lesson 34. Writing an abstract (2 hours)

1. How to make an abstract cohesive.
2. Structure of an abstract.
3. Linking words to write an abstract.

Lesson 35. Abstracts from different fields of study (2 hours)

1. What the abstract includes.
2. Particular features of abstracts from different fields of study.
3. Editing partner's abstracts.

Lesson 36. Describing visual data (2 hours)

1. Types of visuals.
2. Key words used in a description of visual information.
3. Writing about trends.

III. TRAINING AND METHODOLOGICAL SUPPORT OF STUDENTS'S INDEPENDENT WORK

Educational and methodological support for the independent work of students in the discipline "English for Academic Purposes (English for Academic Purposes)" is presented in Appendix 1 and includes:

- a schedule of independent work on the discipline, including approximate norms of time to complete each task;
- characteristics of tasks for independent work of students and guidelines for their implementation;
- requirements for the presentation and presentation of the results of independent work;
- criteria for evaluating the performance of independent work.

IV. CONTROL OF ACHIEVING COURSE OBJECTIVES

№	Supervised sections / topics of discipline	Codes and stages of formation of competencies		Evaluation Tools	
				current control	intermediate certification
1	English for Academic Purposes	OPK-2	knows the lexical minimum in the amount of 4000 educational lexical units of a general and terminological nature;	Interview (UO-1)	Questions for an interview

		techniques and basics of translating professionally oriented texts		№1
		Able to recognize, correctly translate and use grammatical forms and constructions typical of professionally oriented literature, business communication, as well as domestic and regional themes	Essays (PR-3)	Topic 1
		Owns the rules of using general language and special dictionaries; the basic formulas of communicative intentions in the context of intercultural communication; skills of oral presentation in a foreign language of research results; the skill of creative processing of information obtained by reading non-adapted texts	Case Study (PR-11)	Task 1
	OK-7	Knows general scientific terms to the extent sufficient to work with original scientific texts and texts of a professional nature	Interview (UO-1)	Questions for an interview №1
		Able to correctly and correctly, competently, logically and consistently generate oral and written statements in situations of intercultural professional communication	Test (PR-1)	Test 1
		owns the skills of prepared and unprepared oral and written speech in situations of intercultural professional communication within the limits of the studied language material	Round table (discussion) (UO-4)	Topic 1
	OPK-2	knows the lexical minimum in the amount of 4000 educational lexical units of a general and terminological nature; techniques and basics of translating professionally oriented texts	Interview (UO-1)	Questions for an interview №1
		Able to recognize, correctly translate and use grammatical forms and constructions typical of professionally oriented literature, business communication, as well as domestic and regional themes	Test (PR-1)	Test 1
		Owns the rules of using general language and special dictionaries; the basic formulas of communicative intentions in the context of intercultural communication; skills of oral presentation in a foreign language of research results; the skill of creative processing of information obtained by reading non-	Round table (discussion) (UO-4)	Topic 1

			adapted texts		
2	Обучение по специальности	OK-7	Knows general scientific terms to the extent sufficient to work with original scientific texts and texts of a professional nature	Interview (UO-1)	Questions for an interview №2
			Able to correctly and correctly, competently, logically and consistently generate oral and written statements in situations of intercultural professional communication	Essays (PR-3)	Topic 2
			owns the skills of prepared and unprepared oral and written speech in situations of intercultural professional communication within the limits of the studied language material	Small group work	Task 1
		OPK-2	knows the lexical minimum in the amount of 4000 educational lexical units of a general and terminological nature; techniques and basics of translating professionally oriented texts	Interview (UO-1)	Questions for an interview №2
			Able to recognize, correctly translate and use grammatical forms and constructions typical of professionally oriented literature, business communication, as well as domestic and regional themes	Essays (PR-3)	Topic 2
			Owens the rules of using general language and special dictionaries; the basic formulas of communicative intentions in the context of intercultural communication; skills of oral presentation in a foreign language of research results; the skill of creative processing of information obtained by reading non-adapted texts	Small group work	Task 1
		OK-7	Knows general scientific terms to the extent sufficient to work with original scientific texts and texts of a professional nature	Interview (UO-1)	Questions for an interview №2
			Able to correctly and correctly, competently, logically and consistently generate oral and written statements in situations of intercultural professional communication	Test (PR-1)	Test 2
			owns the skills of prepared and unprepared oral and written speech in situations of intercultural professional communication within the limits of the studied language material	Role-playing game (PR-10)	Topic 1
		OPK-2	knows the lexical minimum in the amount of 4000 educational lexical units of a general and terminological nature; techniques and basics of translating professionally oriented texts	Interview (UO-1)	Questions for an interview №2
			Able to recognize, correctly translate and use grammatical forms and constructions typical of professionally oriented literature, business communication, as well as domestic and regional themes	Test (PR-1)	Test 2

			Owens the rules of using general language and special dictionaries; the basic formulas of communicative intentions in the context of intercultural communication; skills of oral presentation in a foreign language of research results; the skill of creative processing of information obtained by reading non-adapted texts	Role-playing game (PR-10)	Topic 2
3	Современный специалист и основные требования, предъявляемые ему обществом	OK-7	Knows general scientific terms to the extent sufficient to work with original scientific texts and texts of a professional nature	Interview (UO-1)	Questions for an interview №3
			Able to correctly and correctly, competently, logically and consistently generate oral and written statements in situations of intercultural professional communication	Essays (PR-3)	Topic 3/2
			owns the skills of prepared and unprepared oral and written speech in situations of intercultural professional communication within the limits of the studied language material	Case Study (PR-11)	Task 2
		OPK-2	knows the lexical minimum in the amount of 4000 educational lexical units of a general and terminological nature; techniques and basics of translating professionally oriented texts	Interview (UO-1)	Questions for an interview №3
			Able to recognize, correctly translate and use grammatical forms and constructions typical of professionally oriented literature, business communication, as well as domestic and regional themes	Essays (PR-3)	Topic 3/2
			Owens the rules of using general language and special dictionaries; the basic formulas of communicative intentions in the context of intercultural communication; skills of oral presentation in a foreign language of research results; the skill of creative processing of information obtained by reading non-adapted texts	Case Study (PR-11)	Task 3
		OK-7	Knows general scientific terms to the extent sufficient to work with original scientific texts and texts of a professional nature	Interview (UO-1)	Questions for an interview №3
			Able to correctly and correctly, competently, logically and consistently generate oral and written statements in situations of intercultural professional communication	Test (PR-1)	Test 3
			owns the skills of prepared and unprepared oral and written speech in situations of intercultural professional communication within the limits of the studied language material	Report (UO-3)	Topic 3/1
			OPK-2	knows the lexical minimum in the amount of	Interview

			4000 educational lexical units of a general and terminological nature; techniques and basics of translating professionally oriented texts	(UO-1)	for an interview №3
			Able to recognize, correctly translate and use grammatical forms and constructions typical of professionally oriented literature, business communication, as well as domestic and regional themes	Test (PR-1)	Test 3
			Owens the rules of using general language and special dictionaries; the basic formulas of communicative intentions in the context of intercultural communication; skills of oral presentation in a foreign language of research results; the skill of creative processing of information obtained by reading non-adapted texts	Report (UO-3)	Topic 3/1
4	Методы обучения	OK-7	Knows general scientific terms to the extent sufficient to work with original scientific texts and texts of a professional nature	Interview (UO-1)	Questions for an interview №4
			Able to correctly and competently, logically and consistently generate oral and written statements in situations of intercultural professional communication	Essays (PR-3)	Topic 4
			owns the skills of prepared and unprepared oral and written speech in situations of intercultural professional communication within the limits of the studied language material	Small group work	Task 3(A)
		OPK-2	knows the lexical minimum in the amount of 4000 educational lexical units of a general and terminological nature; techniques and basics of translating professionally oriented texts	Interview (UO-1)	Questions for an interview №4
			Able to recognize, correctly translate and use grammatical forms and constructions typical of professionally oriented literature, business communication, as well as domestic and regional themes	Essays (PR-3)	Topic 4
			Owens the rules of using general language and special dictionaries; the basic formulas of communicative intentions in the context of intercultural communication; skills of oral presentation in a foreign language of research results; the skill of creative processing of information obtained by reading non-adapted texts	Small group work	Task 3(B)
		OK-7	Knows general scientific terms to the extent sufficient to work with original scientific texts and texts of a professional nature	Interview (UO-1)	Questions for an interview №4

			Able to correctly and correctly, competently, logically and consistently generate oral and written statements in situations of intercultural professional communication	Test (PR-1)	Test 4
			owns the skills of prepared and unprepared oral and written speech in situations of intercultural professional communication within the limits of the studied language material	Round table (UO-4)	Topic 2
		OPK-2	knows the lexical minimum in the amount of 4000 educational lexical units of a general and terminological nature; techniques and basics of translating professionally oriented texts	Interview (UO-1)	Questions for an interview №4
			Able to recognize, correctly translate and use grammatical forms and constructions typical of professionally oriented literature, business communication, as well as domestic and regional themes	Test (PR-3)	Test 4
			Owns the rules of using general language and special dictionaries; the basic formulas of communicative intentions in the context of intercultural communication; skills of oral presentation in a foreign language of research results; the skill of creative processing of information obtained by reading non-adapted texts	Round table (UO-4)	Topic 2
5	Основные типы научных текстов	OK-7	Knows general scientific terms to the extent sufficient to work with original scientific texts and texts of a professional nature	Interview (UO-1)	Questions for an interview №5
			Able to correctly and correctly, competently, logically and consistently generate oral and written statements in situations of intercultural professional communication	Essays (PR-3)	Topic 5(A)
			owns the skills of prepared and unprepared oral and written speech in situations of intercultural professional communication within the limits of the studied language material	Reading and translation of English-language literature on a specialty in Russian	Translation task 1-2
		OPK-2	knows the lexical minimum in the amount of 4000 educational lexical units of a general and terminological nature; techniques and basics of translating professionally oriented texts	Interview (UO-1)	Questions for an interview №5
			Able to recognize, correctly translate and use grammatical forms and constructions typical of professionally oriented literature, business communication, as well as domestic and regional themes	Essays (PR-3)	Topic 5(B)
			Owns the rules of using general language and special dictionaries; the basic formulas of communicative intentions in the context of intercultural	Reading non-fiction text in English and	Task 1-2

			communication; skills of oral presentation in a foreign language of research results; the skill of creative processing of information obtained by reading non-adapted texts	reading in English	
		OK-7	Knows general scientific terms to the extent sufficient to work with original scientific texts and texts of a professional nature	Interview (UO-1)	Questions for an interview №5
			Able to correctly and correctly, competently, logically and consistently generate oral and written statements in situations of intercultural professional communication	Test (PR-1)	Test 5
			owns the skills of prepared and unprepared oral and written speech in situations of intercultural professional communication within the limits of the studied language material	Report (UO-3)	Topic 5C
		OPK-2	knows the lexical minimum in the amount of 4000 educational lexical units of a general and terminological nature; techniques and basics of translating professionally oriented texts	Interview (UO-1)	Questions for an interview №5
			Able to recognize, correctly translate and use grammatical forms and constructions typical of professionally oriented literature, business communication, as well as domestic and regional themes	Test (PR-1)	Test 5
			Owens the rules of using general language and special dictionaries; the basic formulas of communicative intentions in the context of intercultural communication; skills of oral presentation in a foreign language of research results; the skill of creative processing of information obtained by reading non-adapted texts	Report (UO-3)	Topic 5B
6	Роль чтения научных текстов по специальности в процессе обучения	OK-7	Knows general scientific terms to the extent sufficient to work with original scientific texts and texts of a professional nature	Interview (UO-1)	Questions for an interview №6
			Able to correctly and correctly, competently, logically and consistently generate oral and written statements in situations of intercultural professional communication	Essays (PR-3)	Topic 6A
			owns the skills of prepared and unprepared oral and written speech in situations of intercultural professional communication within the limits of the studied language material	Reading and translation of English-language literature on a specialty in Russian	Translation task 3-5
		OK-7	Knows general scientific terms to the extent sufficient to work with original scientific texts and texts of a professional nature	Interview (UO-1)	Questions for an

				interview №6
			Able to correctly and correctly, competently, logically and consistently generate oral and written statements in situations of intercultural professional communication	Essays (PR-3) Topic 6B
			owns the skills of prepared and unprepared oral and written speech in situations of intercultural professional communication within the limits of the studied language material	Reading non-fiction text English and reading English Task 3-4
	OK-7		Knows general scientific terms to the extent sufficient to work with original scientific texts and texts of a professional nature	Interview (UO-1) Questions for an interview №6
			Able to correctly and correctly, competently, logically and consistently generate oral and written statements in situations of intercultural professional communication	Test (PR-1) Test 6
			owns the skills of prepared and unprepared oral and written speech in situations of intercultural professional communication within the limits of the studied language material	Report (UO-3) Topic 6C
	OPK-2		knows the lexical minimum in the amount of 4000 educational lexical units of a general and terminological nature; techniques and basics of translating professionally oriented texts	Interview (UO-1) Questions for an interview №6
			Able to recognize, correctly translate and use grammatical forms and constructions typical of professionally oriented literature, business communication, as well as domestic and regional themes	Test (PR-1) Тест 6, 7
			Owens the rules of using general language and special dictionaries; the basic formulas of communicative intentions in the context of intercultural communication; skills of oral presentation in a foreign language of research results; the skill of creative processing of information obtained by reading non-adapted texts	Report (UO-3) Topic 6D

Typical control tasks, methodological materials that determine the procedures for assessing knowledge, skills and (or) experience, as well as the criteria and indicators necessary for assessing knowledge, skills, and characterizing the stages of formation of competencies in the process of developing an educational program are presented in the Appendix 2.

V. LIST OF TRAINING LITERATURE AND INFORMATION AND METHODOLOGICAL SUPPORT OF DISCIPLINE

Main literature

(electronic and print editions)

1. English language: guidelines and control tasks / [comp. Yu. A. Krikunova]; Far Eastern State Technical University. Vladivostok: Publishing House of the Far Eastern Technical University, 2010. - 15 p. (10 copies)

<http://lib.dvfu.ru:8080/lib/item?id=chamo:381467&theme=FEFU>

2. English for the energy industry: Express series / Simon Campbell. - Oxford; New York; Auckland: Oxford University Press, 2013. -- 123 p. (5ex.)

<https://lib.dvfu.ru:8443/lib/item?id=chamo:737801&theme=FEFU>

Additional literature

(print and electronic publications)

1. English for Academics. - Cambridge: Cambridge University Press. - 2014.

https://lib.dvfu.ru:8443/search/query?term_1=english+for+academics&theme=FEFU

2. Drozdova, T.Yu., Berestova, A.I., Mailova, V.G. English grammar: reference and practice with a separate key volume: study guide with in-depth study of the English language and non-linguistic universities / T.Yu. Drozdova, A.I. Berestova, V.G. Mailova. - publishing house 10th ed. and add. - St. Petersburg: Anthology. - 2015, 464s. EC NB FEFU: <https://lib.dvfu.ru:8443/lib/item?Id=chamo:259168&theme=FEFU>

3. Malysheva, N.V. Scientific English / N.V. Malysheva. - Komsomolsk-on-Amur: publishing house of the Amur Humanitarian and Pedagogical State University, 2015. - 138 p. EBS IPRbooks: <http://www.iprbookshop.ru/22315.html>

4. Slepovich, V.S. Business English: a textbook / V.S. Slepovich. - Minsk: TetraSystems, 2016. - 270 p. ELS IPRbooks: <http://www.iprbookshop.ru/28070.html>

5. Turuk, I.F. The grammatical basis of reading special text. English language: textbook / I.F. Turuk. - M.: publishing house of the Eurasian Open Institute, 2015. - 152 p. EBS IPRbooks: <http://www.iprbookshop.ru/10657.html>

6. Murphy, R. English Grammar in Use: third edition / a self-study reference and practice book for intermediate students of English / R. Murphy. - Cambridge: Cambridge University press, 2010 .-- 393 c.
<http://lib.dvfu.ru:8080/lib/item?id=chamo:341520&theme=FEFU>
7. Bogdanova, T.G., Ganchenko I.V. English in the tables: a training manual / T.G. Bogdanova, I.V. Ganchenko. - Krasnodar: publishing house of the Southern Institute of Management, 2011. - 78p. EBS IPRbooks: <http://www.iprbookshop.ru/9752.html>
8. Vichugov, V.N., Krasnova, T.I. English for specialists in the field of Internet technologies: a training manual / V.N. Vichugov, T.I. Krasnova. - Tomsk: publishing house of the Tomsk Polytechnic University, 2012. - 115 p. E-IPRbooks: <http://www.iprbookshop.ru/34650.html>
9. Nikolskaya, T.V., Kravchenko, E.V. Textbook for working with the English text for graduate students and undergraduates / T.V. Nikolskaya, E.V. Kravchenko. - Vladivostok: publishing house Dalnevost. Federal University, 2011. - 59 p. EC NB FEFU: <https://lib.dvfu.ru:8443/lib/item?Id=chamo:661360&theme=FEFU>
10. Slepovich, V.S. Translation (English - Russian): textbook. - Minsk: Tetra Systems, Tetralit, 2014 .-- 336 p. ELS IPRbooks: <http://www.iprbookshop.ru/28183.html>

**The list of resources of the information and telecommunication network
 "Internet"**

1. Grammar.htm - English grammar at HomeEnglish.ru:
<http://www.homeenglish.ru>
2. English grammar on MyStudy.ru: <http://www.mystudy.ru>
3. Materials for the study of business English: textbooks, sample letters, colloquial phrases, examples of resumes, dictionaries: <http://www.delo-angl.ru>
4. Website for students of English, students, university professors and translators: <http://study-english.info>
5. English grammar guide at Study.ru: <http://www.study.ru/support/handbook>
6. Electronic dictionary ABBYYLingvo: <http://www.lingvo.ru/>

List of information technology and software

Blackboard FEFU e-learning platform.

https://bb.dvfu.ru/webapps/blackboard/content/listContentEditable.jsp?content_id=159675_1&course_id=4959_1

VI. METHODOLOGICAL INSTRUCTIONS FOR THE DEVELOPMENT OF THE DISCIPLINE

The total complexity of the discipline is 288 hours (8 ZE); classroom practical classes are 144 hours. The discipline provides extracurricular independent work in the amount of 108 hours for the entire course of the discipline.

The class schedule includes 4 hours of practical classes per week. Students are encouraged to plan extracurricular independent work in the amount of 4 hours per school week.

For an in-depth study of the material of the course, it is recommended to use the basic and additional literature indicated in the above list.

Recommended sources are available to students in the FEFU Scientific Library (NB) (the list contains the corresponding hyperlinks of these sources), as well as in the IPRbooks electronic library system (ELS) (similar hyperlinks are given).

Access to the IPRbooks electronic security system is carried out on the website www.iprbookshop.ru under the university credentials (FEFU):

Login dvfu, password 249JWmhe.

To prepare for the test and the exam, a list of questions has been defined, presented below, in the materials of the fund for evaluating discipline.

VII. MATERIAL AND TECHNICAL SUPPORT OF DISCIPLINE

Material and technical support for the implementation of the discipline includes classrooms for lectures and practical classes, equipped with multimedia equipment, and corresponding to sanitary and fire safety standards.

Name of equipped premises	List of main equipment
<p>Multimedia audience Vladivostok, about. Russian p Ajax d.10, Building 25.1, aud. M329. The classroom for lectures, practical and laboratory classes, group and individual consultations, ongoing monitoring and interim certification.</p>	<p>Training furniture for 25 workplaces, teacher's place (table, chair). Multimedia equipment: Monoblock Lenovo C360G-i34164G500UDK; Screen with electric 236 * 147 cm Trim Screen Line; DLP projector, 3000 ANSI Lm, WXGA 1280x800, 2000: 1 EW330U Mitsubishi; Subsystem of specialized hardware mounts CORSA-2007 Tuarex; Video Switching Subsystem: DVI DXP 44 DVI Pro Extron matrix switcher; Extender DVI over twisted pair DVI 201 Tx / Rx; Subsystem of audio switching and sound reinforcement; ceiling mount speaker SI 3CT LP Extron; Sennheiser EW 122 G3 UHF Microphone Lavalier Radio System with a wireless microphone and receiver; DMP 44 LC Extron digital audio processor; Extron IPL T S4 Network Management Controller; Wireless LANs for students are provided with a system based on 802.11a / b / g / n 2x2 MIMO (2SS) access points.</p>
Independent work	
<p>Computer class Vladivostok, about. Russian p. Ajax 10, Building 25.1, aud. M621. The classroom for lectures, practical exercises, group and individual consultations, ongoing monitoring and interim certification.</p>	<p>Training furniture for 17 workplaces, teacher's place (table, chair). Monoblock Lenovo C360G-i34164G500UDK 19.5 "Intel Core i3-4160T 4GB DDR3-1600 SODIMM (1x4GB) 500GB Windows Seven Enterprise - 17 pcs; Wired LAN - Cisco 800 series; Wireless LAN for students with a system based on 802.11a / b access points / g / n 2x2 MIMO (2SS).</p>
<p>Reading rooms of the FEFU Scientific Library with open access to the fund (building A - level 10)</p>	<p>Reading room equipment of the FEFU Scientific Library: HP All-in-One 400 All-in-One Monoblock 400 All-in-One 19.5 (1600x900), Core i3-4150T, 4GB DDR3-1600 (1x4GB), 1TB HDD 7200 SATA, DVD +/- RW, GigEth, Wi- Fi, BT, usb kbd / mse, Win7Pro (64-bit) + Win8.1Pro (64-bit), 1-1-1 Wty Internet access speed of 500 Mbps. Workplaces for people with disabilities are equipped with braille displays and printers; equipped with: portable devices for reading flat-printed texts, scanning and reading machines with a video enlarger with the ability to control color spectra; magnifying electronic magnifiers and ultrasonic markers</p>



МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное образовательное учреждение
высшего образования
«Дальневосточный федеральный университет»
(ДВФУ)

ШКОЛА РЕГИОНАЛЬНЫХ И МЕЖДУНАРОДНЫХ ИССЛЕДОВАНИЙ

**УЧЕБНО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ САМОСТОЯТЕЛЬНОЙ
РАБОТЫ ОБУЧАЮЩИХСЯ**

по дисциплине «English for Academic Purposes»
Направление подготовки 19.04.01 Биотехнология
магистерская программа «Agri-Food Biotechnology»
Форма подготовки очная

Владивосток
2021

Schedule of independent work on the discipline

№	Date / Deadline	Type of independent work	Estimated time to complete	Form of control
1.	21.09-01.11.19	Preparation for practical work (including using MAO)	6 hours	Interview before the start of the lesson. Group discussion. Verification of written work.
2.	01.11-31.12.19	Preparation for practical work (including using MAO)	6 hours	Interview before the start of the lesson. Group discussion. Verification of written work.
3.	25.02.19-28.02.19	Grammar test	2 hours	Test
4.	01.03.19-01.04.19	Preparation for practical work, preparation for the exam - stage 1 (including using MAO)	8 hours	Business game. Verification of lecture notes. Group discussion. Verification of written work.
5	1.04.19-01.06.19	Preparation for practical work, preparation for the exam - stage 2 (including using MAO)	6 hours	Interview before the start of the lesson. Group discussion. Verification of written work
6.	01.07.19-10.07.19	Preparation for practical work, preparation for offset - stage (including using MAO)	8 hours	Interview before the start of the lesson. Group discussion. Test.

According to the program, 288 hours are allotted for independent work, which are planned for homework on speech grammar practice in accordance with the topics of practical classes. Independent work includes an individual reading of literature in English on a research topic in the amount of 200 thousand printed characters.

Independent work is necessary: for the preparation of the grammar and vocabulary of the English language; in preparation for practical classes, tests, test and test; to deepen and concretize the knowledge gained in the classroom.

The list of possible tasks for independent work

- Individual extracurricular reading;
- Presentation on the proposed topic;
- Preparation of an abstract, report;
- Compilation of a glossary on a given topic;
- Performing lexical and grammar tests and exercises on the topic covered.

Characteristics of tasks for independent work

Guidelines for their implementation

Extracurricular Reading

Extracurricular reading requires compulsory independent reading of authentic professionally oriented literature in order to search for given information, its semantic processing and fixing in the form of annotations. These may be fragments of scientific monographs, articles from periodical scientific publications (both print and Internet publications). This type of work is supervised by teachers, is handed over at a strictly allotted time for intermediate control and is evaluated in points that are included in the student rating.

The volume of text (texts) for independent reading is 200 thousand printed characters and requires the compilation of a glossary of terms. The primary sources of information are provided in the original form or in the form of a photocopy indicating the output data for printed sources and the printed version, with reference to the Internet resource for materials taken from online publications. In carrying out this type of independent work, undergraduates need to:

- familiarize yourself with the content of the source of information for a communicative purpose, using search, learning, viewing reading;
- compile a glossary of scientific concepts on the topic;
- perform exercises to the text (if any);
- prepare a summary of the foreign language read.

Essay Writing

Writing training involves the formation of the ability to express your thoughts, feelings and opinions about the topics studied in the form of an essay or essay. The main goal of the essay is to present your own thoughts and ideas on a given topic, correctly choosing lexical and grammatical units, following the rules for building a coherent written text. It is necessary to draw the attention of students to the following:

1. The work should correspond to the genre of essays - it should be a statement in the figurative form of personal impressions, views and ideas, supported by arguments and arguments;
2. The content of the essay should correspond to a given topic;
3. The essay should reflect the following:
 - the starting idea, a problem in the inner world of the author, related to a specific topic;
 - reasoned presentation of one or two main points;
 - conclusion.

The essay should not exceed 2 pages of printed text.

Translation of a scientific article

(popular science and highly specialized areas)

Translation requirements: to comply with adequacy, compliance with the norms and rules of the Russian language, accuracy and completeness of presentation, preservation of the rules of syntax and grammar. It should be borne in mind that in different languages grammatical constructions expressing the same meaning are implemented in different ways. The translation must be correct, not contain spelling, grammar and stylistic errors.

Preparation of an abstract, report.

One of the forms of independent activity of a graduate student is writing reports and essays. The implementation of these types of work contributes to the formation of the master's skills in independent scientific activity, to increase his theoretical and professional training, and to better master the educational material.

An abstract is a written work on a specific topic. According to the content, the abstract is a brief meaningful summary of information on this topic, collected from various sources. It can also be a summary of scientific work, the results of a study of a problem.

The topics of reports and essays are determined by the teacher in accordance with the discipline program. Concretization of the topic can be done by the student on their own.

Undergraduates should focus on the fact that the wording of the topic (title) of the work should be:

- clear in form (do not contain unreadable phrases and phrases of double interpretation);
- contain keywords that represent the research work;
- be specific (do not contain the vague words "some", "special", etc.);
- contain an actual task;
- be compact.

Having chosen a topic, it is necessary to select the appropriate informational, statistical material and conduct its preliminary analysis. The most accessible sources of literature include library funds, and electronic sources of information (including the Internet) can also be used.

An important requirement for writing abstracts in English is literacy, stylistic adequacy, content (completeness of reflection and disclosure of the topic).

Presentation

The presentation is most often made in PowerPoint and is a public speaking in a foreign language, focused on familiarization, persuading students on a particular topic-problem.

Undergraduates are recommended when preparing a presentation:

- avoid reading written on the screen or in the abstract;
- make a presentation at home;
- provide for fragments that are difficult to understand and comment on them;
- anticipate possible questions that may be asked as a result of the presentation.

Requirements for the presentation and presentation of the results of independent work

The results of independent work are reflected in the following types of work: extracurricular reading, participation in an interview, essay, preparation for the exam.

Extracurricular Reading Requirements

The source should be used only authentic text of scientific content on the profile of a graduate student, the author or authors of which are only native speakers. Authorship of researchers for whom English is not a native language should be excluded.

Reading professionally oriented literature requires the compilation of a **glossary of terms (glossary)**.

When compiling a glossary, undergraduates should be guided by the following general rules:

- selected terms and lexical units should relate to the wide and narrow profile of the specialty;
- selected terms and lexical units should be new to the student and not duplicate previously learned ones;
- selected terms and lexical units must be provided with transcription and translation into Russian;
- the total number of selected terms should not be less than 100 units.

Structurally, a glossary, as a text document, is completed as follows:

The title page is a mandatory component of the glossary, on the first page of which the name of the compiler, group number, specialty direction.

The main part is written out terms with translation into Russian.

Literature is the source data of the source or sources from which the material is taken.

Glossary must be submitted as a document in Microsoft Word format on A4 white paper. Typing is carried out on a computer in accordance with the following requirements:

1. line spacing - one and a half;
2. font - Times New Roman;
3. The font size is 14.
4. text alignment - "in width";
5. page margins left - 30 mm., Right - 10 mm., Upper and lower - 20 mm .;
6. pagination - in the center at the bottom of the page (for pages with portrait orientation), through, from the title page to the last page, in Arabic numerals (the first page is the title page on which the number is not placed, the number "2" is put on the next page and etc.).

Interview Requirements

During the interview, the undergraduate is recommended to use the studied terminological units in speech; grammar structures, cliché phrases; Verbalize symbols, formulas, diagrams and charts.

During the interview, substantiveness, adequate implementation of communicative intent, logic, coherence, semantic and structural completeness, and normativeness of the student's statements are assessed.

Essay Requirements

An essay is developed on the subject of certain questions of the studied discipline when using educational, educational, methodological and scientific literature. The essay is prepared in accordance with the requirements of the Rules for the preparation of written works by students of FEFU.

In the form of an essay, it presents a short written message that has links to literature sources and Internet resources and a short terminological dictionary, including basic terms and their interpretation (interpretation) on the subject (issue).

The essay is submitted for review in electronic form, based on the

conditions:

- ✓ text document in MS Word format;
- ✓ volume - 2 pages for one question of the assignment;
- ✓ dictionary volume - at least 7-10 terms for one task question;
- ✓ typing with parameters font 14, line spacing 1.5;
- ✓ format of sheets of a text document A4;
- ✓ title page (first sheet of the document, without page number) - in the prescribed form;
- ✓ list of literature on the sources used in preparing the essay, the presence of links in the text of the essay to sources on the list.

Requirements for abstracts, reports

One of the requirements for abstracts, reports is their scope:

- a brief meaningful summary of information on this topic, collected from various sources - 4.5 pages of typewritten text (not including the title page).

- summary of scientific work:

a) an article with up to 5 printed pages is folded into an abstract of 125-200 words;

b) an article with up to 25 printed pages - an abstract of 250 or more words;

c) for larger documents - up to 1200 words.

If the original text is collapsed in the abstract to 1/8 of its volume while maintaining the main provisions, then such an abstract can be considered satisfactory, normal in volume.

Another requirement is the coherence of the text. Sentences in the text are connected by a common semantic content, a common theme of the text. Very often, connectivity is achieved through various special tools. The most common means include repeating the same keyword and replacing it with pronouns.

Often the interconnection of sentences in the text is achieved using adverbs, pronoun adverbs, which are used instead of the sentence members, clarifying the time and place of the development of events that were reported in the previous sentence. One of the special means of connectivity is the word order in a sentence.

To indicate a close semantic connection in the text, a sentence can begin with a word or phrase from the previous sentence.

The abstract, the report should include such an element as the conclusions received by students as a result of working with sources of information.

Structurally, an abstract or report, as a text document, is completed according to the following scheme:

- ✓ The title page is a mandatory component, drawn up according to generally accepted requirements (name of the topic, name of the person who completed the work, group number, specialty direction);
- ✓ The main part - materials for completing tasks, is divided into sections corresponding to the tasks of the work, with a hierarchical structure: sections - subsections - points - subparagraphs, etc.
- ✓ Conclusions - an obligatory component, contains general conclusions on the work (what tasks are solved, the assessment of the results, what is mastered during the work);
- ✓ Bibliography- an obligatory component, from a new page, contains a list of sources used in the work, including electronic sources (a numbered list, in accordance with the rules for describing the bibliography);
- ✓ Applications - an optional component, from a new page, contains additional materials to the main part of the work.

Typing is carried out according to the general rules for the design of a glossary, essay (see above).

Abstracts and reports are submitted strictly at a time determined by the schedule of the educational process, and their implementation is a prerequisite for admission to intermediate control. It is recommended to accompany the protection of work data with a presentation.

Presentation Requirements

Graduate students preparing a presentation are recommended:

- Take into account the fact that the presentation should not be less than 10 slides;
- Be sure to fill out the title page with all the source data (name, group number, topic name);
- comply with the design and ergonomic requirements (color compatibility, the amount of text on the screen);
- provide in the presentation a list of sources (literature, Internet sites).

Criteria for evaluating the performance of independent work

Assessment of extracurricular reading is carried out according to the criteria:

- annotation of professional text;
- extracting information from texts of scientific content in the direction of the specialty;
- translation of professional texts from English into Russian.

Assessment of the interview is carried out according to the criteria:

- the level of operation of grammar characteristic of a professional foreign language (within the program);
- understanding of information, the difference between the main and secondary, the essence and details in oral speech.

Evaluation of an essay, report, abstract is carried out according to the criteria:

- use of data from domestic and foreign literature, Internet sources, regulatory information and best practices;
- the volume and correctness of the presentation in English of the extracted information, the adequacy of the implementation of the communicative intention, the richness, consistency, semantic and structural completeness, normativeness of the text.
- lack of factual errors related to understanding the problem.

The glossary is evaluated according to the criteria:

- the connection of the selected terms with the professional and business field of the undergraduate;

- quality of design, use of rules and standards for the design of text and electronic documents;

- lack of factual errors related to the selection and translation of terms.



МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное образовательное учреждение
высшего образования
«Дальневосточный федеральный университет»
(ДВФУ)

ШКОЛА РЕГИОНАЛЬНЫХ И МЕЖДУНАРОДНЫХ ИССЛЕДОВАНИЙ

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
по дисциплине «English for Academic Purposes»
Направление подготовки 19.04.01 Биотехнология
магистерская программа «Agri-Food Biotechnology»
Форма подготовки очная

Владивосток
2021

Passport of the fund of assessment funds in the discipline «Английский для академических целей (English for Academic Purposes)»

Code and wording of competency	Competency Stages	
OK-7 ability to free scientific and professional communication in a foreign language environment	Knows	general scientific terms to the extent sufficient to work with original scientific texts and texts of a professional nature
	Is able	To lexically correctly and competently, logically and consistently generate oral and written statements in situations of intercultural professional communication
	Owns	skills of prepared and unprepared oral and written speech in situations of intercultural professional communication within the framework of the studied language material
OPK-2 willingness to communicate verbally and in writing in the state language of the Russian Federation and a foreign language for solving professional tasks	Knows	a lexical minimum of 4,000 lexical units of a general and terminological nature; techniques and basics of translating professionally oriented texts
	Is able	to recognize, correctly translate and use grammatical forms and constructions typical of professionally-oriented literature, business communication, as well as everyday and regional themes
	Owns	The rules for the use of general language and special dictionaries; the basic formulas of communicative intentions in the context of intercultural communication; skills of oral presentation in a foreign language of research results; the skill of creative processing of information obtained by reading non-adapted texts

№	Supervised sections / topics of discipline	Codes and stages of formation of competencies		Evaluation Tools	
				current control	intermediate certification
1	English for Academic Purposes	OPK-2	knows the lexical minimum in the amount of 4000 educational lexical units of a general and terminological nature; techniques and basics of translating professionally oriented texts	Interview (UO-1)	Questions for an interview №1
			Able to recognize, correctly translate and use grammatical forms and constructions typical of professionally oriented literature, business communication, as well as domestic and regional themes	Essays (PR-3)	Topic 1
			Owns the rules of using general language	Case Study	Task 1

			and special dictionaries; the basic formulas of communicative intentions in the context of intercultural communication; skills of oral presentation in a foreign language of research results; the skill of creative processing of information obtained by reading non-adapted texts	(PR-11)	
		OK-7	Knows general scientific terms to the extent sufficient to work with original scientific texts and texts of a professional nature	Interview (UO-1)	Questions for an interview №1
			Able to correctly and correctly, competently, logically and consistently generate oral and written statements in situations of intercultural professional communication	Test (PR-1)	Test 1
			owns the skills of prepared and unprepared oral and written speech in situations of intercultural professional communication within the limits of the studied language material	Round table (discussion) (UO-4)	Topic 1
		OPK-2	knows the lexical minimum in the amount of 4000 educational lexical units of a general and terminological nature; techniques and basics of translating professionally oriented texts	Interview (UO-1)	Questions for an interview №1
			Able to recognize, correctly translate and use grammatical forms and constructions typical of professionally oriented literature, business communication, as well as domestic and regional themes	Test (PR-1)	Test 1
			Owns the rules of using general language and special dictionaries; the basic formulas of communicative intentions in the context of intercultural communication; skills of oral presentation in a foreign language of research results; the skill of creative processing of information obtained by reading non-adapted texts	Round table (discussion) (UO-4)	Topic 1
2	Обучение по специальности	OK-7	Knows general scientific terms to the extent sufficient to work with original scientific texts and texts of a professional nature	Interview (UO-1)	Questions for an interview №2
			Able to correctly and correctly, competently, logically and consistently generate oral and written statements in situations of	Essays (PR-3)	Topic 2

			intercultural professional communication		
			owns the skills of prepared and unprepared oral and written speech in situations of intercultural professional communication within the limits of the studied language material	Small group work	Task 1
	OPK-2		knows the lexical minimum in the amount of 4000 educational lexical units of a general and terminological nature; techniques and basics of translating professionally oriented texts	Interview (UO-1)	Questions for an interview №2
			Able to recognize, correctly translate and use grammatical forms and constructions typical of professionally oriented literature, business communication, as well as domestic and regional themes	Essays (PR-3)	Topic 2
			Owens the rules of using general language and special dictionaries; the basic formulas of communicative intentions in the context of intercultural communication; skills of oral presentation in a foreign language of research results; the skill of creative processing of information obtained by reading non-adapted texts	Small group work	Task 1
	OK-7		Knows general scientific terms to the extent sufficient to work with original scientific texts and texts of a professional nature	Interview (UO-1)	Questions for an interview №2
			Able to correctly and competently, logically and consistently generate oral and written statements in situations of intercultural professional communication	Test (PR-1)	Test 2
			owns the skills of prepared and unprepared oral and written speech in situations of intercultural professional communication within the limits of the studied language material	Role-playing game (PR-10)	Topic 1
	OPK-2		knows the lexical minimum in the amount of 4000 educational lexical units of a general and terminological nature; techniques and basics of translating professionally oriented texts	Interview (UO-1)	Questions for an interview №2
			Able to recognize, correctly translate and use grammatical forms and constructions typical of professionally oriented literature, business communication, as well as domestic and regional themes	Test (PR-1)	Test 2
			Owens the rules of using general language and special dictionaries; the basic formulas of communicative intentions in the context of intercultural communication; skills of oral presentation in a foreign language of research results; the skill of creative processing of	Role-playing game (PR-10)	Topic 2

			information obtained by reading non-adapted texts		
3	Современный специалист и основные требования, предъявляемые ему обществом	OK-7	Knows general scientific terms to the extent sufficient to work with original scientific texts and texts of a professional nature	Interview (UO-1)	Questions for an interview №3
			Able to correctly and correctly, competently, logically and consistently generate oral and written statements in situations of intercultural professional communication	Essays (PR-3)	Topic 3/2
			owns the skills of prepared and unprepared oral and written speech in situations of intercultural professional communication within the limits of the studied language material	Case Study (PR-11)	Task 2
		OPK-2	knows the lexical minimum in the amount of 4000 educational lexical units of a general and terminological nature; techniques and basics of translating professionally oriented texts	Interview (UO-1)	Questions for an interview №3
			Able to recognize, correctly translate and use grammatical forms and constructions typical of professionally oriented literature, business communication, as well as domestic and regional themes	Essays (PR-3)	Topic 3/2
			Owens the rules of using general language and special dictionaries; the basic formulas of communicative intentions in the context of intercultural communication; skills of oral presentation in a foreign language of research results; the skill of creative processing of information obtained by reading non-adapted texts	Case Study (PR-11)	Task 3
		OK-7	Knows general scientific terms to the extent sufficient to work with original scientific texts and texts of a professional nature	Interview (UO-1)	Questions for an interview №3
			Able to correctly and correctly, competently, logically and consistently generate oral and written statements in situations of intercultural professional communication	Test (PR-1)	Test 3
			owns the skills of prepared and unprepared oral and written speech in situations of intercultural professional communication within the limits of the studied language material	Report (UO-3)	Topic 3/1
		OPK-2	knows the lexical minimum in the amount of 4000 educational lexical units of a general and terminological nature; techniques and basics of translating professionally oriented texts	Interview (UO-1)	Questions for an interview №3
			Able to recognize, correctly translate and use grammatical forms and constructions typical of professionally oriented literature,	Test (PR-1)	Test 3

			business communication, as well as domestic and regional themes		
			Owens the rules of using general language and special dictionaries; the basic formulas of communicative intentions in the context of intercultural communication; skills of oral presentation in a foreign language of research results; the skill of creative processing of information obtained by reading non-adapted texts	Report (UO-3)	Topic 3/1
4	Методы обучения	OK-7	Knows general scientific terms to the extent sufficient to work with original scientific texts and texts of a professional nature	Interview (UO-1)	Questions for an interview №4
			Able to correctly and correctly, competently, logically and consistently generate oral and written statements in situations of intercultural professional communication	Essays (PR-3)	Topic 4
			owns the skills of prepared and unprepared oral and written speech in situations of intercultural professional communication within the limits of the studied language material	Small group work	Task 3(A)
		OPK-2	knows the lexical minimum in the amount of 4000 educational lexical units of a general and terminological nature; techniques and basics of translating professionally oriented texts	Interview (UO-1)	Questions for an interview №4
			Able to recognize, correctly translate and use grammatical forms and constructions typical of professionally oriented literature, business communication, as well as domestic and regional themes	Essays (PR-3)	Topic 4
			Owens the rules of using general language and special dictionaries; the basic formulas of communicative intentions in the context of intercultural communication; skills of oral presentation in a foreign language of research results; the skill of creative processing of information obtained by reading non-adapted texts	Small group work	Task 3(B)
			Knows general scientific terms to the extent sufficient to work with original scientific texts and texts of a professional nature	Interview (UO-1)	Questions for an interview №4
			Able to correctly and correctly, competently, logically and consistently generate oral and written statements in situations of intercultural professional communication	Test (PR-1)	Test 4
			owns the skills of prepared and unprepared oral and written speech in situations of intercultural professional communication within the limits of the studied language	Round table (UO-4)	Topic 2

			material		
		OPK-2	knows the lexical minimum in the amount of 4000 educational lexical units of a general and terminological nature; techniques and basics of translating professionally oriented texts	Interview (UO-1)	Questions for an interview №4
			Able to recognize, correctly translate and use grammatical forms and constructions typical of professionally oriented literature, business communication, as well as domestic and regional themes	Test (PR-3)	Test 4
			Owens the rules of using general language and special dictionaries; the basic formulas of communicative intentions in the context of intercultural communication; skills of oral presentation in a foreign language of research results; the skill of creative processing of information obtained by reading non-adapted texts	Round table (UO-4)	Topic 2
5	Основные типы научных текстов	OK-7	Knows general scientific terms to the extent sufficient to work with original scientific texts and texts of a professional nature	Interview (UO-1)	Questions for an interview №5
			Able to correctly and competently, logically and consistently generate oral and written statements in situations of intercultural professional communication	Essays (PR-3)	Topic 5(A)
			owns the skills of prepared and unprepared oral and written speech in situations of intercultural professional communication within the limits of the studied language material	Reading and translation of English-language literature on a specialty in Russian	Translation task 1-2
		OPK-2	knows the lexical minimum in the amount of 4000 educational lexical units of a general and terminological nature; techniques and basics of translating professionally oriented texts	Interview (UO-1)	Questions for an interview №5
			Able to recognize, correctly translate and use grammatical forms and constructions typical of professionally oriented literature, business communication, as well as domestic and regional themes	Essays (PR-3)	Topic 5(B)
			Owens the rules of using general language and special dictionaries; the basic formulas of communicative intentions in the context of intercultural communication; skills of oral presentation in a foreign language of research results; the skill of creative processing of information obtained by reading non-adapted texts	Reading non-fiction text in English and reading in English	Task 1-2

		OK-7	Knows general scientific terms to the extent sufficient to work with original scientific texts and texts of a professional nature	Interview (UO-1)	Questions for an interview №5		
			Able to correctly and correctly, competently, logically and consistently generate oral and written statements in situations of intercultural professional communication	Test (PR-1)	Test 5		
			owns the skills of prepared and unprepared oral and written speech in situations of intercultural professional communication within the limits of the studied language material	Report (UO-3)	Topic 5C		
		OPK-2	knows the lexical minimum in the amount of 4000 educational lexical units of a general and terminological nature; techniques and basics of translating professionally oriented texts	Interview (UO-1)	Questions for an interview №5		
			Able to recognize, correctly translate and use grammatical forms and constructions typical of professionally oriented literature, business communication, as well as domestic and regional themes	Test (PR-1)	Test 5		
			Owens the rules of using general language and special dictionaries; the basic formulas of communicative intentions in the context of intercultural communication; skills of oral presentation in a foreign language of research results; the skill of creative processing of information obtained by reading non-adapted texts	Report (UO-3)	Topic 5B		
		6	Роль чтения научных текстов по специальности в процессе обучения	OK-7	Knows general scientific terms to the extent sufficient to work with original scientific texts and texts of a professional nature	Interview (UO-1)	Questions for an interview №6
					Able to correctly and correctly, competently, logically and consistently generate oral and written statements in situations of intercultural professional communication	Essays (PR-3)	Topic 6A
					owns the skills of prepared and unprepared oral and written speech in situations of intercultural professional communication within the limits of the studied language material	Reading and translation of English-language literature on a specialty in Russian	Translation task 3-5
OK-7	Knows general scientific terms to the extent sufficient to work with original scientific texts and texts of a professional nature			Interview (UO-1)	Questions for an interview №6		
	Able to correctly and correctly, competently, logically and consistently generate oral and written statements in situations of intercultural professional communication			Essays (PR-3)	Topic 6B		
	owns the skills of prepared and unprepared oral and written speech in situations of			Reading not	Task 3-4		

		intercultural professional communication within the limits of the studied language material	fiction text English reading English	
	OK-7	Knows general scientific terms to the extent sufficient to work with original scientific texts and texts of a professional nature	Interview (UO-1)	Questions for an interview №6
		Able to correctly and correctly, competently, logically and consistently generate oral and written statements in situations of intercultural professional communication	Test (PR-1)	Test 6
		owns the skills of prepared and unprepared oral and written speech in situations of intercultural professional communication within the limits of the studied language material	Report (UO-3)	Topic 6C
	OPK-2	knows the lexical minimum in the amount of 4000 educational lexical units of a general and terminological nature; techniques and basics of translating professionally oriented texts	Interview (UO-1)	Questions for an interview №6
		Able to recognize, correctly translate and use grammatical forms and constructions typical of professionally oriented literature, business communication, as well as domestic and regional themes	Test (PR-1)	Тест 6, 7
		Owens the rules of using general language and special dictionaries; the basic formulas of communicative intentions in the context of intercultural communication; skills of oral presentation in a foreign language of research results; the skill of creative processing of information obtained by reading non-adapted texts	Report (UO-3)	Topic 6D

**The scale for assessing the level of competency formation in the discipline
«Английский для академических целей (English for Academic Purposes)»**

Code and wording of competency	Competency Stages		Criteria	Indicators	Points
OK-7 ability to free scientific and professional communication in a foreign language environment	knows (threshold level)	general scientific terms to the extent sufficient to work with original scientific texts and texts of a professional nature	knowledge of general scientific terms in an amount sufficient to work with original scientific texts and texts of a professional nature	ability to define basic concepts and general scientific terms in an amount sufficient to work with original scientific texts and texts of a professional nature	45-64
	able (advanced)	Lexically correctly and competently, logically and consistently generate oral and written statements in situations of intercultural professional communication	the ability to correctly and competently, logically and consistently generate oral and written statements in situations of intercultural professional communication	the ability to apply the terminological apparatus in an amount sufficient to work with original scientific texts and texts of a professional nature	65-84
	owns (high)	skills of prepared and unprepared oral and written speech in situations of intercultural professional communication within the framework of the studied language material	possession of the skills of prepared and unprepared oral and written speech in situations of intercultural professional communication within the limits of the studied language material	the ability to use independently the skills of prepared oral and unprepared oral and written speech in situations of intercultural professional communication within the studied language material	85-100
OPK-2 willingness to communicate verbally and in writing in the state language of the Russian Federation and a foreign language for solving professional tasks	knows (threshold level)	a lexical minimum of 4,000 lexical units of a general and terminological nature; techniques and basics of translating professionally oriented texts	knowledge of the basic concepts and terminology of the lexical minimum; techniques and basics of translating professionally oriented texts	the ability to reveal the essence of the basic concepts and terminology of the lexical minimum; techniques and basics of translating professionally oriented texts	45-64
	able (advanced)	be able to recognize, correctly translate and use grammatical forms and constructions typical of professionally-oriented literature, business communication, as well as everyday and	the ability to recognize, correctly translate and use grammatical forms and constructions typical of professionally oriented literature, business communication, as well as everyday and regional studies topics	the ability to justify and apply grammatical forms and constructions typical of professionally oriented literature, business communication, as well as everyday and regional studies topics	65-84

		regional themes			
	owns (high)	rules for the use of general language and special dictionaries; the basic formulas of communicative intentions in the context of intercultural communication; skills of oral presentation in a foreign language of research results; the skill of creative processing of information obtained by reading non-adapted texts	possession of the rules for using general language and special dictionaries; the basic formulas of communicative intentions in the context of intercultural communication; skills of oral presentation in a foreign language of research results; the skill of creative processing of information obtained by reading non-adapted texts	the ability to use independently the basic formulas of communicative intentions in an environment of intercultural communication; skills of oral presentation in a foreign language of research results; skills of creative processing of information obtained by reading non-adapted texts	85-100

Methodological materials that determine the procedures for assessing knowledge, skills

Control methods

The effectiveness of students' work is largely determined by the presence of active methods of its control:

- primary control of knowledge and skills of students at the beginning of the study of the discipline;
- current control of the assimilation of grammatical, lexical material in practical exercises;
- intermediate control at the end of the study section or module of the course;
- self-control carried out by the student in the process of studying the discipline in preparation for control measures;
- final control on discipline in the form of a test or an exam;
- control of residual knowledge and skills after a certain time after completion of the study of the discipline;

- test control.

Sample types of tasks used in the control

Reading, listening: - true or false statement; - multiple choice; - finding matches; - filling in the blanks.

Speaks: - question-answer exercises (interview); - compilation of dialogues on the proposed situations; - comparison-comparison based on visual material.

Written speech: - answers to questions or drafting (completion of proposals) based on this information; - translation of sentences from Russian into English; - writing essays with elements of reasoning.

Language skills: - Transformation of sentences; - filling in the blanks; - multiple choice; - word formation.

Current certification of students. The current certification of undergraduates in the discipline "Professionally-oriented translation" is carried out in accordance with the local regulatory acts of the FEFU and is mandatory.

The current certification in the discipline "Professionally-oriented translation" is carried out in the form of control measures (essay, presentation, preparation of an extra-curricular reading, participation in an interview, etc.) to evaluate the actual results of undergraduate training carried out by a leading teacher.

The objects of evaluation are:

- academic discipline (activity in the classroom, timeliness of the various types of tasks, attendance of all types of classes in the certified discipline);
- the level of mastery of practical skills in all types of educational work;
- results of independent work.

For each object, the characteristic of assessment procedures in relation to the used assessment tools is given.

Interim certification of students. Interim certification of students in the discipline "Professionally-oriented translation" is carried out in accordance with the local regulatory acts of the FEFU and is mandatory.

Interim control is carried out in the form of a test at the end of the 1st semester and an exam at the end of the 2nd semester. As a rule, a student receives a test / exam based on the rating of his current performance (the results of the current and intermediate types of control).

Criteria for grading a student in the test / exam in the discipline «АНГЛИЙСКИЙ для академических целей (English for Academic Purposes)»

Points (rating)	Pass / Exam Assessment (standard)	Requirements for formed competencies
100-86	"Set off" / "Excellent"	“Excellent”, the student’s answer is complete, reasoned, accompanied by a conclusion and correctly designed in a linguistic, semantic and stylistic sense. The rate of expression is normal, there is a creative approach to the development and illustration of the idea in situations of intercultural professional communication, excellent spontaneous speaking skills (language range, correctness, fluency, connectivity and interactivity of speech) are demonstrated within the studied language material. The student has versatile skills and techniques for translating texts in the specialty, owns the strategies necessary for effective communication and teamwork. 2-3 errors are allowed.
85-76	"Set off" / "Good"	“Good” - the answer is full and logical, the correct selection and variety of language tools; the student has good spontaneous speech skills with some shortcomings (small pauses for word selection, skipping some ligaments); there is a creative development of the idea in situations of intercultural professional communication. The student demonstrates good translation skills in the specialty, allowing for some semantic digressions and semantic distortions of the original text. 3-5 errors are allowed.
75-61	"Set off" / "satisfactorily"	“Satisfactorily” - the question is partially disclosed, the pace of speech is slow, with pauses, repetitions and corrections. There is no creative approach to the development of ideas; language tools chosen to express thoughts are simple and monotonous. The student admits inaccuracies, insufficiently correct wording, violations of the logical sequence in the presentation of program material, has difficulty in performing a practical task. The answers are correct in the main points, there are no illustrative examples, there is no student's own opinion, there are errors in the details and / or they are simply absent. No more than 5-7 errors are allowed.
60-50	“Not Set off ” / "Unsatisfactory"	“Unsatisfactory” is exposed to a student who does not know a significant part of the program material, makes significant mistakes, hesitates, with great difficulties, performs practical tasks. As a rule, the rating

		“unsatisfactory” is given to students who cannot continue their studies without additional classes in the relevant discipline.
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The teacher must take into account the points obtained by the student during the current control of knowledge during the module / semester, when completing tasks for independent work, and a general assessment is derived.

In individual cases, the teacher can give a final grade to the student at the end of the semester / course of studying the discipline «Английский для академических целей (English for Academic Purposes)» on the basis of the test / exam on the test-examination materials.

Exam Tasks

1. Reading and translation with a dictionary of the original text in the direction and profile of preparation in Russian. The volume of 2000-2500 printed characters. The lead time is 45 minutes. Verification form - reading part of the text aloud and checking the prepared translation.

2. View reading of the original non-fiction text. The volume of 1000-1500 printed characters. The lead time is 3-5 minutes. Verification form - transfer of the extracted information in English.

3. Conversation with a teacher in a foreign language (English) on topics covered by the program:

1. Describing a Visual Data
2. Abstracts from Different Fields of Study
3. A the Conference
4. Grants
5. Academic Correspondence
6. International Cooperation Programs
7. University Research
8. Making a Presentation
9. Different Educational Platforms

10. Research Ethics

Evaluation Set

Questions for an interview

№ 1.

- How often do you take part in international conferences?
- Is it important to participate in such conferences? Why do you think so?
- Have you ever given presentation at one?
- If yes, in what language did you present?
- Where do you usually get information about conferences?
- When you read a conference announcement, what information do you look for first?
- What are you to know about to be successful at conferences?

№ 2.

- How do you greet people in formal and informal situations?
- How do you usually introduce yourself and others?
- What responses do you usually expect?
- What situations seem inappropriate to you?
- Have you ever done something like this?
- How can such situations be avoided?

№ 3. A:

- Do you agree with the quotation “A man who cannot speak well will never make a career”? Why/Why not?
- Who does it seem relevant to?
- Think of a good lecture or presentation you have seen? What was it about?
- Why was it successful/not successful?
- Make a list of what makes a successful lecture/presentation.

B:

Reflect your experience and answer the questions: Did you ...

- prepare thoroughly your presentation: check the meaning and pronunciation of new words?
- start the talk in an interesting way to get the attention of the audience?
- speak from notes rather than read a whole text?
- give an overview of your talk at the beginning?
- use phrases to help the audience follow your ideas?
- provide examples to illustrate complex and/or original ideas?
- provide visual support?
- invite the audience to ask questions?
- emphasize the main points by slowing down and leaving pauses?
- make eye contact with your audience?
- avoid repetitive use of “pet” words or phrases (e.g. *so, well, OK, like*)?
- use effective gestures?

№ 4.

- Do you agree with the idea “politeness is an international concept”?
Why/Why not?
- How can you start a conversation at a professional event with a person you don’t know?
- What things can help you to decide if an article or a book is worth reading?
- What are the advantages and disadvantages of distance-learning courses?
- Give the explanation of “virtual learning environment”.
- Does your chair, department or faculty have a website focusing on academic work done by its members? If yes, what does it contain?
- Have you visited such websites of other universities?
- What research institutes of your region do you know?
- What can you say about their activities?
- How do you usually search for publications you need?
- What types of published materials do you find most helpful in your

research?

№ 5.

- Do you read popular science articles?
- Why? On what occasions?
- Can you define “research” and “report”?
- Have you ever worked on an international project? (When? Who with?)
- What was the project?
- What other forms of international academic cooperation do you know?
- What rules of etiquette do you know?
- Why is it important to follow these rules?
- What is e-mail etiquette, in your opinion?
- What rules are relevant to your professional life?
- What rules can you add from your own experience?
- What partnership your department/university have?
- What is the purpose of a partnership proposal?

№ 6.

- Which of the following activities may be supported by a grant of some kind (a research project, a visit to a university abroad to meet fellow researchers, writing a textbook in your subject, organizing an international seminar)?
- Have you ever applied for a grant for any of these activities?
- Were you successful or not? Why?
- Have you ever written a summary?
- Why is it necessary to write them?
- How long should a summary be?
- What kind of misunderstanding may take place?
- What is a topic sentence?
- Where do you find it in the paragraph?

- How often do you write articles?
- What else do you have to write when you submit an article?
- Have you ever had to write a grant application or proposal in English?
- What do you think help to get funding for an academic project?

Small group work

Task 1.

A. Greetings and introductions. Give the best response in the following situations:

- During a coffee break Olaf Swenson sees his colleague from the Prague Business School;
- At the conference participants' regulation table Peter meets Val. Val and Peter have met before at international conferences. Val wants to introduce Peter to his colleague Andrew;
- Roberta and Nick are talking during lunch time. They know each other very well.

B. Starting and keeping a conversation going. Role-play the following questions in pairs:

- Who/work for? – example: Who do you work for?
- Which part/country come from?
- first time in Brazil?
- know/many people here?
- How/enjoying/the conference?
- How/get/here?
- Where/staying?
- often/go to/international conferences?
- How/day?
- How/flight?
- How/presentation?

- How/audience?
- How/hotel?

C. Inviting speaking. Imagine that you are talking in the coffee break during the conference.

Learner A: Invite a colleague to one of the social events.

Learner B: Your colleague is inviting you to some social events. Accept or reject the invitation.

D. Read the reasons for declining invitations. Think of the ways of saying “no” in each situation:

- A: _____

—

- B: _____ I'm a bit tired. It has been a long day.

- A: _____

—

- B: _____ I've already made plans for tonight.

- A: _____

—

- B: _____ I've have already other plans. Another time may be.

- A: _____

—

- B: _____ I'm quite busy on Monday.

- A: _____

—

- B: _____ I still have some work to do.

- A: _____

—

- B: _____ I need an early night. My flight is at six tomorrow.

- A: _____

-
- B: _____ I won't be here at the weekend.

Task 2.

- A. Work in groups. Think of the conferences where you were sitting in the audience. Say what you don't like about some presenters' behavior.
- B. What should a presenter know about the audience in order to meet their expectations? Make a list and compare it with other people in the group.
- C. Work in groups. Make a list of criteria for evaluating a presentation. Present your criteria to the group.
- D. Work in groups. Listen to each other's presentation beginnings. Provide feedback using the following questions as guidelines. Make help of the questions:
 - Did the presenters greet the audience?
 - Did they introduce themselves, the topic and the plan?
 - Did they mention the time and when they wanted to take questions?
 - Did they use a technique for starting a presentation?
 - Was the beginning clear?
 - Did the presenters look confident?

Task 3.

A: Search online for descriptions of research programmes at your university (at other universities) and at any university abroad. Then discuss the information in groups.

B: Search online for an English-language description of an academic course which matches your research interests. Then discuss the advantages and disadvantages.

Tests

Test №1.

1. Look at the man standing over there. ... you ... him?
 - a) Do ... remember
 - b) Did ... remember
 - c) Are ... remembering
 - d) Were ... remembering
2. We ... our supper an hour ago

- a) isn't he c) did he
b) has he d) hasn't he
54. Where is Jane? - She ... to the shops. She'll be back soon.
a) went c) has been
b) has gone d) had gone
55. Your sister used to visit your parents quite often, ...?
a) didn't she c) doesn't she

Тест №2.

1. You ... when you see the view.
a) amaze c) were amazed
b) amazes d) will be amazed
2. The day before yesterday we ... to the restaurant by Tom Jenkins.
a) are invited c) invite
b) were invited d) invited
3. Look! The bridge ... repaired.
a) is being c) has being
b) is been d) has been
4. Are you married? Yes, I
a) do c) was
b) am d) are
5. Will these clothes ... on Saturday?
a) make c) be make
b) made d) be made
6. What ... the tourist ... when you passed them?
a) was... shown c) was... being shown
b) were... shown d) were... being shown
7. Ann ... such strange shoes lately.
a) bought c) has been bought
b) was bought d) had been bought
8. Jane didn't know about the change of plans. She
a) didn't tell c) wasn't tell
b) hadn't tell d) hadn't been told
9. What ... in the Art Museum when you visited it?
a) displayed c) was displayed
b) had displayed d) was being displayed
10. She ... hardly ... the news when she ran out of the room.

- a) has... told c) has... been told
b) had... told d) had... been told
11. We couldn't use the Xerox this morning. It
a) repaired c) has been repaired
b) has repaired d) was being repaired
12. Why didn't you go to the doctor after you
a) told c) had told
b) have told d) had been told
13. The visitors... by us at the station tomorrow.
a) meet c) are met
b) are meeting d) will be met
14. The thief ... a fair trial and sent to prison.
a) gave c) is given
b) was given d) gives
15. The house ... up for summer and the old gardener will look after it.
a) locks c) is locked
b) locked d) will be locked
16. All the dinner ... before they finished the conversation.
a) was eaten c) has been eaten
b) was being eaten d) had been eaten
17. The box ... for the last hundred years.
a) didn't open c) has been eaten
b) wasn't opened d) had been eaten
18. I ... for something I didn't do.
a) am punished c) has been punished
b) was punished d) had been punished
19. He saw that the table ... into the corner.
a) is pushed c) has been pushed
b) was pushed d) had been pushed
20. I can't bear it. The piano ... far too loudly.
a) is played c) is being played
b) was played d) has been played
21. The chickens ... today.
a) was not eaten c) has not been eaten
b) were not eaten d) have not been eaten
22. She said that some ink ... on her carpet.
a) was spilled c) has been spilled
b) were spilled d) had been spilled

- b) had succeeded d) would have succeeded
7. If I had lost the spectacles yesterday, I ... read the letter now.
a) could not c) were not able to
b) was not able to d) should not have been able to
8. If men ... only more reasonable, there would be no more war.
a) was c) will be
b) were d) would be
9. I ... to meet you at the station if I had known you wanted me to.
a) should go c) should have gone
b) would go d) would have gone
10. I should never have known the answer if you ... it to me.
a) do not whisper c) have not whispered
b) did not whisper d) had not whispered
11. If I had one million dollars, I ... a yacht.
a) shall buy c) should buy
b) bought d) would buy
12. I'm sure she will do well if she ... to the University.
a) go c) went
b) goes d) would go
13. If the dog ... us, we should have never heard the burglar.
a) would not wake c) has not woken
b) didn't wake d) had not woken
14. Blackpool ... ideal for a holiday, if there were not so many people there.
a) were c) would be
b) will be d) would have been
15. The child would have been killed if the train ... quickly.
a) didn't stop c) wouldn't stop
b) hadn't stop d) wouldn't have stopped
16. If we had some bread , we ... some bread and cheese if we had some cheese!
a) could have c) could have had
b) were able to have d) had had
17. We are going to play tennis this afternoon if it ... raining.
a) stop c) stopped
b) stops d) will stop
18. If you could type, you ... a job easily.

- a) Я перестал читать.
 - b) Я остановился, чтобы прочитать.
 - c) Я остановился, читая.
5. Do you mind my paying the bills?
- a) Ты не возражаешь, если я оплачу счета?
 - b) Ты не против оплатить мои счета?
 - c) Ты думаешь, как оплатить мои счета?

II. Choose the correct answer.

6. He didn't mind ... the bills
- a) paying b) pay c) to pay d) to paying
7. I stopped ... for the bank two years ago.
- a) to work b) to working c) working d) work
8. He was running and then stopped
- a) to smoke b) smoking c) smoke d) to smoking
9. We didn't like the idea of ... the budget.
- a) planning b) being planned c) to plan d) plan
10. I am not used
- a) manage b) to manage c) managing d) to managing
11. These goods are not worth
- a) buy b) to buy c) buying d) to buying
12. He did the exercises without ... any mistakes.
- a) making b) to make c) being made d) to be made
13. What is the reason ... expenses?
- a) to cut b) for cutting c) to cutting d) being cut
14. Try to avoid ... extra expenses.
- a) to make b) make c) making d) of making
15. They denied ... the money.
- a) stealing b) to steal c) against stealing d) stolen

III. Put the Participle in the correct form.

16. _____ a foreigner, she needs a visa to stay in this country.
- a) having been b) being c) been
17. _____ a hotel, they looked for somewhere to have dinner.
- a) finding b) having found c) found
18. The old man was walking along the street _____ to himself
- a) talked b) having talked c) talking
19. _____ people of various ages, they found out what services people expected from a state.
- a) having interviewed b) interviewing c) interviewed
20. The money _____ in the robbery was never found.
- a) having been stolen b) being stolen c) stolen
21. _____ this case, we touched upon many interesting problems.
- a) having discussed b) discussing c) discussed

VI. Give the correct translation of the underlined construction, choosing the right variant. State the function of the Infinitive in each case.

22. Now it is time to get to know some aspects of the world on which you live and work.

- a) представить;
- b) стать известным;
- c) узнать (познакомиться).

23. Farmers brought raw materials to them to be made into finished products.

- a) чтобы превратить их;
- b) чтобы они сделали их;
- c) чтобы сделать.

24. On this way the things people needed came to be made, not in homes but in Special work shops.

- a) начали делать;
- b) стали изготавливаться;
- c) пришли, чтобы сделать.

25. January 5, 1769 is the date often used to mark the beginning of this movement.

- a) отмечает;
- b) чтобы отметить;
- c) которая отмечает.

26. Huge amounts of power are required to run the machines.

- a) требуется для того, чтобы привести в действие;
- b) потребовали привести в действие;
- c) требуют привести в действие.

27. They must see the needed raw materials arrive at the proper time.

- a) чтобы прибыть в надлежащее время;
- b) чтобы сырье поступало в надлежащее время;
- c) чтобы привезти сырье вовремя.

V. Choose the right variant of translation. Mind the constructions “Nominative with the Infinitive” (Complex Subject) and “Objective with the Infinitive” (Complex Object).

28. Everybody considers managers to perform different tasks.

- a) Все считают, что менеджеры решают разнообразные задачи.
- b) Менеджеры считают, что они решают разнообразные задачи.
- c) Считается, что менеджеры обязаны выполнять различные функции.

29. Managers are known to face different problems.

- a) Менеджеры знают, что сталкиваются с различными проблемами.

46. A number of students ... present at the meeting yesterday

- a) was
- b) were
- c) has been
- d) would be

47. His eyes were as bright as ...

- a) her
- b) my
- c) mine
- d) our

48. Your institute was founded in 1948, ...?

- a) didn't
- b) wasn't
- c) did
- d) does

49. ... money has been spent for the education this year

- a) few
- b) little
- c) a few
- d) many

50. He is often laughed ...

- a) on
- b) at
- c) above
- d) about

Test № 7

1. Choose the best alternative to complete the sentence.

1. It is necessary to ... the date and place of the next session.

- a) name
- b) fix
- c) state
- d) give

2. The working group ... the Program for the Symposium.

- a) wrote
- b) designed
- c) developed
- d) organized

3. Registration ... can be paid at the place of registration.

- a) money
- b) payment
- c) bill
- d) fee

4. The session lasted without a ... from 9.00 a.m. to 11 a. m.

- a) interval
- b) stop
- c) recess
- d) break

5. The chairman proposed a seven point ... for the meeting.

- a) plan
- b) agenda
- c) item
- d) chart

6. Some papers were ... during the open meetings of the working group.

- a) read
- b) given
- c) presented
- d) held

7. ... of no more than 150 words must be included for all presentation.

- a) essay
- b) articles
- c) compositions
- d) abstracts

8. ... reports should comprise an accurate history of the work of the organization during the previous year.

- a) every-year
- b) year
- c) annual
- d) year-old

9. The symposium ... will published by Oxford University Press.

- a) works
- b) papers
- c) contributions
- d) proceedings

10. ... for participants may be reserved on the campus .

- a) living
- b) accommodation
- c) dwelling
- d) shelter

Choose the best variant to fill the gaps.

The College is open to ...11...workers from all countries that are ...12...of the United Nations or UNESCO. The main purpose of the Centre is to help research workers from ...13...countries , but graduate students and post-doctoral scientists from advanced countries will ...14...be welcome to ..15... the College. As the College will be conducted in English, ...16...should have an ...17... working knowledge of that language. ...18...the limited ...19...of space for the practical exercises, the ...20...participation will be limited to 60.

- | | | |
|---------------------|-----------------|------------------|
| 11. a) science | b) research ... | c) investigation |
| 12. a) participants | b) people | c) members |
| 13. a) developing | b) rising | c) growing |
| 14. a) although | b) also | c) though |
| 15 . a) attend | b) visit | c) go |
| 16. a) members | b) guests | c) participants |
| 17. a) adequate | b) good | c) available |
| 18. a) because | b) thus | c) due to |
| 19. a) presence | b) existence | c) availability |
| 20. a) whole | b) total | c) all |

I. Match the verb on the left with a word on the right to form word-combinations. Use each word once only.

- | | |
|----------------|-----------------|
| 21. To make | a) pace |
| 22. To speak | b) a speech |
| 23. To give | c) control |
| 24. To do | d) arguments |
| 25. To pay | e) exercises |
| 26. To feel | f) session |
| 27. To have | g) tension |
| 28. To attend | h) attention |
| 29. To change | i) presentation |
| 30. to arrange | j) in public |

IV. Below you will see two letters concerned with booking hotel rooms. Put the correct word or phrase in each blank. Choose from the following list. Use each item once only.

a) available	b) meet	c) reasonable rates	d) suitable
d) brochure	e) pleasure	f) require	g) training sessions

h) full board	i) provide	k) requirements	l) urge
m) hesitate	n) quotation	o) single	p) without delay

A.

We intend to hold ...31...for our representatives at the end of May next year and are looking for a hotel which provides ...32...facilities.

Our ...33...are as follows:

1 room for lectures capable of seating approximately 50 people

5 smaller rooms for seminars capable of seating 10-12 people

50-60 ...34...rooms with bath.

If you can ...35..these facilities, we would be pleased to receive your ...36...for 3 nights...37...starting with dinner on Tuesday and finishing with lunch on Friday.

We look forward to hearing from you.

B.

Thank you for your letter of 6th September, inquiring about our conference facilities.

I have enclosed our ...38...and price list.

As you will see, we should be able to...39...your requirements at what we consider to be very...40....

At the moment our room are still ...41...for the end of May, but I would ...42...you to make your reservation...43... as this is a popular time of the year.

If you ...44... any further information, please do not ...45... to contact me.

I hope that we shall have the...46...of welcoming you to our hotel.

Business (role) game number 1

On the discipline «Английский для академических целей (English for Academic Purposes)»

1. Subject (problem) A Scientific Conference at your University

2. Game concept Your University is organizing an International Conference “Biodiversity of the Pacific”. A lot of guests have come to take part in the conference. Role-play the procedure of welcoming guests, say the entering and final words, listen to the fragments of some presentations, and ask questions.

3. Roles:

- Conference Working Committee Chair

- Organizing Committee
- Presenters
- Guests
- Press

4. Expected Result(s)

- the ability to lexically and grammatically correctly format your speech;
- mastery of technologies for assessing the results of collective activities to solve scientific and scientific-educational problems, including those conducted in a foreign language;
- mastery of various methods, technologies and types of communications in the implementation of professional activities in the state and foreign languages.

Criteria for evaluation:

- ✓ 100-86 points are awarded to the student if the student demonstrates excellent speaking skills (language range, correctness, fluency, connectedness and interactivity of speech); there is a creative approach to the development and illustration of the idea. Not more than 2 lexical and grammatical errors and 1 semantic error are noted.
- ✓ 85-76 points are awarded to the student if the student demonstrates good speaking skills using creative ideas, but with some shortcomings (small pauses for word selection, skipping some connectives, a small number of lexical and grammatical and semantic errors). Not more than 4 lexical and grammatical and 2 semantic errors are noted.
- ✓ 75-61 points are given to the student if the student does not have a creative approach to the development of ideas, the language tools chosen to express thoughts are

simple and uniform, the pace of speech is slow. I have more than 5 lexical and grammatical errors and 3 semantic errors.

- ✓ 60-50 points are awarded to the student if his answer does not meet the above requirements.

Составитель _____ И.О. Фамилия
(подпись)

« ____ » _____ 20 ____ г.

Business (role) game number 2

On the discipline «Английский для академических целей (English for Academic Purposes)»

1. Subject (problem) Showing interest

2. Game concept a) At a conference dinner, a woman is placed next to a man she doesn't know. He is trying to make a conversation with her but some of his questions annoy her. **b)** Two people are waiting to get on a plane.

3. Roles:

- person 1
- person 2

4. Expected Result(s)

- the ability to lexically and grammatically correctly format your speech;
- mastery of technologies for assessing the results of collective activities to solve scientific and scientific-educational problems, including those conducted in a foreign language;
- mastery of various methods, technologies and types of communications in the implementation of professional activities in the state and foreign languages.

Criteria for evaluation:

- ✓ 100-86 points are awarded to the student if the student demonstrates excellent speaking skills (language range, correctness, fluency, connectedness and interactivity of speech); there is a creative approach to the development and illustration of the idea. Not more than 2 lexical

- and grammatical errors and 1 semantic error are noted.
- ✓ 85-76 points are awarded to the student if the student demonstrates good speaking skills using creative ideas, but with some shortcomings (small pauses for word selection, skipping some connectives, a small number of lexical and grammatical and semantic errors). Not more than 4 lexical and grammatical and 2 semantic errors are noted.
 - ✓ 75-61 points are given to the student if the student does not have a creative approach to the development of ideas, the language tools chosen to express thoughts are simple and uniform, the pace of speech is slow. I have more than 5 lexical and grammatical errors and 3 semantic errors.
 - ✓ 60-50 points are awarded to the student if his answer does not meet the above requirements.

Составитель _____ И.О. Фамилия
(подпись)

« _____ » _____ 20 ____ г.

Case study

On the discipline «Английский для академических целей (English for Academic Purposes)»

Task(s):

1. Search online for a conference related to your subject or research area. Present details of the conference to the class and explain your choice. Why does conference or call for papers appeal to you (e.g. the topic, research or publication opportunities, keynote speakers);
2. You are going to give a short talk to the class about an event in your field. Your goal is to inform your colleagues about the coming event and encourage them to take part in it. Do the tasks below:
 - Search online for an online course/webinar in your field of study.
 - Choose an event that you would like to participate in. Make notes, using the

questions: What is the topic?, When is the course/webinar?, Who is giving the course/webinar?, What should you do to take part in it?, Why should people in your field take this course or join the webinar?

- Use your notes to plan a three-minute briefing in English. Use the phrases to explain the goal of your talk.
- Choose phrases for giving recommendations.
- Think of ways to improve your talk.
- Give your three-minute briefing to the class, using your notes.

3. You are going to give a three-minute presentation. To get ready, do the tasks below:

1. Choose one of the following options.

- Imagine that you are talking at the meeting of your research board, making a case for continued funding for your research. Talk about your research.
- Imagine that you are talking to foreign guests who have come to visit your university. You give them information necessary for a collaborative project between the institutions. Prepare a mini-presentation about your university.
- Practice a short presentation of your own choice.

2. Think of what you can include in your presentation. Write a plan.

3. Prepare language you need and make notes.

4. Write the text of your presentation. To structure your presentation, use phrases of ordering points, moving on, giving examples, putting it in other words, and emphasizing.

Criteria for evaluation:

- ✓ 100-86 points are awarded to the student if the task is fully completed, while the student demonstrates excellent speaking skills (language range, correctness, fluency, connectedness and interactivity of speech); there is a creative approach to the development and illustration of the idea. Not more than 2 lexical and grammatical errors and 1 semantic error are noted.
- ✓ 85-76 points are awarded to the student if the task is fully

completed, while the student demonstrates excellent speaking skills (language range, correctness, fluency, connectedness and interactivity of speech); there is a creative approach to the development and illustration of the idea. Not more than 2 lexical and grammatical errors and 1 semantic error are noted.

- ✓ 75-61 points are given to the student, if the task is partially completed, the student does not have a creative approach to developing ideas, the language tools chosen to express thoughts are simple and monotonous, the pace of speech is slow. I present more than 5 lexical and grammatical and 3 semantic errors.
- ✓ 60-50 points are given to the student if the task is not completed and his answer does not meet the above requirements.

Составитель _____ И.О. Фамилия
(подпись)

« _____ » _____ 20 ____ г.

Roundtable discussion topics

(discussions, controversy, debate, debate)

On the discipline «Английский для академических целей
(English for Academic Purposes)»

1. Interactivity and New Technologies.
2. What science is.

Criteria for evaluation:

- ✓ 100-86 points are awarded to the

student if the task is fully completed, while the student demonstrates excellent speaking skills (language range, correctness, fluency, connectedness and interactivity of speech); there is a creative approach to the development and illustration of the idea. Not more than 2 lexical and grammatical errors and 1 semantic error are noted.

- ✓ 85-76 points are awarded to the student if the task is fully completed, while the student demonstrates excellent speaking skills (language range, correctness, fluency, connectedness and interactivity of speech); there is a creative approach to the development and illustration of the idea. Not more than 2 lexical and grammatical errors and 1 semantic error are noted.
- ✓ 75-61 points are given to the student, if the task is partially completed, the student does not have a creative approach to developing ideas, the language tools chosen to express thoughts are simple and monotonous, the pace of speech is slow. I present more than 5 lexical and grammatical and 3 semantic errors.
- ✓ 60-50 points are given to the student if the task is not completed and his answer does not meet the above requirements.

Topics of essays, reports

on the discipline «Английский для академических целей (English for Academic Purposes)»

1. Small and complicated problems before and during a presentation.
2. Socializing at the conference. What is it?
- 3/1. Working with visuals.
- 3/2. An ethical dilemma in research.
4. A: Distance-learning course makes a world of difference.
B: Education for the real world.
5. A: You have come across an advertisement about a grant for attending a workshop for researchers. Write a short formal e-mail to the organizing committee (100-200 words). Describe your achievements and ask if you fit the criteria to be selected. Use the expressions you have learned.
B: Imagine one of your students/colleagues asked you to provide a reference for him/her. Think about their main characteristics. Write a reference letter.
C: Write a proposal for partnership on behalf of your institution or department.
D: International cooperation programs.
6. A: The importance of reading the professional literature in the original.
B: How to make an abstract cohesive.
C: Types of visuals.
D: Reasons for choosing a grant.

Criteria for evaluation:

- ✓ 100-86 points are given to the student if the topic is fully disclosed, the structure of the essay is observed, if the student shows a deep and systematic knowledge of all the material passed, there are creative ideas. The student demonstrates a clear and fluent lexical and grammatical material. Not more than 2 lexical and grammatical errors and 1 semantic error are noted.
- ✓ 85-76 points are given to the student, if the topic is disclosed, the work has a logically correct structure. The student demonstrates good writing skills using creative ideas, but does not always accurately and correctly use the learned lexical and grammatical

material. Not more than 4 lexical and grammatical and 2 semantic errors are noted.

- ✓ 75-61 points are given to the student, the topic is not fully disclosed, the student does not have a creative approach to the development of ideas, the language tools chosen to express thoughts are simple and uniform. I present more than 5 lexical and grammatical and 3 semantic errors.
- ✓ 60-50 points are given to the student, if the topic is not disclosed, the structure is not followed and there are a large number of errors.

Tasks for translation from English into Russian text on a specialty

- ✓ 100-86 points (“excellent”) are awarded to the student for written translation in the absence of semantic distortions, functional-style correspondence of the translation to the original text, adequate terms are selected appropriate correspondence, translation decisions are appropriate; however, no more than two errors are made that do not distort the meaning.
- ✓ 85-76 points (“good”) is set for a translation that is generally adequate, in which there may be some semantic deviations from the original, minor inconsistencies of a functional-style nature; one semantic distortion is allowed and no more than three complete errors that do not distort the meaning.
- ✓ 75-61 points (“satisfactory”)

corresponds to a translation with 2-3 semantic errors; no more than 4 errors are allowed that do not distort the meaning.

- ✓ 60-50 points (“unsatisfactory”) corresponds to a translation with a large number of errors.

Task 1. Give the written translation of this text:

Genetics and Species distribution

On most marine keystone species there is available ecological information. However, information on their changing geographic distributions through space and in time is seldom available. Temperature is a key feature to determine the geographic distribution for most organisms. Therefore, due to climate change, many species have already begun to shift their ranges. Using genetic data, it is possible to track both past and present bio-geographic changes, identify past and present-day hotspots of high genetic diversity.

MarBEF researchers have analysed how environmental factors (e.g. temperature, salinity) influenced the spatial structure of fish populations. They also examined how the spatial distribution of these populations changes over time (e.g., whether the populations expand, relocate or shrink).

New genetic methodologies were applied to several marine species (cod, herring, flounder and sprat) throughout the salinity gradient in the North Sea-Baltic Sea area.

These analyses showed that the steepest gradient in genetic variation overlapped spatially with the steepest gradient in salinity. This gradient was located in the western Baltic - Belt Sea area. The analyses also showed that the populations in the Baltic were genetically distinguishable from those in the North Sea.

This sort of knowledge can be used to help improve the way fisheries are managed and inspected. It can help to identify and trace the geographical origin of fish sold on markets and might even help to find out whether the fish have been caught from protected areas. These technologies have in fact already been used to convict fishermen for illegal fishing [http://www.marbef.org/wiki/Genetic_biodiversity].

Task 2. Give the written translation of this text:

Genetics. Summary

by Joseph A. Cook

The impact of climate warming on Arctic organisms is complex, and its interpretation will require a concerted effort. To mitigate the impact of climate-induced perturbations, an essential first step is to develop an understanding of how high latitude species and ecosystems were influenced by past episodes of dynamic environmental change. One of our best views of past change in Arctic populations is through molecular genetics (e.g. DNA studies). DNA-based views provide a basis for forecasting how biomes and individual species will respond in the future and thus are a key component of an advanced early-warning system for natural environments of the Arctic.

Species typically adapt to new conditions or shift into new areas, but a number of Arctic species are now experiencing a reduction in their distributions, abundance and ability to exchange individuals among populations. Molecular genetic approaches are used in a wide range of studies to provide comprehensive assessments of how species interact with their environments. Important insights have been gained related to the conservation status of high latitude species of concern, but because Arctic environments are remote and difficult to access, only limited information is available about most essential factors for organisms (e.g. contemporary genetic diversity, evolutionary history, modes of reproduction). A coordinated investment in biological infrastructure is needed now (similar to that already in place for monitoring the physical environment) if we are to apply and realize the powerful insights provided by molecular genetics [<http://www.arcticbiodiversity.is/the-report/chapters/genetics>].

Task 3. Give the written translation of this text:

A: Genetics. Introduction

by Joseph A. Cook

Maintaining genetic variation in wild populations of Arctic organisms is fundamental to the long-term persistence of high latitude biodiversity. Variability is important because it provides options for species to respond to changing environmental conditions and novel challenges such as emerging pathogens or invasive species. As individual species decline in abundance and their geographic distributions shrink, genetic variability is also often eroded. It is important to realize that we have not yet developed a basic understanding of how genetic variability is partitioned across space or time in the Arctic. Furthermore, we lack information on how genetic variation, and the related concept of evolutionary potential, is generated and maintained for most Arctic organisms, whether free-living or parasitic. Fortunately, new technologies and analytical approaches now afford the possibility of much more comprehensive and refined views of genetic variation, but realizing the potential of these new approaches will foremost require a renewed effort to inventory and rigorously document Arctic diversity at all levels (Fig. 17.1). A revitalized effort to explore diversity will provide the foundation

necessary for a variety of theoretical and applied endeavors, ranging from uncovering the history of diversification and extinction of organisms, to tracking and mitigating emerging pathogens and invasive species, to developing robust projections for the long-term security of subsistence or traditional foods in the Arctic [<http://www.arcticbiodiversity.is/the-report/chapters/genetics>].

Task 4. Give the written translation of this text:

B: Genetics. Introduction

by Joseph A. Cook

Traditional ecological knowledge (TEK) should also be an integral part of Arctic biodiversity assessment (Usher 2000). In particular, this knowledge can help determine how to more effectively study Arctic fauna and flora. For example, rural coastal villages in Alaska have been instrumental in providing unprecedented sampling of marine mammal populations through subsistence harvests. In Canada, populations of the northern Dolly Varden *Salvelinus m. malma* are found in the western Arctic region (i.e. tributaries of the Mackenzie River largely along its western bank), and these are of tremendous significance to indigenous peoples of the region. The subspecies was recently assessed as a taxon of Special Concern by Canada's Committee on the Status of Endangered Wildlife in Canada (COSEWIC 2011). A key feature of the biology of this fish is habitat located within overwintering sites characterized by groundwater upwelling that maintains ice-free habitat, and where fish congregate in large numbers. Despite the vast extent of occurrence of the subspecies' distribution across the western Arctic (e.g. ~ 227,000 km²), these essential overwintering sites number fewer than 20 and have a combined area of less than 1 km². The locations and the limited numbers of these key habitats were obtained in large part from TEK which was, therefore, critical to the status assessment and subsequent derivation of a conservation management plan.

This chapter does not tackle the thorny issues related to bio-prospecting and commercialization of Arctic genomic resources or introduction of genetically modified organisms. Instead, we provide an overview of not-for-profit approaches to studying genetic diversity in the Arctic emphasizing that an understanding of the influence of deeper (evolutionary) time in structuring diversity is essential to predicting future responses and persistence of the incomparable fauna and flora of the northern high latitudes of our planet [<http://www.arcticbiodiversity.is/the-report/chapters/genetics>].

Task 5. Give the written translation of this text:

Genetics. Conclusions

by Joseph A. Cook

Climate warming is substantially changing the distribution and population dynamics of marine, aquatic and terrestrial organisms in the Arctic. Population responses include adapting to new conditions, tracking climate shifts into new ranges that may lead to new zones of contact between species, or even the possibility of extinction. To forecast the impact of climate-induced perturbations, an essential first step is to develop an understanding of how high latitude species and ecosystems were structured by past episodes of dynamic environmental change. Today, molecular genetic approaches are used in a wide range of studies and provide comprehensive assessments of how species interact with their environments. Important insights have been gained related to the conservation status of high latitude species of concern so that these wildlife populations can be sustained. A number of factors influence the contemporary patterns of genetic diversity in Arctic organisms including the geological history of the region, the evolutionary and biogeographic past of individual species, modes of reproduction, contemporary community composition and shifting environmental conditions including those influenced by humans (Brochmann et al. 2003, 2004, Hewitt 2004, Lister 2004, Brochmann & Brysting 2008, O'Corry-Crow 2008, Derry et al. 2009). Because Arctic environments are remote and difficult to access, limited information is available about most of these essential factors for most species. Overcoming this lack of knowledge will require a coordinated investment to build infrastructure to enable us to apply the powerful insights provided by molecular genetic analyses as we integrate data across species and complex species assemblages as one of the pillars of future research and monitoring efforts [<http://www.arcticbiodiversity.is/the-report/chapters/genetics>].

Tasks for reading an English-language non-fiction text and transmitting its contents in English

- ✓ 100-86 points (“excellent”) - the content of the source text is adequately compressed and transmitted without semantic distortions and in compliance with the norms of the English language, without an obvious slowdown in the pace of speech. The student uses the appropriate means of cohesion and

- complies with the requirements for the consistency and coherence of the text. No more than 1 error is allowed.
- ✓ 85-76 points (“good”) - the content of the source text is adequately compressed and accurately transmitted in good English with short pauses. No more than 2 errors are allowed.
 - ✓ 75-61 points (“satisfactory”) - the actual content of the source text is transmitted, but the student has difficulty in conveying the logical structure and coherence of the text. The pace of speech is slow, the statements are oversimplified, the amount of irrelevant information is increased. No more than three errors are allowed.
 - ✓ 60-50 points (“unsatisfactory”) - does not meet the requirements for a rating of “satisfactory”.

Task 1.

Food from Fukushima could be hitting Britain's shelves through legal safety loophole

Products contaminated by radiation, including tea, noodles and chocolate bars, have already been exported from Japan

TOM BAWDEN MONDAY 13 APRIL 2015

Food produced around the Fukushima nuclear disaster site could be making its way on to British shelves because of loopholes in safety rules, *The Independent* can reveal.

Products contaminated by radiation, including tea, noodles and chocolate bars, have already been exported from Japan under the cover of false labelling by fraudsters.

Experts warned that Britain’s food regulations were not strong enough to prevent these kinds of contaminated products – which are fraudulently marked as coming from radiation-free regions of Japan – from entering the UK. This raises the prospect of mildly carcinogenic ingredients entering the food system.

The alarm is being sounded after Taiwanese investigators uncovered more than 100 radioactive food products which had been produced in Fukushima but falsely packaged to give their origin as Tokyo.

The Fukushima disaster in March 2011 released radiation to the atmosphere – even outside the food-production exclusion zone (EPA)

There is no firm evidence that any radioactive food has entered the UK, but experts say there is a risk, and products could already have arrived.

“I suspect what has happened in Taiwan might well have already happened in the UK.

Intermediary supply chain middlemen can buy food in bulk and package and label as they like – before shipping them to the UK,” said Alastair Marke, a fellow at the Royal Society of Arts and principal adviser in London to Shantalla, a food safety consultancy.

“Although we have adopted one of the world’s most comprehensive and stringent traceability laws, the UK has virtually no control over how foods are processed, manufactured and packaged in Japan.”

Any food produced for export in the “danger zone” around Fukushima, in northern Japan, must be declared as such so that it can be tested for radiation before leaving the country and again when it reaches the UK border.

Nearly 300 products, including tea, noodles and chocolate bars were found recently and recalled from Taiwanese shops after it emerged they were produced near Fukushima (AFP/Getty)

But the system is predicated on honest certification and evidence has emerged that fraudsters are abusing the situation by passing Fukushima foods off as coming from elsewhere in the country.

The reactor meltdown at the Fukushima nuclear plant in 2011 sent substantial amounts of radioactive material into the atmosphere. Some of this has landed on the surface of foods such as fruits, vegetables and animal feed, while radioactivity can build up within produce over time as “radionuclides” are transferred through soil into crops or animals.

Nearly 300 products, including tea, noodles and chocolate bars were found recently and recalled from Taiwanese shops after it emerged they were produced near Fukushima, not near Tokyo as the packaging claimed.

Experts say there is little to stop similar products being shipped to the UK. “There is a risk that radioactive food is getting on to the UK market,” said Eoghan Daly, of the Institute of Food Safety Integrity and Protection. The potential health impact of consuming contaminated food is relatively low but not entirely negligible, he added.

According to the World Health Organization, the biggest danger comes from the radioactive isotope cesium, which can linger in the system for decades and increases the risk of cancer – although experts say that the level of cesium in radioactive foods from the Fukushima region are typically very low [<http://www.independent.co.uk/news/uk/home-news/food-from-fukushima-could-be-hitting-britains-shelves-through-legal-safety-loophole-10174298.html>].

Task 2.

Tackling Britain's 'green xenophobia' over alien plants and animals: Our ecological systems can be helped, not harmed, by incoming flora and fauna

Suffocating super-weeds, killer algae: alien species are often seen as the destroyers of pristine ecosystems. In fact, says the noted science writer Fred Pearce, we benefit from the immigrants’ diversity, and from their environmental contributions

Alien species are taking over nature. Rogue rats are running amok on remote islands, predatory crayfish are cruising English rivers, Japanese knotweed is strangling South Wales, water hyacinth is choking the tropics and snakehead fish are wriggling across America.

It is scary. Our modern world of globalized trade is giving footloose species many more chances to cruise the planet and set up home in distant lands. They are taking those chances – hitchhiking in our hand luggage, hiding in cargo holds or being discharged from ballast tanks. Conservationists believe these biological adventurers are becoming a cancerous growth on native ecosystems. Wildlife managers are making huge efforts to eliminate them, sometimes ripping up whole forests or blanketing islands with poisons in the process.

Snakehead fish are wriggling their way across America (Rex) Their concern is understandable. They want to protect native species and the pristine ecosystems they inhabit. And as an environment journalist, I have written my share of stories on that theme. But I have come to believe that we fear the invaders too much; that we are suffering from a bad case of green xenophobia.

After all, most of us don't treat foreign humans as intrinsically dangerous, even in today's fear-ridden times. Yet the orthodoxy in conservation is to stigmatize foreign species in just that way: aliens bad, natives good.

Take this press statement from the Environment Agency on the American signal crayfish, an admittedly fairly voracious new arrival in British rivers. The alien crayfish, it says, have "taken advantage of Britain's welcoming living conditions" and "overstayed their environmental visa". Their "crimes" include "out-muscling native competition and spreading disease".

These remarks were no doubt concocted by a press officer eager for tabloid headlines. But they prompted the British National Party to make a rare foray into ecology, calling the signal crayfish "the Mike Tyson of crayfish... a diseased, psychotic, evil, illegal immigrant colonist [that] totally devastates the indigenous environment".

I think such demonization of foreign species says more about us than about them. It is such a partial picture. We love the snowdrop and horse chestnut, the rabbit and the edible dormouse – incomers all. And why make a fuss about Japanese knotweed, which may be the scourge of gardeners but is far less of a problem in the countryside than native bracken or ivy? We may have taken against the grey squirrel (which incidentally loves our native broadleaved woodlands, while the native red squirrel is a denizen of foreign conifer plantations); but the real mammalian scourge is the red deer, which is British through and through. It is time for a rethink. I don't pretend we never have trouble from alien species. But the problems are usually exaggerated. Most of the foreign species that settle in our midst become model eco-citizens – pollinating crops, spreading seeds, controlling predators and providing food and habitat for native species [<http://www.independent.co.uk/environment/nature/tackling-britains-green-xenophobia-over-alien-plants-and-animals-our-ecological-systems-can-be-helped-not-harmed-by-incoming-flora-and-fauna-10174455.html>].

Task 3.

Underwater Christmas trees' help restore key habitat

By Mark Kinver Environment reporter, BBC News

Australian researchers are encouraging people to buy "underwater Christmas trees" to help restore seaweed that suddenly disappeared in the 1980s.

Poor water quality was blamed for the loss of cray weed from 43 miles (70km) of coastline around Sydney.

But as the water quality has improved, scientists are now replanting the seaweed that provides a vital habitat and food for marine life.

Scientists expect the replanted seaweed to recolonize the shallow, rocky reefs.

"These forests of seaweed are very important, not only because they provide important habitats and food for many little creatures, some of which are commercially very important, they can also sequester a significant amount of carbon," explained project leader Ezequiel Marzinelli, a senior research associate at the University of New South Wales.

He added that the species *Phyllospora comosa* was abundant in the area's temperate waters but then disappeared suddenly in the early 1980s.

"At that time, the sewage was not very well treated and it was pumped right onto the coast and the water quality was really bad," said Dr. Marzinelli.

"However, in the early '90s the sewage treatment improved and the water quality improved significantly."

Plentiful sex

He explained that research suggested that the seaweed's offspring did not like poor water quality so there was a strong correlation between the poor water quality at that time and the disappearance of these vast underwater forests.

Image copyright John Turnbull Image caption. The project is helping to restore life to areas that had lost its cray weed and the species that depended on the seaweed
As the seaweed had disappeared, it was necessary to reintroduce it as part of a restoration project.

"We did a number of small-scale experiments in some places where we planted a number of adult plants, both male and female," Dr. Marzinelli told BBC News.

"Not only did they survive but they also reproduced very well - they basically had a lot of sex. We found a lot of babies colonized the area immediately around the plants we had transplanted.

"After about two or three years, those babies became adults themselves and started reproducing."

He said the underwater forests that began with the replanting of the plants now stretch a couple hundred of meters away from the original replanting location.

The results of the project to date have been very encouraging, he added, and the return of the cray weed has seen a return of animals that form an important link in the ecosystem's food chain.

"It is still a little too early to see the establishment of lobster populations but the smaller animals that provide food for them have returned," Dr. Marzinelli said.

The waters along the Sydney coastline are very popular with people who live in the area and use the waters for recreation, such as divers, fishermen and surfers.

"People care about their beaches and the water environment, however most people do not realize that seaweed are important," Dr. Marzinelli observed.

In order to expand and accelerate the replanting project, his team has set up a crowd funding website to raise money as well as awareness of their work.

He suggested: "People can go onto the website and buy an underwater Christmas tree, either for themselves or for family and friends [<http://www.bbc.com/news/science-environment-35126133b>]."

Task 4.

Gene Drives Offer New Hope Against Diseases and Crop Pests

By Nicholas Wadec

A woman in Tanzania under a mosquito tent with a relative who was being treated for malaria. With gene drives, it may be possible to kill off a mosquito population or make the population resistant to malaria parasites.

Biologists in the United States and Europe are developing a revolutionary genetic technique that promises to provide an unprecedented degree of control over insect-borne diseases and crop pests.

The technique involves a mechanism called a gene drive system, which propels a gene of choice throughout a population. No gene drives have yet been tested in the wild, but in laboratory organisms like the fruit fly, they have converted almost the entire population to carry the favored version of a gene.

Gene drives "could potentially prevent the spread of disease, support agriculture by reversing pesticide and herbicide resistance in insects and weeds, and control damaging invasive species," a group of Harvard biologists wrote last year in the journal eLIFE.

A much discussed application of gene drives would help rid the world of pest-borne diseases like malaria, dengue fever and Lyme disease.

A gene drive designed to render a population extinct is known as a crash drive. A crash drive being developed for mosquitoes consists of a gene engineered into the Y chromosome that shreds the X chromosome in the cells that make the mosquito's sperm, thus ensuring that all progeny are male. Unless the drive itself is damaged through mutation, the number of females would be expected to dwindle each generation until the population collapses.

Biologists led by Andrea Crisanti and Tony Nolan at Imperial College London reported this month in the journal Nature Biotechnology their development of mosquitoes with gene drives that disrupt three genes for female fertility, each of which acts at a different stage of egg formation. Because the female mosquitoes are infertile only when a copy is inherited from both parents, the gene drives would be thoroughly disseminated through a population before taking

their toll. They could “suppress mosquito populations to levels that do not support malaria transmission,” the authors wrote.

The mosquitoes are not yet ready for release. Because natural selection will heavily favor any wild mosquitoes that acquire resistance to the gene drives, the researchers need to prevent such resistance from arising. One approach would be to target two or three sites in the same fertility gene, giving natural selection a much higher barrier to overcome. Another approach is to endow mosquitoes with genes that make them resistant to the malaria parasite. Last month, biologists at the Irvine and San Diego campuses of the University of California reported introducing a gene drive with a cargo of malaria-resistance genes into mosquitoes. Such genes, if successfully propelled throughout a wild mosquito population, would render a region free of the malarial parasite, which could no longer spread via mosquito bites.

In agriculture, biologists envisage gene drive systems that could destroy or modify insect pests, and reverse genetic resistance to pesticides in species that had acquired it. Gene drives may also be used to squelch populations of harmful invasive species like rats. Gene drives have two major technical limitations. They will work only in sexually reproducing species, which effectively rules out bacteria. Second, they spread significantly only in species that reproduce quickly, meaning they would be of no practical use in elephants or people.

Because no gene drive organisms have yet been released, biologists cannot yet assess how well they will work and what degree of risk they may pose.

The issue of risk, rather than effectiveness, has dominated discussion for the last several months. Biologists are eager to see the benefits of the technology realized, and wish to avoid any consequences that might erode public confidence or get gene drive systems off on the wrong foot, as has happened with genetically modified foods. Several articles published in the last few months propose specific safety precautions and call for full public discussion of gene drives, along with speedy regulation.

Because a single escaped organism carrying a gene drive system “could alter a substantial fraction of the wild population with unpredictable ecological consequences, the decision to deploy a gene drive must be made collectively by society,” a group of scientists, led by George M. Church of Harvard Medical School, said in *Nature Biotechnology* last month [[Sources: Science; eLife Sciences by The New York Times](#)].