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Н. В. Сапожникова

**Учебно-практическое пособие
по английскому языку
для аспирантов**

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Рецензенты:

доктор филологических наук, профессор кафедры лингвистики и профессиональной коммуникации Челябинского филиала РАНХиГС
О. И. Халупо

кандидат педагогических наук, доцент кафедры иностранных языков с курсом латинского языка ФГБОУ ВО «Южно-Уральский государственный медицинский университет» Минздрава РФН. В. Маврина

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Учебно-практическое пособие рекомендуется для использования в качестве учебного материала для аудиторной и самостоятельной работы аспирантов и лиц, прикрепленных для сдачи кандидатского экзамена к аспирантуре.

Пособие содержит разнообразный лексико-грамматический материал (упражнения) и научные тексты как адаптированные, так и аутентичные. Цель пособия – подготовить аспирантов и лиц, прикрепленных для сдачи кандидатского экзамена, к корректному использованию научной терминологии и правильному пониманию аутентичных текстов.

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ВВЕДЕНИЕ

Настоящее учебно-практическое пособие предназначено для аспирантов и соискателей дневного и заочного отделений для направления подготовки научно-методических кадров в аспирантуре.

Основная цель учебного пособия –повышение исходного уровня владения иностранным языком, достигнутого на предыдущей ступени образования, овладения необходимым и достаточным уровнем иноязычной коммуникативной компетенции для решения социально-коммуникативных задач в различных областях профессиональной и научной сфер деятельности, а также в процессе написания научных статей различной направленности с аннотированием.

Пособие состоит из 7 разделов, включающих в себя тренировочные упражнения, необходимые для отработки лексико-грамматического материала, предусмотренного программой. Упражнения построены на основе изученного грамматического материала и направлены на повторение грамматики и усвоение специальной (научной) лексики английского языка. Грамматические упражнения даны в порядке нарастания языковой трудности. Работа над монологическим высказыванием направлена на подготовку аспиранта и соискателя к сдаче кандидатского экзамена. В пособии прилагается «Примерный перечень вопросов к собеседованию на кандидатском экзамене по английскому языку». Работа над переводом научных текстов при помощи словаря включает в себя как аутентичные, так и адаптированные тексты научной направленности. Также представлен краткий вариант необходимых клише для составления аннотаций к статьям для кандидатского экзамена и тексты для аудиторной и самостоятельной работы.

Учебно-практическое пособие снабжено приложением, в котором приведены: грамматический справочник, таблица неправильных глаголов, раздел в помощь аннотированию текстов и наиболее употребляемые сокращения.

Задания в пособии формулируются на русском и английском языках.

Пособие рассчитано на 144 часов аудиторной и самостоятельной работы.

Раздел I. Вводная часть

Программа кандидатского экзамена по английскому языку

1. Общие положения

Основной целью дисциплины «Английский язык» является повышение исходного уровня владения иностранным языком, и овладение необходимым уровнем иноязычной коммуникативной компетенции для решения социально-коммуникативных задач в различных областях профессиональной и научной сфер деятельности, при общении с зарубежными коллегами и партнерами, а также для развития когнитивных и исследовательских умений, используя научные ресурсы на иностранном языке.

2. Требования к освоению дисциплины

В результате изучения дисциплины аспирант (соискатель) должен показать:

Знания:

- базовые правила грамматики научной речи;
- нормы употребления научной лексики и терминологии;
- особенности речевого и языкового оформления устных и письменных высказываний с учетом специфики научной речи;
- основные способы работы с текстовым материалом;
- основные ресурсы получения необходимой информации, как по иностранному языку, так и по содержанию научно-исследовательской деятельности (типы словарей, справочников, компьютерных программ, официальных сайтов и поисковых программ сети Интернет, текстовых редакторов и др.);
- словарь в объеме не менее 5500 лексических единиц с учетом вузов-

ского минимума, включая примерно 500 терминов по профилирующей специальности.

Умения:

В области чтения:

- читать, понимать и использовать в своей научной работе аутентичную научную литературу по специальности, разбираться в интерпретации графиков, схем, таблиц, рисунков в иноязычном тексте с опорой на профессиональные знания и умения, терминологический минимум, навыки языковой и контекстуальной догадки.

В работе с информацией и текстовым материалом необходимо уметь:

- вычленять опорные смысловые блоки;
- определять структурно-семантическое ядро;
- выделять основные мысли и факты;
- находить логические связи;
- исключать избыточную информацию;
- группировать и объединять выделенные положения по принципу общности

В области говорения:

- опровергать и доказывать, рассуждать, давать определения явлениям и понятиям, описывать ситуацию, явление, эксперимент;
- делать умозаключения, давать обзор понятийного аппарата исследования;
- вести беседу на уровне ситуационно обусловленного реплицирования в ситуациях научного, профессионального, а также бытового общения в пределах изучаемого языкового материала.

В области аудирования:

- воспринимать (понимать) смысл речевой информации с опорой на профессиональные и фоновые страноведческие знания на основе развития объема оперативной памяти и контекстуальной догадки.

В области письма:

- составлять план (конспект) прочитанного, излагать прочитанное в форме тезисов, аннотации, рецензии, резюме, реферата в письменной форме;
- готовить доклад по теме научного исследования в форме тезисов;
- оформлять заявку на участие в конференции, симпозиуме, семинаре за рубежом;
- осуществлять письменную информационную деятельность (деловые партнерские отношения с зарубежными организациями, деловая и персональная переписка, общение на форумах Интернет и др.)

В области перевода:

- переводить письменно и устно с английского языка на язык обучения и с языка обучения на английский язык;
- учитывать при переводе особенности научного стиля речи;
- пользоваться базовыми знаниями понятий из области теории перевода (эквивалент и аналог, переводческие трансформации, контекстуальные замены, многозначность слов, словарное и контекстное значение слов, совпадение и расхождение значений интернациональных слов, адекватность перевода и др.).

Владение:

- техникой различных видов чтения иноязычной научной литературы и публицистики (просмотровое, ознакомительное, изучающее, поисковое);
- способностью реализовывать свои коммуникативные намерения во всех видах речевой деятельности (чтение, аудирование, говорение, письмо);
- умениями монологической речи на уровне самостоятельно подготовленного и неподготовленного высказывания (информирование, инструкция, пояснение, уточнение, иллюстрирование, рекомендация) по темам научной специальности и диссертационной работы;
- умениями диалогической речи, позволяющими принимать участие в обсуждении вопросов, связанных с научной работой и специальностью;
- умениями восприятия высказываний профессионального (научного)

характера в беседах, в процессе обсуждения проблем.

4. Содержание и структура кандидатского экзамена по английскому языку

На кандидатском экзамене аспирант (соискатель) должен продемонстрировать умение пользоваться иностранным языком как средством профессионального общения в научной сфере.

Кандидатский экзамен по дисциплине «Английский язык» проводится в два этапа. На первом этапе аспирант (соискатель) выполняет, письменный перевод оригинального научного текста по специальности на русский язык, аннотацию по первоисточнику, а также написание реферата по книге (объемом 20 стр.).

Объем текста – 15000 печатных знаков.

Успешное выполнение письменного перевода является условием допуска аспиранта (соискателя) ко второму этапу экзамена, который проводится устно и включает в себя три задания.

Первое задание предусматривает чтение (изучающее) оригинального текста (первоисточника) по специальности объемом 2000 печатных знаков со словарем с последующим изложением извлеченной информации на русском языке. На выполнение задания отводится 45-60 минут.

Второе задание – аннотирование текста по специальности на английском языке. Время выполнения – 15 минут.

Третье задание – беседа с членами экзаменационной комиссии на иностранном (английском) языке по вопросам, связанным со специальностью и научной работой аспиранта (соискателя), либо монологическое высказывание.

В области говорения на кандидатском экзамене аспирант (соискатель) должен продемонстрировать владение подготовленной монологической речью, а также неподготовленной монологической и диалогиче-

ской речью.

Оценивается содержательность, адекватная реализация коммуникативного намерения, логичность, связность, смысловая и структурная завершенность, нормативность высказывания.

В области чтения аспирант (соискатель) должен продемонстрировать умение читать оригинальную литературу по специальности, опираясь на изученный языковой материал, профессиональные знания и навыки.

Оцениваются навыки изучающего и просмотрового чтения.

Раздел II. Тренировочные упражнения на отработку лексико-грамматического материала

1 Make up English-Russian pairs of words equivalent in meaning:

to publish, sphere, research, to include, importance, to develop, to collaborate, enterprise, scientific adviser, scientific degree, to be awarded, department, to encounter, branch, research team, data, to participate, to take post-graduate courses, to prove a thesis (dissertation);

защищать диссертацию, обучаться в аспирантуре, опубликовать, область, быть награжденным, включать, (научное) исследование, важность, кафедра, встречать(ся), исследовательская группа, данные (информация), разрабатывать, сотрудничать, участвовать, ученая степень, научный руководитель, предприятие, отрасль.

2 Form nouns by adding suffixes. Read and translate them

1) – er / – or V + -er / – or → N

Example: to research → researcher

to invent → inventor

to publish, to use, to make, to investigate, to experiment, to compute, to collect, to advise, to supervise, to report, to work, to collaborate, to write;

2) – ist N + – ist → N

Example: physics → physicist

economy, technology, science, biology, collective, journal.

3 Find synonyms in the list below, arrange them in pairs:

1) device, research, technology, branch, obtain, importance, collaborator, team, scientific adviser, to enable, thesis, journal, to prove a thesis, to collect, data, to encounter, to be engaged in, to be through with, scientific papers, rapidly;

2) quickly, publications, instrument, technique, to finish, to be busy with, field, to get, significance, to come across, information, to gather, coworker, group, supervisor, to defend a dissertation, scientific magazine, dissertation, to allow, investigation.

4 Find antonyms in the list below, arrange them in pairs:

1) theory, to obtain, rapidly, experimenter, to finish, to increase, new, experienced, unknown, wide, passive, to enable, high, complicated;

2) simple, low, practice, to give, to disable, active, slowly, theoretician, narrow, famous, to start, to decrease, old, inexperienced.

5 Make up sentences using the given words and word-combinations:

a) Example: I took post-graduate courses in economics and applied quantitative methods.

1) in economics; 2) in international law; 3) informatics; 4) economics with mathematics; 5) business administration.

b) Example: I am to take the candidate examination in English.

1) in philosophy; 2) in the special subject.

c) Example: My scientific adviser received the State Prize.

1) got his Ph.D. degree in Moscow; 2) made a considerable contribution into economics; 3) took part in various scientific conferences and symposia.

d) Example: I take part in annual conferences of our university.

1) in international symposia; 2) in making experiments; 3) in delivering lecture in economics.

6 Agree to the statements. Use the following expressions of agreement:
You are right; You are quite(absolutely) right; It is quite true that ...; What you say is correct...; I agree entirely with you...; N is definitely right when saying that ...

Example:– Mike is a post-graduate student at the statistics department of the Chelyabinsk State University.

– You are quite right. He is a post-graduate student.

1. You work under Dr. Petrov, don't you?
2. You have graduated from the Chelyabinsk State University, haven't you?
3. You take part in the research carried on in your department. Am I right?
4. You have published several research papers in journals, haven't you?
5. You collaborate with your colleagues. Is it true?
6. You have obtained valuable information, haven't you?

7 Disagree to the statements of your friend. Use the following expressions of polite disagreement: *I'm afraid you are wrong (mistaken); As a general rule you are quite right, but in this case I think...; What you say seems to be general opinion, but...; I agree with you to a certain extent, but...; A large part of what you say is true, but...; I disagree with your assessment...*

Example: –This research student has already passed all his candidate examinations, hasn't he?

– I'm afraid you are mistaken. He has only passed his exam in philosophy.

1. His friend has finished the experimental part of his dissertation, hasn't he?
2. Your colleagues do not assist you in your research. Am I right?
3. The article doesn't contain any valuable information, does it?
4. He has taken part in many international scientific conferences, hasn't he?

5. My coworker is rather an experimenter than a theoretician, isn't he?
6. He didn't use any new method in his research. Do you agree with me?

8. Agree or disagree to the following statements

Example:

- I know (that) University trains post-graduate students.
- Yes, you are right. Besides, our University does research.
- No, I see you are misinformed. Our University does not train postgraduate students. It trains only undergraduates.

1. I found that almost all collaborators of your department combine activities in research with experimental work.

2. I believe you base your experiments on theoretical considerations.

3. A doctoral thesis (dissertation) is a serious effort and it must mark a considerable advance in a given sphere of knowledge.

4. This branch of knowledge has been rapidly developing in the last two decades.

5. Doctoral candidates are not supposed to pass their examination in a foreign language.

6. I always discuss the obtained data with my research adviser.

9 Answer the following questions

Example:

- I work in close contact with my research adviser. And what about you?
- I work in close contact with my research adviser too.

1. I work in close contact with the collaborators of our department. And what about you?

2. My friend works in close contact with the scientists of the Russian Academy of Sciences. And what about your friend?

3. Our University works in close contact with other Universities. And what

about yours?

4. My scientific adviser works in close contact with the scientists of Germany. And what about your scientific adviser?

10. Ask and answer the following questions:

Example: Teacher: Ask your neighbour if he wants to take post-graduate courses at the Chelyabinsk State University.

Student 1: Do you want to take post-graduate courses at the ChSU?

Student 2: Yes, I do. I want to take post graduate courses at the Chelyabinsk State University.

1. Ask your neighbour what the subject of his thesis is.
2. ... if he published any articles.
3. ... where and when he published them.
4. ... if there is much or little material published on the subject of his investigation.
5. ... if the author of the article is a distinguished scientist in the field of economics.
6. ... if he is engaged in making an experiment.

11. Read the following statements aloud. Let another post-graduate student respond by expressing thanks. Change the roles as you go. Use the patterns below:

Thank you very much; Many thanks; Thanks a lot; Thank you ever so much; Thank you for the pleasure; That's very kind of you; You are very obliging; I'm very grateful to you.

1. It's a fundamental and fascinating research. You can take part in it.
2. We shall publish your research paper in the next issue of our journal.
3. Your report has made a great impression on the head of our department. He wants to offer you a position of a senior research associate in one of our labs.
4. You may consult him on the research next Monday.
5. Your work is of great theoretical and practical significance. We'll give

you additional funds to speed it up.

6. You have asked for an interview with the Director. The Director will receive you next Friday.

**12. Make up questions to which the following phrases are the answers.
The dialogue is between a research student and his scientific adviser**

Scientific adviser: ...?

Research student: Yes, I did. I tried hard to find the necessary information in various journals. But I could find nothing.

Scientific adviser: ...?

Research student: Yes, of course. I also looked through English literature. But my knowledge of English still leaves much to be desired ...!

Scientific adviser: ...?

Research student: Of course I will! I'm going to improve my English by attending the English language courses at the university.

13. Read the following dialogues in parts

Dialogue 1

Peter: Hallo, Mike!

Mike: Oh, Peter! Haven't seen you for ages! What are you doing here? I know you live in Ozersk.

Peter: You are quite right. But this year I have become a post-graduate student of the Ural State University of Physical Culture. Do you remember that I was interested in research work when a student?

Mike: Oh, yes, I do. And, of course, you want to carry on research in applied statistics. Am I right?

Peter: Absolutely right you are. I have a particular interest in this field of knowledge.

Mike: That's fine! I congratulate you on a good beginning. They say:

«Well begun is half done». I wish you success in your research.

Peter: Thanks a lot.

Dialogue 2

Post-graduate: What is your opinion of my last article?

Professor: There is a great deal in it that is new, and a great deal that is true ...

Post-graduate: Do you really mean ...?

Professor: ... but it, unfortunately, happens that those portions which are new are not true, and those which are true are not new.

Dialogue 3

Post-graduate: I hear you said my new article was the worst I ever wrote.

Professor: No, I didn't. I said it was the worst article anybody ever wrote.

14. Read the text to find the answers to the following questions:

- a) What does your research deal with?
- b) What are you engaged in at present?

14. Read the text and try to leave a comment and respond to these questions. Choose a comment from one classmate to respond to as well, saying whether you agree or disagree and why (remember to keep your comments positive and constructive!).

Communication in science, communication in our lives

We talked about the importance of good English communication skills to scientists, including skills in reading, writing, listening and speaking. How important are good English communication skills to you as a science student? How

important are they to you in your future career (whether you go on to become a scientist or not)? What kind of English communication skills do you expect to learn on this course?

Mark says:

As English is the formal language used in university, a good English communication could let us to acquire better understand in the lectures and notes. Also, when we find academic information in the published journals or website, good reading skill can surely make the task in a easy way.

The further study in science need to attend a number of meetings with local or foreign scientists. At the same time, there will be many chances to work with technicians or students from different regions. Good English communication would let us work efficiently with our labmates. Even if I do not choose to have future study, speaking with good English could leave a fascinating and charming image to the interviewer.

I am interest to learn the English used in job interview in this course.

Calvin says:

As a science student, I have lots of experience in discussing with my friends or people belong to the same subject. It can help me lots in my lab report. Although this is not a formal communication, It has to apply the listening and speaking skill in our expression. Other than that, in order to successful publish our result to our lectures. Good writing skill and some formal expression is needed.

The importance of English communication skill is important to me in the sense that reading of some official document. Since this is the international communication. If I have become a scientist, English is important in communicating with the foreign science community.

Since this course is about the science area, I expect to learn more intense on the reading. This can increase my working efficiency and also can be easier to understand the scientific journal.

Referring to Mark comment, I strongly agree with his point the universal of English communication, such as meeting foreign visitors and group mates. This can increase our motivation in studying English other than the formal way.

Kate says:

English is the language that we used very often during our grade school and college lives. Not only in class do we read and listen, we do present ourselves as well outside class. The more we are familiar with this language, the more frequently we use this language, the better we can do to speak for ourselves. And I think this is the purpose of learning a language.

At this point, I am not sure what I want do in the future. But I do understand the importance of mastering English communication skills, because I know indeed these skills are needed for me to have a better future.

Jacky says:

We definitely need to read fast and locate the useful information needed when doing projects in which we'll have to read lumps of science journals and reference books. This skill is especially essential during projects week that the assignments and presentations are clustered together! Nearly all of our assignments and exams should be in written form, having effective writing skill, without doubt, is crucial if we want to graduate!

English is an international language and I feel if we want to do something great, regardless of being a scientist or not, we are going to interact with people from all over the world. What would be the most common languages that people can speak? I think it would be English.

I want to learn more about how to write a science paper in a decently organized way. How can I make it to be universally understandable? What is the correct structure, and style needed?

Tom says:

Actually, English is the common language in science. Most of the scientific articles or journals are written in English. If students do not have a science-satisfactory English communication skills, they are hard to become scientists as they are hard to communicate to others.

Ken says:

Probably, I may say that English is a tool or mean that a student should have during their school life or even their future career nowadays. The person who is going to have a presentation or write an article to the public for announcing the news or knowledge should have a good communication skill so that people with no background on it can understand what the presenter or author talking about. Similarly, a well-organized language (English) should be a prerequisite for a scientist. Since, it's more convenient for them to express a complicated idea. So, I think it's a really great time for us to practice more on oral speaking during the course. I prefer to have more speaking in English in my daily life in order to enhance my confidence to have a speech in front of the public.

Priscilla says:

First of all, English is the official language used in university, no matter which major I am studying in, English is obviously the basic but important language for study.

As a science student, besides reading text books, reading scientific journals and articles, writing lab reports as well as presenting projects are necessary. Therefore, the combination of English communication skills is needed.

On this course, I would like to develop the skills of reading and writing. Reading seems easy, but how to read effectively and grab the most important and relevant information is difficult. Furthermore, I would like to learn how to write precisely and systemically as these are important to present the reports to others.

In regard to Ken's opinion, it's true that we seldom use English in daily life. So it's necessary to have more practice on both speaking and listening.

Anna says:

Good English communication skills are essential for scientists, especially for science students. We learned much new information in English when we were undergraduates. Moreover, most of the scientist wrote articles and reports in English, so being a scientist or science student must have good English communication skills in order to get in touch with the latest research and also technique. On the other hand, it is unrealistic for a scientist to do research but don't have any publication, so the results of research should be analyzed and summarized into a short article. If a scientist wants more scientists to know more about his research, he must write his works in English. Also, there are conferences held frequently which are aimed in enhancing the interflow of academic exchange. Those are good chance for scientists to learn from each other, they can listen to speech about latest research and ask questions during the conference, good speaking and listening skills enhance the interflow of new knowledge.

Sandy says:

As a science student, good English communication skills are important since reading scientific documents and discussing with others are needed when doing research and lab reports. English is an international language, most of the scientific documents are written in English. Besides, English is always used when communicating with people who come from different countries. Thus, good English communication skills are essential for science students.

As I mentioned before, English is an international language, it is also important for my future career. Sometimes, English is used for communicating with colleagues who do not understand Cantonese and writing in English to provide information for foreigners about my company in the future.

I would like to learn the listening and writing skills in this course.

Besides, I agree with Kate that good English skills are very important in our future careers since there are many conflicts happen between colleagues and clients

because of misunderstanding. Sometimes, people cannot express themselves correctly in English so that other people would become confuse and finally conflicts may happen.

Раздел III. Работа над монологическим высказыванием

Taking a Post-Graduate Course

1. Last year by the decision of the Scientific Council I took post-graduate courses to increase my knowledge in pedagogy. I passed three entrance examinations— in Philosophy, English and the special subject. So now I am a first year post-graduate student of the Ural State University of Physical Culture. In the course of my post-graduate studies I am to pass candidate examinations in philosophy, English and the special subject. So I attend courses of English and philosophy. I'm sure the knowledge of English will help me in my research.

2. My research deals with sport science. The theme of the dissertation (thesis) is «[New Training Methods in Football for Adults]». I was interested in the problem when a student so by now I have collected some valuable data for my thesis.

3. I work in close contact with my research adviser (supervisor). He graduated from our State University 15 years ago and got his doctoral degree. He has published a great number of research papers in journals not only in this country but also abroad. He often takes part in the work of scientific conferences and symposia. When I encounter difficulties in my work I always consult my research adviser.

4. At present I am engaged in collecting the necessary data. I hope it will be a success and I will be through with my work on time.

1. Read passage 2 and answer the following questions: What is the theme of your dissertation?

2. Read passage 3 and speak about your research adviser according to

the following plan:

1 Doctor's degree. 2 Scientific publications. 3 Participation in the work of scientific conferences.

3. Inform your colleague:

- a) what candidate examinations you have already passed;
- b) what the theme of your dissertation is;
- c) how many scientific papers you have published;
- d) if you are busy with making an experiment.

4. Study the text below (work in pairs). One reads the text, another supervises; then change their parts

My research work

I'm a football coach. I work at the Specialized Sport School of Olympic Reserve in Chelyabinsk. My special subject is training. I combine practical work with scientific research, so I'm a doctoral candidate (соискатель).

I'm doing research in new trends of sport training which is now widely accepted in all fields of sport, especially football. This branch of knowledge has been rapidly developing in the last two decades. The obtained results have already found wide application in various spheres of sports.

I have conducted some sport tests including its internal control of mastering football techniques. I have been working at the problem for two years. I got interested in it when I was a student.

The theme of the dissertation is «Football is more than a game». The subject of my thesis is the development of an effective internal control system for mastering football techniques.

Football, known as soccer in some parts of the world, transcends the boundaries of a mere sport. It is a universal language that unites people from diverse backgrounds, cultures, and nations.

At its core, football is a powerful tool for social change. It has the ability to

break down barriers and promote inclusivity.

Moreover, football fosters a sense of identity and pride. For many, supporting a team is a lifelong commitment, filled with moments of joy and heartbreak. Major tournaments, such as the FIFA World Cup, become global celebrations, showcasing the beauty of diversity as nations come together to cheer for their teams.

Football also serves as a platform for dialogue and understanding. It brings together people from different walks of life, encouraging conversations that can lead to greater empathy and cooperation.

In conclusion, football is far more than just a game. It is a cultural phenomenon that shapes lives, builds communities, and inspires generations.

I think this problem is very important nowadays as a major portion of sport training practice is involved with new methods and their application. In making decisions it is necessary for the coaches, athletes and PE teachers to know whether the proposed methods may be relied on. Hence there should be a kind of control for mastering football techniques, which help to improve sport skills.

My work is both of theoretical and practical importance. It is based on the theory developed by my research adviser, Professor S. Petrov. He is the head of the department at the Ural State University of Physical Culture. I always consult him when I encounter difficulties in my research. We often discuss the collected data. These data enable me to define more precisely the theoretical model of the audit internal quality system.

I have not completed the experimental part of my thesis yet, but I'm through with the theoretical part. For the moment I have 4 scientific papers published. One of them was published in the US journal.

I take part in various scientific conferences where I make reports on my subject and participate in scientific discussions and debates.

I'm planning to finish writing the dissertation by the end of the next year and prove it in the Scientific Council of the Orenburg State University. I hope to get a Candidate Degree in Pedagogical.

Раздел IV. Примерный перечень вопросов к собеседованию на кандидатском экзамене по английскому языку

1. What is your name?
2. What educational institution did you graduate from? When?
3. What is your specialty?
4. Why did you decide to take a post-graduate course?
5. What is the subject of your future scientific research?
6. Who is your scientific supervisor and what is his/her contribution to science?
7. What does your scientific work deal with? Or: What problem do you investigate?
8. What can you say about your scientific work?
9. How do you plan your research?
10. What have you already managed to do?
11. What points of your plan have you failed to fulfill?
12. How will you continue your investigation?
13. Who are the best informed scientists in the field of your research?
14. How long can it take you to complete your research?
15. Did you take part in scientific conferences?
16. Did you make any reports? What were they devoted to? Were your reports a success?
17. Do you have any publications?
18. What is the purpose of your publications?
19. How long have you been working at your research?
20. Why are you interested in such a problem?
21. When are you planning to complete your dissertation?

Раздел V. Тексты для ознакомительного чтения без словаря. Подготовка к работе над аннотированием текстов

LIST OF CLICHES FOR MAKING ANNOTATIONS AND ABSTRACTS FOR YOUR EXAM (SHORT VARIANT)

1) The article is headlined...

The headline of the article I have read is...

2) The main idea of the article is...

The article is about (deals with, is concerned with...)

3) The problem of ... is of great importance...

One of the main points to be singled out is...

Among other things the text raises the issue of...

4) The article opens with...

At the beginning of the article the author describes (depicts, dwells on, touches upon, explains, introduces, mentions, comments on, underlines, criticizes, makes a few critical remarks on, reveals, gives a summary of) ...

The article (the author) begins with description of (analysis of, a review of, his opinion of, the generalization of) ...

5) Then (after, than, next, further on) the author passes on to (goes on to say, gives a detailed analysis of) ...

We should not forget that...

I'd like to say...

It further says that...

6) In conclusion the author...

The article ends with...

At the end of the article the author draws the conclusion that...

At the end of the article the author sums it all up by saying...

- 7) I found the article interesting (informative, important, dull, of no value etc).

Образец выполнения аннотации к тексту *Environmental pollution*

Environmental pollution is one of the largest problems in our today's world. It can be defined as a contamination of air, water and land from man-made waste. Nowadays there aren't any cities and hardly any rural areas that remain clean and unpolluted.

There are a lot of different types of pollution among which the most recognized are air and water pollution, soil and radioactive contamination, littering, noise, light and thermal pollution. Unfortunately, most of the problems are the result of human activities. Indeed, the contradictions between man and nature are **on** a high level.

People cut down forests and thus damage thousands of acres of land. First of all, the soil can be easily blown away and secondly, even if new trees are planted, they can't bring back the old forests that were a part of a complex ecosystem that cleaned the air and made home for wildlife.

Big industrial cities produce a lot of waste every day. It's either thrown away or dug up which leads to the releasing of dangerous chemicals into the soil. Very often toxic or poisonous liquid chemicals are poured into the water therefore people's health is put at risk. However, they are themselves responsible for this.

Water and air pollution are also a serious threat to our environment. The main factors contributing to them are car fumes, oil spills, throwing litter and many others. Polluted air and water affect people's health to such an extent that millions of them have got no access to safe drinking water.

In conclusion, it must be said that if we want to live in a better and healthier world we should take great care of our mother nature and learn to protect it.

Annotation

The headline of the paper is «Environmental pollution».

The article is about modern problems of our planet.

The reason of the tragedy is rough people's activity.

At the beginning of the article the author remarks that it's very difficult to find clean cities or areas on the Earth.

The author begins his article with the description of different types of pollution.

Next the author tells us about the environmental pollution and felling forests.

Further on the author underlines deadly influence of big industrial cities on our environment.

The author explains that people's health is in danger.

He determines the most important factors of pollution.

In conclusion the author says that people should take care of our nature and learn how to protect it.

I totally agree with this opinion.

The problem of environmental pollution is of great importance in today's world.

Раздел VI. Тексты для ознакомительного чтения и аннотирования без словаря.

1. REHABILITATION

1.1. REHABILITATION PURPOSE, PRECAUTIONS, DESCRIPTION.

Rehabilitation is a treatment or treatments designed to intensify the process of recovery from injury, illness, or disease to as normal a condition as possible. The purpose of rehabilitation is to restore some or all of the patient's physical, sensory, and mental capabilities that were lost due to injury, illness, or

disease.

Rehabilitation includes assisting the patient to compensate for deficits that cannot be reversed medically. It is prescribed after many types of injury, illness, or disease including amputations arthritis, cancer, cardiac disease, neurological problems, orthopedic injuries, spinal cord injuries, stroke, and traumatic brain injuries.

Rehabilitation should be carried out only by qualified therapists. Exercises and other physical interventions must take into account the patient's deficit. A proper and adequate rehabilitation program can reverse many disabling conditions or can help patients, cope with deficits that cannot be reversed by medical care. is achieved by restoring the patient's physical functions and/or modifying the patient's physical and social environmental. Each rehabilitation program is designed to the individual patient's needs and can include one or more types of therapy.

1.2. PHYSICAL THERAPY

Physical therapy helps the patient restore the use of muscles, bones, and the nervous system through the use of heat, cold, message, whirlpool baths, ultrasound, exercise, and other techniques. Its aim is to relive pain, improve strength and mobility, and train the patient to perform everyday tasks. The duration of physical therapy program varies depending on the injury/illness and the patient's response to therapy.

Exercise is the most widely used and best known type of physical therapy. Depending on the patient's condition, exercises may be performed by the patient alone or with the therapist's help, or with the therapist moving the patient's limbs. Exercise equipment for physical therapy could include an exercise table or mat, a stationary bicycle, walking aids a wheelchair, practice stairs, parallel bars, and pulleys and weights.

Heat treatment, applied with hot-water compresses, infrared lamps, short-

wave radiation, high frequency electrical current, ultrasound, paraffin wax, or warm baths, is used to stimulate the patient's circulation, relax muscles, and relieve pain. Cold treatment is applied with ice packs or cold-water soaking. Soaking in a whirlpool can ease muscle spasm pain and help strengthen movements. Massage aids circulation, helps the patient relax, relieves pain and muscle spasm, and reduce swelling. Very low strength electrical currents applied through the skin stimulate muscles and make them contract, helping paralyzed or weakened muscles respond again.

1.3. SPORT MEDICINE

Sports medicine first focuses on injury treatment and injury prevention for athletes. The second focus of sports medicine is to provide athletes with enhancement of their results. In sports medicine you can treat: runners, bicyclists, football players, soccer players, hockey players, baseball players, and many other sportsmen. The goal of a person who works in sports medicine is to make sure the athletes he or she treats achieve top results and optimal health at all times.

There are many careers in sports medicine. One is a sports medicine physician. A sports medicine physician goes through medical school first and then gets educated in sports medicine. This is when they learn to diagnose and treat sport related injuries that athletes have got. A second career in sports medicine is a sports medicine physical therapist. A sports medicine physical therapist works with athletes to rehabilitate them from sports related injuries, muscle problems, joint problems, etc. For a career as a sports medicine physical therapist you will need to get certified as a physical therapist after your initial medical school training.

1.4. MASSAGE

Massage is an individual branch in the science of healing. The aim of massage is to soften hard organs and harden soft ones. There are different kinds of massage. A vigorous massage strengthens the body and a weak massage makes it softer, a medium massage contributes to balancing its parts and a prolonged massage helps to reduce weight. Besides there exist preparatory and rehabilitating types of massage. Some kinds of massage are done before and after doing exercises. The combination of all types of massage produces good effect on patients' health.

When doing this procedure, it is necessary to begin with a vigorous massage with oil and then proceed to a moderate one. During that procedure a patient must breathe without tensing the stomach muscles. After the massage a patient should tense the massaged parts of the body. Then a piece of cloth is moved over all the body, which must be in a relaxed state.

Of course, all types of massage are pleasant for patients and produce good effect on health, but this effect is only temporal. It does not recondition the organism. Only long term and systematic physical training can do it.

1.5. REMEDIAL GYMNASTICS

Remedial gymnastics is a medical treatment and prophylactic of diseases by means of physical culture.

An instructor of physical culture must have a clear understanding of the essence of diseases, and the effect produced by certain physical exercises. He must know the indications and contraindications for the application of curative gymnastics.

Unlike other methods of treatment curative gymnastics has no ready-made prescriptions. Every patient needs a special set of exercises, which will prove to be the most effective in his case. These sets of exercises must be changed as the patients' condition improves. The instructor of curative gymnastics treating the patient by means of physical culture must keep an eye on the smallest changes in

the patient's organism and inform the doctor about them so as to change accordingly the methods of curative gymnastics and the number of exercises.

Medical treatment by means of physical culture is a creative process and the effect of treatment depends on the instructor's qualification, i.e. his knowledge, experience and pedagogical skill.

Every instructor of physical culture must know the fundamentals of curative gymnastics. Methods of it, used wisely, can help patients in hospitals, polyclinics and sanatoria. They also can do their best in introducing physical culture into people's life.

2. SPORT

2.1. ADAPTATIONS TO ENDURANCE AND STRENGTH TRAINING

In response to exercise, humans alter the phenotype of their skeletal muscle; changing the store of nutrients, amount and type of metabolic enzymes, amount of contractile protein, and stiffness of the connective tissue, and so on. The shift in phenotype is the result of the frequency, intensity, and duration of the exercise in combination with the age, genetics, gender, fueling, and training history of the individual.

Exercise is generally separated into aerobic/endurance and power/strength activities. Endurance training leads to adaptations in both the cardiovascular and musculoskeletal system that supports an overall increase in exercise capacity and performance. It is classically performed against a relatively low load over a long duration. Strength exercise is performed against a relatively high load for a short duration. Most activities combine endurance and strength and this type of training has been called concurrent exercise. Short high-intensity exercise can lead to endurance adaptations. Classic endurance training is known to result in enhanced cardiac output, maximal oxygen consumption, and mitochondrial biogenesis. In contrast, strength training results in increases in muscle size,

neural adaptations (motor output), and improved strength (maximal force production). Individuals who train by exercising for a long time will develop better oxygen delivery to muscle and endurance capacity, whereas those who work against a heavy load will get bigger and stronger muscles. These positive changes in physical capacity allow an individual to be stronger, more powerful, and maintain a better quality of life.

2.2. THE IMPORTANCE AND BENEFITS OF SPORT TRAINING

Training is extremely important and should form an integral part of all elite athlete's daily routines. Training allows the body to gradually build up strength and endurance, improve skill levels and build motivation, ambition and confidence. Training also allows athletes to gain more knowledge of their sport as well as enabling them to learn about the importance of having a healthy mind and body. In terms of physical effects of training, regular exercise increases muscle tone, facilitates good circulation, improves strength, agility and flexibility and improves the rate of waste product disposal. Regular training also speeds up recovery time following physical exercise; this enables the body to cope with the demands of training more effectively and makes it more resistant to injury and illness. Training also has benefits for mental health as it improves concentration and increases self-esteem. There are several different types of training; common examples focus on speed and strength training and endurance training and include interval training, circuit training, fartlek training (метод-тренировки бега переменной скоростью на местности) and plyometric training. The training method will depend on the individual's sport; they may use a number of different methods in order to enhance all areas of their performance.

2.3. WHAT IS SPORT SPECIFIC TRAINING?

Sport specific training is a fitness training program designed specifically for sport performance enhancement in the athlete's specific sport. The goal of the training program is to improve performance in a specific sport. The technical

aspects of the program will differ for each athlete as it depends on their sport and position, as well as their strengths and weaknesses.

The best place to start when designing a sport specific training program is by determining the basic qualities that your sport and position demands. Think about the types of contractions involved in the sport's movements and what energy systems are used. Is there running, jumping, lunging, rotational movement, single-legged, or double? You should have a comprehensive understanding of the movements involved in your sport and in your specific position. Choose weights and plyometrics that are functional to these movements. Next, determine which areas need improvement and which areas might only need maintenance. Design a program with a focus on improving the areas that are lacking and maintaining the areas that you are excelling in. In order to excel in your sport, we recommend not only sport specific performance enhancement training, but also sport specific skill training. If you want to improve your performance, you must practice your sport. But use your time in the gym to work towards improving your overall athletic performance and training the areas specifically related to your sport.

2.4. THE PRINCIPLES OF TRAINING

The principles of training are guidelines that ensure that training is effective. Effective training results in positive changes to a person's body. Usually they result in improved performance. Training that does not apply the principles will be less effective and may not result in improvements in performance. Successful athletes do not just train hard, they also train effectively; they apply the principles of training.

The principles of training can be remembered using the mnemonic 'SPORT

S - specificity

Specificity means making training specific to the sport or activity being played or performed, to the movements, muscles and energy systems which are

used in that sport or activity.

P - progressive O - overload

Progressive overload means gradually increasing the amount of overload so that fitness gains occur, without the potential for injury. Overload involves gradually increasing the stress placed on the body during training. This gradual increase in stress makes the body work harder than normal so that adaptations take place.

If your body is not progressively overloaded, no further improvements will take place and your levels of fitness will plateau.

R - reversibility

Reversibility means that fitness levels are lost when you stop exercising. Gains made through training are lost more quickly than they are achieved, and it can take up to three times longer than the break from training to return to the same level of fitness achieved before a break.

Sustaining an injury that stops you training is the most common way for reversibility to occur.

T - tedium

Tedium is the boredom that can occur from training the same way every time. Variety is needed in a training programme to keep motivation levels high.

2.5. 7 OFF-SEASON TRAINING TIPS

1. Focus on Strength-Building

Off-season training isn't just about maintaining fitness; it's about building strength, enhancing agility, and honing skills to perform at your best when it matters most. During the off-season, it is necessary to create a solid foundation. Incorporate compound exercises such as squats, deadlifts, and bench presses to develop overall strength. Aim to gradually increase the weight and intensity to continuously challenge your muscles.

2. Enhance Agility and Speed

Agility and speed are crucial for many sports. Include plyometric exercises like box jumps, lateral hops, and agility ladder drills in your training routine. These exercises will help improve your explosive power and quickness on the field or court.

3. Work on Skill Development

Take the time to refine and enhance your sport-specific skills. Whether it's dribbling in soccer, shooting in basketball, or passing in football, dedicate practice sessions to focus on technique and precision. Consistent practice will lead to noticeable improvements in your performance.

4. Prioritize Flexibility and Mobility

Flexibility and mobility are often overlooked but are essential for preventing injuries and improving overall performance. Incorporate dynamic stretches and yoga into your routine to maintain and improve your range of motion.

5. Incorporate Cardiovascular Conditioning

Maintain cardiovascular fitness by including regular cardio sessions in your training plan. Running, cycling, swimming, or interval training can help keep your endurance levels high and ensure you're ready for the demands of your sport.

6. Schedule Rest and Recovery

Rest and recovery are critical components of any training program. Ensure you have rest days scheduled to allow your muscles to repair and grow. Adequate sleep, proper nutrition, and active recovery techniques like light stretching or low-intensity activities can aid in recovery.

7. Stay Consistent

Consistency is a key to off-season training success. Stick to your training schedule, stay motivated, and track your progress. Set achievable goals and work towards them steadily to see continuous improvement.

3. ARTIFICIAL INTELLIGENCE

3.1. HOW ARTIFICIAL INTELLIGENCE (AI) IS TRANSFORMING THE SPORTS INDUSTRY?

In recent years, artificial intelligence has made significant advances and is now being used in various industries, including sports. AI is transforming the sports industry in many ways. It is making the training process competitive and more efficient. It is also helping to analyze and predict athletes' performance.

There are many potential applications of AI in the sports industry. AI can be used to analyze large amounts of data to identify patterns and trends. This information can be used to improve player performance, make strategic decisions, and better understand the game. AI can also be used to create virtual reality environments for training and player development.

There are some forms of AI helping in sport development. Predictive modeling is transforming the way we approach sports analytics and player performance. Through these AI-enabled models, teams can anticipate injuries or performance slumps, allowing coaches and managers to strategize player rotations and game plans. AI achieves these predictive models by using machine learning algorithms to carefully consider historical data - player statistics, injury history, disciplinary records, and so on. The analysis of these data points helps AI to devise models that forecast future player performance with remarkable precision. This in-depth analysis enriches our understanding of player movement dynamics and the overall game flow. AI plays an important role in designing individualized training regimes designed to meet unique athlete requirements. But the power of predictive modeling doesn't stop there. It can also spotlight players trained for breakout seasons, providing invaluable insights for trades and signings.

AI is changing the way that sports are played. These changes are leading to better player safety, and more efficient game strategies. AI is becoming an essential part of the sports world and will continue to have a significant impact

in the future.

3.2. AI IN SPORTS: TOP USE CASES, REAL-LIFE EXAMPLES & ADOPTION CHALLENGES

The adoption of artificial intelligence in sports helps increase athlete performance and safety, enhance game planning, and promote fan engagement. AI embraces every aspect of sports, from the competition and game play to the show and entertainment business. Also, AI-based tools are already used in virtually all major sports disciplines, such as American football, soccer, baseball, and cricket, but also non-professional leisure activities like grassroots sports. Artificial intelligence can influence an athlete's career right from the start. AI-powered software is used to process historical data on players' performance to predict their potential and market value before a sports club decides to invest in them. The adoption of tools based on artificial intelligence can benefit players as well because they reduce any bias during recruitment and help find hidden talent even in countries where a specific sport is not particularly practiced.

Smart bracelets, inertial sensors, local and global positioning systems, connected sneakers, smart clothing, and heart rate monitors are some of the most popular. All of these have one thing in common – they give athletes vital data by tracking movement, and they record various physical aspects during workouts, training sessions, and games. These devices can cover many aspects of performance, from the distance a runner or footballer has covered, to calories burned and so on. They can also highlight microscopic variations in more physical sports such as boxing. But these devices can do more than just provide

statistics – they can also offer athletes recommendations for their training schedules and help them customize their diets with bespoke nutritional plans. Such analysis helps athletes maintain top-level physical and mental performance, peak training efficiency, and even improve performance during games. It also helps them to detect early signs of fatigue and stress, and prevent musculoskeletal injuries and cardiovascular issues. Meanwhile, visual tracking systems allow players to identify their key strengths and weaknesses.

3.3. THE COMPLEXITY OF DATA IN SPORTS

Sport creates a vast amount of data – so much so that it can be hard for even the most trained eye to process all possible insights. Even when it comes to simple stats from video content, such as the number of passes made by a player in a football match or the distance a rugby player covers during a game, the human eye can't compete with AI. What's more, games often feature complex movements and sequences involving several players, something that can't be quantified using traditional, rule-based algorithms. AI is now able to help coaches improve their game strategies. They can analyze common mistakes, identify strengths and weaknesses in their own team, and target trends and inconsistencies in their opponents. AI is also being increasingly used for tactics. Sports teams are no longer putting square pegs into round holes, as modern technology gives insights into a player's best position on the pitch. In some cases, AI is noticing things coaches have missed. In basketball, for example, an AI system can now calculate the chances a specific player has of scoring, and will also take into consideration angles and the position of any surrounding defenders. It's thanks to these advancements why many experts believe a complete AI system, which could fully comprehend a game, might be just around the corner.

3.4. ARTIFICIAL INTELLIGENCE (AI) & ITS IMPACT ON THE SPORTS INDUSTRY

Artificial Intelligence (AI) is already having a significant impact on sports and is expected to influence various aspects of the industry in the future. Here are some ways in which AI is already affecting the sports industry and how it may revolutionize its future:

1. Performance Analysis

With the help of AI algorithms, coaches and players can analyze vast amounts of data about games, opponents, and their own performances. This data can be used to identify strengths and weaknesses, develop strategies, and make informed decisions in real-time. AI can also help with injury prevention by tracking player movements and analyzing biomechanical data to identify any movements that could lead to injury.

2. Sports Betting

AI is being used to analyze vast amounts of data to make more accurate predictions in sports betting. AI builds predictive models allowing consumers to sports-bet in real-time (micro-betting), in which users can bet on the result of the next play, pitch, or result.

3. Fan Engagement

AI-powered chat-bots can provide real-time game updates, answer questions, and provide personalized recommendations based on a fan's preferences. AI can predict and determine the best content to distribute during-and-after a game and deliver highlights instantaneously. Fans in-stadium and at-home experiences will also benefit from the introduction of VR/AR-powered technology to make the experience more immersive.

4. Refereeing and Officiating

AI has been used for years in detecting offside situations in soccer through video assistant referee technology (VAR). More sports will likely adopt AI-powered technology to make more informed and accurate calls that can greatly affect the outcome of games, identify and analyze different game situations and provide recommendations to officials.

5. Training and Skill Development

AI is also transforming the way that athletes train and develop their skills. With the help of AI-powered training programs, athletes can receive personalized feedback and recommendations to improve their performance. However, it's important to note that there may also be concerns around the ethical implications of AI in sports, such as privacy and data security issues, and the potential for AI to replace human decision-making. Of course, AI is a tool that can help athletes, coaches, and fans enhance their sports experience, but it is essential to use it responsibly and consider its impact on the broader sports community.

3.5. COMPUTER VISION IN SPORTS ANALYTICS

In the sports industry, precision and quick decision-making play a crucial role in determining success. Computer vision (CV) technology appears to be a key player in improving player performance and providing a richer fan experience. CV in sports analytics is not only about improving the way athletes train and compete, but also about giving coaches, teams and fans insights that were previously out of reach.

CV uses complicated algorithms that can detect and track athletes' movements, recognise patterns, and even analyse facial expressions or body language for signs of fatigue or injury risk. Key mechanisms include motion detection, which tracks the speed and trajectory of objects (such as a ball or player), and machine learning models, which improve over time by analysing vast amounts of data to predict future actions or outcomes in a game. Together, these technologies provide a complete understanding of the dynamics of sport, contributing to injury prevention, more effective training and competitive strategies.

Computer vision is having a significant impact on the wider sports industry and the fan experience. It gives fans access to detailed analysis and

immersive replays that enhance their understanding and enjoyment of the game. For broadcasters and content creators, computer vision offers tools to create compelling content, while sports organisations gain valuable insights for scouting and player development. This integration of computer vision into various facets of sport not only advances the technical and tactical aspects of games, but also fosters a more engaged and informed sports community.

4. MANAGEMENT

4.1. SPORT MANAGEMENT SYSTEM

Sport management is an industrious field concerning the business aspects of sports and recreation. Management is an essential part of any group activity. Management is needed whenever people work together in an organization. In today's competitive environment, the quality and performance of the management determine the success of organization. Administration and management in physical education and health education programs are essential for the effective operation and success of the programs. A sports management system is important because it simplifies tasks, unifies participants, and enhances the activities surrounding playing sports. Additionally, a sports management system helps in coordinating the relationship between internal resources, external environment, and desired targets through sports activities. Management comprises planning, organizing, staffing, leading or directing, and controlling an organization (a group of one or more people or entities) or effort for the purpose of accomplishing a goal. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources, and natural resources. Because organizations can be

viewed as systems, management can also be defined as human action, including design, to facilitate the production of useful outcomes from a system. This view opens the opportunity to ‘manage’ oneself, a pre-requisite to attempting to manage others. It is chiefly concerned with marshalling the resources, ideas, things, and obtaining the results through the collective efforts of people.

But, of course, AI is not a kind of a magic tool. The human factor is what brings excitement and surprises to the world of sport – and that is something AI can never compete with. Players and referees aren’t perfect, but it is those imperfections that are often the main talking points for fans on matchday. So it is important to consider that not all elements of sport can be easily quantified, meaning a balance will always be needed between man and machine.

4.2. AN EFFECTIVE SPORTS MANAGER

An effective management certainly helps to produce quality sports goods and sports service for the potential buyers who are ready to pay throw-away prizes. As a result of this there is a great many economically oriented organizations that are competition to sell their products to the ultimate consumers.

Productivity is the key factor in sports management. In case, we are considering as sports business enterprise, the productivity will be measured in terms of profit it against. In the other hands, productivity of sports organization will be measured in terms of organizational stability. The effective athletic director by applying the knowledge of sports management principles can improve the productivity of the programme which is measured in terms of how well the goals are met. In this ways, sports management creates quality productive work.

Success and failure or even the very survival of a sports organization depends on its management. In conclusion it must be said that successful managers do not wait for the future; they make the future by anticipating and

adjusting to changing circumstances in an intelligent manner.

4.3. MANAGEMENT IN SPORT

Sport employs many millions of people around the globe. The growth and professionalization of sport has driven changes in the consumption, production and management of sporting events and organizations at all levels of sport.

Sport managers engage in strategic planning, manage large members of human resources, deal with broadcasting contracts, manage the welfare of elite athletes and work within highly integrated global networks of international sports federations, sponsors and community organizations.

Sport managers use management techniques and theories that are similar to managers of other organizations. However there are some aspects of strategic management, organizational structure, human resource management, leadership, organizational culture, financial management, marketing, governance and performance management that are unique to the management of sport organizations.

Strategic management involves the analysis of an organization's position in the competitive environment, the determination of its direction and goals, the selection of an appropriate strategy. The success of any sport organization may largely depend on the quality of their strategic decisions.

An organization's structure is important because it depends where staff and volunteers «fit in» with each other in terms of work tasks, decision making procedures, levels of responsibility and reporting mechanisms.

4.4. SPORTS EVENT MANAGEMENT

Sports event management refers to the planning and organization involved in executing sports-related events and activities. It includes the time before the sports event, the event itself, and the documentation and processing after. Some

tasks involved here include venue selection, logistics, budgeting, marketing, security, and recordkeeping.

The difference between general event management and sports event management lies in the specific focus and requirements of each field. General event management involves planning and organizing a wide range of events, such as conferences, corporate gatherings, and cultural festivals. Meanwhile, sports event management is a specialized type of event management, and it refers to the tasks specialized in planning and executing sporting events and related activities.

Usually sports event management professionals deal with factors unique to sporting events such as stadium or court selection, logistics connected with sports competitions, athlete coordination, and sports marketing. The business needs and goals related to sports events are also different from other events, as there are different sporting seasons, leaders, sports clubs, and stakeholders to consider. Different localities may also have specific regulations in place for sport events, depending on the weather conditions of the place and the event plans proposed by sports event managers. Sports event managers need to be aware of the ideal seasons to hold events, the best venues for the sport to be done, and the fans' preferences. The facilities and equipment needed for the event also need to be researched well, for each sport has different needs and technicalities to be considered, which can affect budgeting, planning, and operations.

4.5. SPORT MANAGEMENT SKILLS

Management and team management skills are what differentiate a good manager. Adaptability, communication, negotiation, conflict resolution... What do all these management skills, many of them known as "soft skills", have to do with the management of sports organisations? They help attract and retain talent, manage the emotional intelligence of the organisation and inspire employees to

commit to overall goals and work as a team to achieve them.

There is some agreement on what are considered basic management skills. Among these, the most important skills for a sport manager are the following:

Communication

Among all managerial skills, communication is one of the most important. It includes not only the ability to speak, but also active listening and non-verbal communication. It serves to unite teams and create an atmosphere of transparency. Externally, it allows reaching out to stakeholders or society at large, and has a key impact on the image of the organisation.

Negotiation

Negotiation involves listening to all parties and knowing how to find agreements that satisfy everyone. It is an essential skill, but difficult to master. In the management of sports companies, it serves to bring the members of the organisation into agreement. Outside the organisation, it is a key to reaching agreements on everything from service contracts to player signings.

Adaptability

Adaptability is the ability to adjust behaviour in response to change. It allows you to react quickly to setbacks and explore alternative options to achieve your goals. In sport management, where managers are frequently confronted with unforeseen situations, this flexibility serves to reduce their impact and find new opportunities.

Conflict resolution

Conflict resolution involves both the ability to pre-emptively avoid problems and the skills to resolve them once they occur. It is one of the skills of sport managers, and extremely important in the field of elite and high-performance sports, where the pressure on teams can lead to disputes.

Critical thinking

Critical thinking is the ability to analyse information objectively, ask appropriate questions and form one's own opinion. It is a logical process that provides a structured approach to problems that may arise in the management of

sports organisations.

Creativity

If critical thinking is used to analyse problems, creativity is used to find alternative solutions that make a difference and create a competitive advantage. As a managerial skill, it involves the leaders' ability to foster creativity in their teams and is a key driver of innovation.

5. SPORTS PSYCHOLOGY

5.1. SUBJECT OF SPORT PSYCHOLOGY

Sports psychology is a branch of psychological science that studies the characteristics of a person acting under specific conditions of sports activity. Modern sport can be viewed as a model of society, and many patterns of its existence reveal the mechanisms of functioning of society, and knowledge of some of its mechanisms contributes to the improvement of the system of training athletes. In this regard, sport is specific in that without pronounced mental tension, without stress, it is impossible for a person to fully adapt to stress, as well as a high level of an athlete's fitness is impossible. Such conditions of activity always provoke severe distress, to which it is necessary to adapt during training and especially competitive activities. The state of anxiety is closely related to the state of distress — a sequence of cognitive, affective and behavioral reactions that are actualized as a result of exposure to various forms of stress. Distress is a reaction not so much to the physical or

psychophysiological properties of a situation, but to the peculiarities of interaction between a person and the outside world.

Top-level sports demand maximum physical exertion, which cannot be sustained without an appropriate volitional effort, without an appropriate mental attitude. A high-class athlete gradually gets used to great physical and mental stress, to constant self-restrictions in everyday life, to increased attention from others, to frequent trips away from his family and the team where he works or studies. But he will never get used to the feeling of high responsibility that he feels when going to the start of major competitions, just as he will never get used to the feeling of great moral satisfaction when he achieves victory.

5. 2. TECHNIQUES IN SPORTS PSYCHOLOGY

Some professionals use one specific technique when helping their clients while others use a wide range of sports psychology techniques.

Progressive Relaxation

Relaxation techniques offer athletes many benefits. Among them are an increase in self-confidence, better concentration, and lower levels of anxiety and stress - all of which work together to improve performance. One of the relaxation strategies sports psychologists use with their clients is progressive muscle relaxation. This technique involves having them tense a group of muscles, hold them tense for a few seconds, then allow them to relax.

Hypnosis

Some health professionals use hypnosis to help their patients quit smoking. A sports psychologist might use this same technique to help their clients perform better in their sport of choice. Research indicates that hypnosis (which involves putting someone in a state of focused attention with increased suggestibility) can be used to improve performance for athletes participating in a variety of sports,

from basketball to golf to soccer.

Biofeedback

Biofeedback involves using feedback provided by the body to notice how it feels physiologically in times of stress (elevated heart rate, tense muscles, etc.). This information can then be used to help control these effects, providing a more positive biological response.

Cognitive Behavioral Therapy

Cognitive behavioral therapy (CBT) is used to help all kinds of people identify and change destructive thoughts and behaviors. Therefore, it would only stand to reason that athletes would also benefit from its effects.

With deep insight into the connection between mind and body, those with a sports psychology degree understand the various factors involved in using fitness to improve psychological health, and vice versa. They in turn enjoy a flexible range of fulfilling career opportunities in two highly fulfilling industries aimed at improving health and well-being.

5. 3. WHY ATHLETES' SKILLS FAIL THEM – AND HOW FOCUSING ON MEMORY CAN HELP PROFESSIONALS AND AMATEURS PERFORM BETTER

Athletes spend a huge amount of time and effort to perform at their peak on the biggest stages. But sometimes the received results are not so impressive as planned. Athletes can experience unexpected and uncharacteristic drops in performance. They suddenly lose their ability to execute well-learned skills. These experiences are getting more attention as awareness of psychological factors and mental health in sport increases. Coaches and athletes commonly attribute these underperformance issues to overthinking or distraction. Some sport psychologists suggest that anxiety from competing or performing under pressure takes up or misdirects athletes' focus, distracting them from important information, such as opposition tactics. Another explanation is that pressure causes skilled athletes to overthink and consequently deliberately control

movements that they would usually do automatically. This is known as self-focus or reinvestment. Sport psychologists have developed and used some strategies to prevent harmful distraction or overthinking from happening. These strategies include helping athletes to manage their anxiety, to reappraise the situation, and to effectively focus their attention. Another possible tactic is to reduce the likelihood of the athlete consciously controlling their movement. To do this, some psychologists propose limiting athletes' knowledge or understanding of the mechanics of their own movements during learning. The idea is to develop clarity and competence in what athletes are aiming to do.

5. 4. WHAT DO SPORTS PSYCHOLOGISTS DO?

Sports psychology is a quite young field of psychology. Despite the fact that the first laboratory of sports psychology appeared back in the 20s of the last century, it was only in the 80s that they began to take this field really seriously. It was then that scientists began to explore how psychology could be used to improve athletic performance.

In sports, attitude is very important; the ability to withstand intense pressure and stay focused, as well as keep stress under control. This is what professional sports psychologists help with. One of the most important tasks of a sports psychologist is to improve an athlete's performance. There are quite a few ways to do this: you can increase an athlete's self-confidence, improve his concentration, begin to develop emotional control and the ability to cope with mistakes, and many others. The ability to control stress is necessary not only for athletes, but also for ordinary people. The task is not only to minimize stress, but to manage it. Stress is a powerful tool that, if used in the right doses, can help you concentrate and improve results. The main thing is to find your «edge».

The psychologist's task is to ensure team cohesion and develop athletes' communication skills. A team working as a whole will be more effective, both at the team and individual level.

Every athlete faces injuries. The light ones can be handled by an athlete him/herself, but it will be difficult to recover from a severe one alone. Moreover, it can be even more difficult to recover psychologically than physically. The fear of not being able to return to the previous level, as well as isolation from the rest of the team, often drive athletes into depression. It can be just as difficult to stop being afraid to perform complex and traumatic elements after returning. It is with such inner fears and blocks that the psychologist works.

Psychologists usually do not have any special methods of work to cope with such issues; each specific problem has its own solutions. These solutions are often quite strange and eclectic: some are taken from hypnosis, some from gestalt therapy or NLP, and some may come from meditation. It all depends on the person — which method is more suitable for whom; the main thing is that this method works.

5. 5. SPORTS PSYCHOLOGY IS THE POWER WITHIN

Sport is something that forces a person to go beyond their capabilities. It is an act of self-improvement that develops his volitional sphere. Sport allows you to express yourself, to reveal your abilities. And psychology helps athletes find themselves, feel and form their goals, motivation and priorities. An athlete can achieve success with the power of thought, believe in himself, feel like a hero, a winner, etc. Therefore, it is necessary to understand how important for a person is the one who is next to him, who inspires him to succeed and achieve goals. It is also important how his auto-suggestion is set up.

The task of sports psychology is to maintain a sense of superiority, strengthen it, improve it, and stimulate new victories. Or, on the contrary, when the desired goal is not achieved – the second place, the third, the last? One might

think that this disappointment will bring complexes, unwillingness to continue in this direction, apathy and frustration. Here, the psychological approach is completely different: the task is to transfer the loss from the inner component of the athlete to the outside world. It must not be considered a failure, but a step, an opportunity, a lesson, an experience, whatever. In any case, you need to believe in yourself, believe that you can succeed even after a lot of defeats. If something doesn't work out, it doesn't mean that the athlete is bad, it means he is doing something wrong. It is necessary to study, look at patterns, make adjustments and move towards the desired goal. One of the most important tasks is the formation of strong motivation. It's different for everyone, so the approach to each athlete is different. Efficiency increases if a clear goal is developed. And to achieve it, it is necessary to build knowledge and skills correctly. An athlete should know what awaits him, what stages he has to go through, what awaits him in the end. If this is a competition or performance, the person must be informed about all the details of the event so that nothing can bring the athlete out of a state of psychological calm. Anything can be suggested to a person. And competent suggestion works wonders.

6. SPORT LAW

6. 1. WHAT IS A SPORTS LAWYER?

In short, a sports lawyer is a lawyer who represents athletes, sports clubs, sports associations and other stakeholders within the sports industry. A sports lawyer will handle a wide range of issues that influence the rights and obligations of the stakeholders involved in sports. A sports lawyer may either work in-house, for example in a football club or in a sports association, or in an independent law firm. Sports law consists of a variety of legal fields, such as contract law, labour law, media law and organizational law. A sports lawyer would need knowledge about all the legal fields that are a part of sports law, and

in addition knowledge about the sports regulations that are specific for sports. Although the tasks of a sports lawyer may vary, a sports lawyer will normally be able to handle the following types of cases:

A sports lawyer could represent athletes, clubs and associations in national and international disciplinary cases, such as on-field incidents and alleged breaches of sports regulations and disciplinary regulations. In the past 30 years financial revenue from sport has grown, it has led to a large increase in sports related disputes. Whenever sports clubs, athletes, managers, agents/intermediaries and other stakeholders within sports are involved in a dispute, it will be up to the sports lawyer to represent its clients in litigation, arbitration and other dispute resolution processes. A sports lawyer may assist its clients to ensure that their interests are taken into consideration when drafting the legal framework that establish the parties' rights and obligations.

6. 2. HOW IS SPORTS LAW DIFFERENT FROM OTHER PRACTICES?

Sports law's significance comes from its connection to many other types of law, as sports deal with many different, unique situations. It takes an experienced sports attorney to navigate these matters and provide the injured party with a skillful legal defense. Here are some of the different disciplines that sports law intersects with:

Contract law: Sports lawyers assist in drawing up athletes' contracts, as well as negotiating and reviewing terms. Intellectual property law: It is crucial in the sports industry to protect intellectual property. Sports lawyers take care of trademark infringement, copyright infringement, licensing agreements, and so on. Labor law: Athletes are employees of the organizations that sign them or sponsor them. Sports lawyers can assist with this determination, particularly in the case of student-athletes and whether they are considered employees of the university that they are playing for. Tax law: Sports attorneys may even assist with tax law and estate planning for people with a sports background, such as current or former athletes or team executives. Sports attorneys' involvement

could include reviewing real estate documents, consulting with investment opportunities, or consulting with startup companies. Administrative law: Sports lawyers are constantly faced with administrative situations that directly affect the clients they represent. Administrative law can extend to licensing processes for sports venues and working with state regulatory agencies to ensure that nobody is being taken advantage of.

Sports lawyers assist their clients in developing a solid case in legal situations unique to athletes and athletic organizations. If a case cannot be settled out of court, it will require litigation.

6. 3. PROBLEMS OF SPORTS LAW DEVELOPMENT IN THE RUSSIAN FEDERATION

Throughout the world, there is an active development of the field of sports law, as a separate and independent field of law, which is part of the general legal system. It is explained by the fact that the sports industry attracts large investment flows and has an increasing impact on many areas of public life. Nowadays, sports law is considered as a branch of law, as a complex area of legislation and as a full-fledged science exploring the patterns of formation and functioning of sports law.

In order to protect Russian athletes' rights, the National Center for Sports Arbitration was established in Russia and amendments to federal sports legislation were adopted. However, two years later, many problems of sports justice have not only haven't been resolved, but also in the light of sanctions restrictions have become particularly acute. To change the situation, amendments to the Labor Code of the Russian Federation, the Federal Law «On Sports» were adopted in 2020. They determined the creation of the National

Sports Arbitration (National Center for Sports Arbitration). But the extension of its jurisdiction to disputes between sports entities is limited by the international federations' requirements. Experts agree that it is necessary to come to a uniform practice and strengthen the role of national sports justice, making it a priority. The suspension of Russian athletes, teams, and federations from international tournaments raises the question of new directions for the development of the Russian sports management system. How will the sports justice system develop? The professional community has yet to find an answer to this question.

6. 4. SPORTS AGENTS' REGULATIONS IN THE RUSSIAN FEDERATION

Sports agents' business in the Russian Federation has also become an objective reality in other kinds of sports that are not as popular and profitable as football and ice hockey. However, the majority of sports federations have no rules governing the activity of athletes' representatives. Moreover, heads of many Russian sports federations still consider the practice of adoption the agents' activity to be dangerous and harmful by itself, undermining the basis of the functioning of sports organizations. For this reason, the business of «shadow agents» has spread widely in the Russian sports.

However, it is also necessary to note positive tendencies. For example, the All-Russia Athletic Federation (VFLA) successfully implements rules of the International Association of Athletics Federations (IAAF) defining the legal status of athletes' representatives. The Russian Basketball Federation (RFB) is developing its own regulations governing agents' activity in professional

basketball in the Russian Federation. The members of other sports federations, such as the Russian Cycling Federation (FVSR) and the Russian Rowing Federation (FGSR), have only started to understand the necessity of legal regulation of athletes' representatives' activity.

Thus, the regulation of sports agents' activity in various kinds of sports in the Russian Federation directly depends on the popularity and profitability of certain sports. In order to create a working system that protects the rights and interests not only of participants of competitions, but also of professional sports agents, the realization of the recently adopted regulations is necessary. This process should be under the strict control of the sports federations and athletes' unions.

6. 5. LAW ON REGULATING PROFESSIONAL SPORTS

The Federal Law details the regulation of professional sports, defining the main operators of professional sports (national sport federations, professional leagues, professional clubs, referees, agents, athletes and coaches that take part in professional competitions), as well as their rights and duties. It specifies that the activities of professional sports operators should promote the development of professional sports, in particular, children and youth sports, including the training of reserve athletes, and facilitate progress in high performance sport.

Relations between professional sports leagues and relevant national sports federations are a major focus of the Federal Law. The principle of sports law emphasizes fairness, integrity, and the promotion of equal opportunities within the sports industry. The law ensures that athletes and organizations adhere to established rules, fostering a competitive environment that values sportsmanship. Sports law seeks to protect the legal rights of all stakeholders, from players to governing bodies, ensuring disputes are resolved fairly and

equitably.

The importance of sports law extends beyond resolving disputes; the law supports the sports industry's ethical, commercial, and operational framework. The legal field ensures the rights of athletes, teams, and stakeholders are protected while promoting fair play and competition. Sports law ensures the growth of sports law jobs, offering career opportunities for individuals dedicated to support justice and integrity in sports.

The pressure to succeed in a highly commercialized sports environment leads to unethical practices like doping. Sports law encompasses anti-doping regulations and criminal laws to combat doping, emphasizing the need for integrity in sporting competitions. The framework surrounding sports commercialization is complex, requiring ongoing adjustments to align economic growth with ethical sportsmanship and athlete protection.

The legal framework ensures safety and enjoyment for all participants, promoting sportsmanship and respect across various sports settings.

7. MEDICINE AND BIOLOGY

7. 1. COFFEE MAY PROTECT AGAINST LIVER CIRROSIS

Liver cirrhosis can be fatal because it raises the risk of liver failure and cancer. Drinking coffee every day is linked to a reduced risk of liver cirrhosis. Drinking two extra cups a day may nearly halve the risk of dying from the disease.

The researchers - from the University of Southampton in the UK - pooled and analyzed data from nine long-term studies covering nearly half a million men and women from six countries. They found that increasing coffee consumption may substantially reduce the risk of liver cirrhosis.

The condition develops when healthy tissue in the liver is replaced by scarred one, often as a result of long-term and persistent injury from viruses like hepatitis C and toxins like alcohol.

The authors explain that coffee has many biologically active ingredients, in addition to caffeine. These include «oxidative and anti-inflammatory agents, such as chlorogenic acid, kahweol and cafestol», and there is evidence, that these may «confer protection against liver fibrosis».

There could also be an indirect effect of coffee protecting against cirrhosis, suggest the researchers. For example, they cite lab studies that show various compounds found in coffee block hepatitis B and C viruses and studies that show links between increased coffee consumption and reduction in type 2 diabetes.

The paper concludes that the analysis shows the link between increased daily coffee consumption and reduction in risk of liver cirrhosis is large - larger than that of many medications used for the prevention of disease.

7. 2. REMEDIAL MASSAGE

Remedial Massage is a deep massage done by skilled hands to create the conditions for the body's return to optimal health after injury. It is used to treat strains, sprains, broken bones, bruising; any injury where the skin is intact. Deep tissue massage removes blockages, damaged cells with scar tissue and adhesions, left after injury, speeds up recovery and encourages more complete healing. Remedial massage is also used for conditions created by lifestyle for example repetitive strain injury and back pain.

The techniques used are designed to increase the flow of blood and lymph around the body, particularly in the injured areas. It enables the body to heal. It is often successful where other forms of treatment have failed.

During treatment there is tenderness in areas that are being treated, it indicates which muscles and tendons are injured. The results are usually immediate. Most patients feel a big improvement after 1 session. Patients find

themselves spontaneously being able to do things they thought that they couldn't. Besides, all-round health improvement is seen: better sleep, increase in vitality and performance levels, as well as increased mobility.

With many years' experience the practitioner gains a clear understanding of treating sports and traumatic injuries. The therapist needs an excellent knowledge of anatomy and physiology to determine where to treat each patient. He uses the patient's feedback to pinpoint the damaged tissue and to regulate pressure. The attachments of each tendon are quite specific and full recovery only results from accurate assessment and treatment.

7. 3. EATING CHOCOLATE DURING PREGNANCY MAY BENEFIT FETAL GROWTH DEVELOPMENT

Eating 30 g of chocolate every day during pregnancy may benefit fetal growth and development. This is the conclusion of a new study recently presented at the 2016 Pregnancy Meeting of the Society for Maternal-Fetal Medicine in Atlanta.

While chocolate itself is absent from this no-go list, expectant mothers are recommended against overindulging in the tasty treat due to its fat, sugar and caffeine content. There are many benefits that may come with moderate chocolate consumption. Chocolate contains flavanols - a type of flavonoid - that have been linked to reduced risk of cardiovascular problems and lower cholesterol; the darker the chocolate, the more flavanols it contains.

The researchers enrolled 129 expectant mothers with a singleton pregnancy who were between 11-14 weeks' gestation. The expectant mothers

were randomized to consume 30 g of either low- or high- flavanol chocolate daily for 12 weeks.

The team found that there were no differences in preeclampsia, gestational hypertension, placental weight and birthweight between the low - and high- flavanol chocolate groups. However, the researchers identified a significant improvement in uterine artery Doppler pulsatility among both chocolate groups, suggesting that both low - and high- flavanol chocolate may benefit fetal growth and development. This improvement was much greater than what is normally expected among the general population, the team notes.

The study indicates that chocolate could have positive impact on placenta and fetal growth and development and that chocolate's effects are not solely and directly due to flavanol content.

7. 4. NUTRITION.

If you want to live to a healthy old age you need to eat healthy food. For good health you should aim for about five portions of fruit and vegetables per day. In fruit and vegetables we can find essential natural substances: antioxidants. Antioxidants are thought to be protective because they «mop up» free radicals which can cause some of the problems such as heart diseases and cancer.

Red, yellow and orange vegetables are particularly rich in antioxidants, especially beta-carotene. These phyto - chemicals are present in fresh fruit and vegetables in precisely the quantities and combination Mother Nature intended. Sometimes fresh fruit and vegetables are replaced with foods with less nutritional value like white bread, cakes and biscuits. It's not very good. Canned fruit and vegetables, plus soft fruits like bananas are helpful for kids and elder people.

These days most doctors agree that our physical health is closely related to our psychological well-being. So we need to know things that can make us feel worse.

Drinking coffee raises your blood pressure and can cause anxiety and it can also make you bad-tempered. A low-fat diet may be good for your waistline, but it increases feelings of hostility and depression.

Well... if you want to live longer you need to take care of your body.

7. 5. HERBAL MEDICINE

Herbal medicine is the use of plant and herb extracts for their therapeutic value. Most plants contain and produce chemical substances that aid in healing and other physical treatments.

Herbal medicine is the oldest form of health care. It constitutes a key role in the development of modern medicine as we know it today. Primitive men utilized the vast flora around them to the fullest extent eventually gave birth to herbal medicine. In a study by the World Health Organization on herbal medicine use, about 80 % of the world's populace still rely on the drugs we use today contain at least one botanical element. For instance, Chinese Herbal Medicine's use of ephedrine to cure respiratory conditions still exists in the present time. Ephedrine remains an active ingredient in most of the commercial drugs that are being prescribed to relieve asthma symptoms.

Herbal medicine is defined by three schools of thought: Ayurvedic Herbalism, Traditional Chinese Herbalism and Western Herbal Medicine. While both Ayurvedic and Chinese herbal medicine have moved on to advanced forms, western herbal medicine remains a part of folk treatments. Herbal medicine aims to address not just a particular symptom, but also to help the whole body strengthen itself. And while there is no scientific evidence that all herbal medicines *claiming to have healing powers are actually effective, the number* the herbal medicines that have been placed under clinical testing have proved

their worth. The list of known kinds includes Echinacea, which is used to temper colds, St John's wort, used to treat mild depression and lawthome berries, which help in the recovery process from mild heart failures.

8. SERVICE-APPLIED SPORS

8. 1. DYNAMO SPORTS SOCIETY

At the time of Dynamo Society establishment in 1923, its main mission was to create conditions for regular sports and improve the combat training of law enforcement personnel. Its task was also to popularize service-applied sports and PE classes. The priority task of the Dynamo Society in the sports field is the development of service and applied sports.

The task of service-applied sports is to promote a healthy lifestyle among employees of security and law enforcement agencies. Regular sports and participation in competitions give them the opportunity to maintain physical fitness and combat training, and help them complete work tasks. In addition, service-applied types in their development strive to create unique tests and tasks that include testing physical skills and professional knowledge and experience.

In recent years, events in service and applied sports, including competitions with a special focus, have become particularly popular in the Dynamo physical culture teams. In addition, such sports as mini-football, volleyball, basketball, table tennis, track and field cross country, swimming, cross-country skiing, kettlebell lifting, rifle and pistol shooting, orienteering and various types of martial arts remain popular.

For future law enforcement officers, an annual Spartakiad of students of higher educational institutions is held, which is attended by over 1,000 people.

8. 2. COMPLEX MARTIAL ARTS

Complex Martial arts is an applied type of martial arts. It was created in Russia in 2003 by synthesizing the most effective techniques of karate, taekwondo, kickboxing, boxing, freestyle and Greco-Roman wrestling and sambo wrestling in conditions of active confrontation, against the background of high mental stress and physical fatigue.

The widest arsenal of various punches, blows, kicks, throws and painful techniques, as well as well-developed training techniques allow mastering the skills of striking and wrestling techniques at a high level. Complex martial arts tournaments are regularly carried out, including major international ones. Competitions are held in two versions – sports-applied and universal-full contact.

At competitions, fighters use protective equipment, boxing gloves and helmets, a mouth guard, a protective vest on the torso and a special bandage protective cup for the groin. It allows the use of full-contact punches during bouts, which gives athletes the opportunity to improve their skills in conditions close to real hand-to-hand combat.

At the same time, to protect fighters from injury, the rules prohibit certain types of blows, such as using elbows and knees, as well as choking techniques, throws with grabbing the opponent's neck, high-amplitude uncontrolled throws, etc. The arsenal of complex martial arts also includes fighting techniques - blows with the palm edge, elbow, knee, choking grips, techniques of disarming the opponent, armed with a knife, a pistol, etc. Complex martial arts are mainly engaged in by employees of law enforcement agencies for whom possession of hand-to-hand combat skills is a necessity.

8. 3. SERVICE BIATHLON

Service biathlon is a unique sport that combines elements of running and shooting. Playing sports requires skill in shooting a Makarov pistol and endurance in running a given distance. This sport includes two independent

disciplines, such as fire and physical training.

Depending on the natural conditions, service biathlon is divided into summer and winter (service biathlon), the main difference of the latter is skiing instead of track and field cross-country, and nevertheless, both types are necessarily combined with elements of fire training.

In a service biathlon, participants go a distance at which they will not only run a certain distance, but also fire a firearm. The competition looks like this: The participant stands at the start with a Makarov pistol (PM) and two magazines of five cartridges, one of which is already inserted into the pistol grip. In the classic service biathlon, participants perform in sports uniforms, and shooting is conducted at green targets for points. However, there are many directions, such as the service double event (running in uniform) and the biathlon relay, where the distance is halved and performed in a team.

The difficulty that an athlete faces in official biathlon is constant cyclic loads of high volume and intensity; the complexity of the competition track and climatic conditions. The difficulties of shooting include firing immediately after high-intensity running, i.e. with increased pulse and difficulty breathing modes and the need to fire as quickly as possible, realizing that such acceleration is fraught with misses.

8. 4. FIRE AND RESCUE SPORTS

The history of fire-applied sports in Russia begins in 1937, when the first fire protection competitions took place. The «Ready for Labor and Defense» complex played an important role in the emergence and development of this sport. The passing of its standards led to the introduction of PE classes with elements of special training in fire protection units.

Later, on the basis of these elements (putting on combat clothing and equipment, carrying a portable standpipe and sleeves, walking on a log, etc.), types of fire-applied sports appeared. The competition program included the same sports as today, as well as gymnastics, athletics and shooting. Over time,

unusual and spectacular competitions in fire-applied sports have become very popular. In 1964, the USSR Federation of Fire-Applied Sports was formed. The main types of exercises have been developed and approved. They are:

1. climbing the hook ladder to the window of the fourth floor of the training tower;
2. installation of a retractable tricycle step ladder and climbing it to the window of the third floor of the training tower;
3. overcoming a hundred-meter obstacle course;
4. combat deployment;
5. fire relay race (4 x 100 meters).

All types of exercises contain elements of various sports: volleyball, football, athletics, gymnastics and others. Fire-applied sports are designed to develop qualities vital in the work of firefighters - strength, endurance, reaction quickness, the ability to withstand significant physical exertion and work in smoke at high temperatures. According to experts, the Russian national fire and applied sports team is currently the strongest in Europe. In International fire-applied sports tournaments, it holds steady in the top three. In 2001, the International Federation of Fire Sports appeared, its headquarters is located in Moscow. In September 2002, the first World championship in fire-applied sports was held in Russia.

8. 5. WATER RESCUE ALL-AROUND

Lifesaving («water rescue all-around») is the official discipline of the World Games, recognized by the IOC, but not yet included in the Olympic program. This is a new unusual sport associated with the ability to act in extreme situations arising on the water. It teaches mutual assistance and can be useful at a critical moment.

Of course, the ability to swim is a great advantage. But this fact only does not guarantee success in this sport. A person should not only swim fast, but also be able to save other people – mannequins are used instead of them at

competitions. Water rescue all-around is not as popular as the same swimming, but it is developing quite dynamically and has a great future. In addition, a regulation is being developed on awarding the titles of candidates for masters of sports, masters of sports, which will allow engaging not only with adult athletes and lifeguards, but also with teenagers from swimming schools.

There is a number of mandatory disciplines included in the competition program of any rank, which include towing and transporting a mannequin (50, 100 m), 200 m steeplechase swimming (super rescue), as well as open water competitions: beach sprint, surf racing, saving a mannequin from a boat, relay race with a life belt, and also throwing a lifeline. It is necessary to be able to provide first aid, do indirect closed heart massage and artificial lung ventilation.

Water rescue all-around prepares a person for real emergency situations. Many participants are already working as rescuers or are going to become them. There is also a free lifesaving school, where athletes are trained.

The activities of sports organizations related to the conduct of rescue all-around competitions are regulated by the Charter of the International Water Rescue Federation - International Life Saving Federation (ILS).

Раздел VII. Научные тексты для перевода со словарем

The Origin of Science

For many thousands of years the earth was inhabited by creatures, who lived and died without passing on their experiences to following generations. These early fish, reptiles, birds and mammals could only «talk» to each other through the roars, calls and screams of the jungle. Yet, somehow, from these prehistoric beings a more intelligent animal evolved with a brain able to form the controlled sounds of speech.

This human being began to use rocks and trees to fashion weapons to help him hunt for food. Stones and spears were probably the first tools used by humans as extensions of their own bodies – the spear could travel faster in flight than man could run – and this ability to invent tools and pass on knowledge gave man a

growing control of his surroundings. His search for new ways to survive and to improve his way of life continued through the ages thus the story of man's world of science and invention was shaped.

Writing is known to contribute much to man's experience accumulation, books printing being his greatest brainchild. As knowledge grew and the art of writing developed, parts of the story were recorded – some in one book, some in another. No man could remember all there was to know and writers found it useful to classify their knowledge under separate headings – much like a library arranges its books in sections so that the reader will know where to look for each subject. Science became separated into various branches. But its progress began only when man started to search for natural laws and principles, and produced theories, applying to scientific methods, such as: observation, analysis, synthesis, induction, deduction, hypothesis and experimentation.

WORDS

inhabited	населен
creature	создание, существо
mammals	млекопитающие
intelligent	разумный
evolve	развиваться.формироваться
spear	копье
extension	удлинение
invent	изобретать
surroundings	окружение
survive	выживать
shaped	формировать
accumulation	накопление
brainchild	оригинальная мысль, воплощение идеи, изобретение
observation	наблюдение
induction	индукция
deduction	дедукция

EXPRESSIONS

passing on	передавать
to fashion	изготавливать

underseparateheadings	по отдельным направлениям
natural laws and principles	естественные законы и принципы

Expert Advice on Reading Scientific Literature as a Habit

To excel in anything, a set of solid basic skills is needed, and all basic skills come from training and experience accumulated over time. Scientific research involves complex work, so researchers require many rudimentary skills related to selecting a research question, research project designing, experimental data analysis, and manuscript writing. Additionally, proficiency in paper reviews and academic reports paired with trainings and personal involvement in research process are vital for acquiring skills and experience. However, most importantly, researchers should make literature reading a part of their daily tasks; it should be made a routine not only during graduation but throughout the span of research career. This would be the basis to skill development, but in reality, many scholars and even graduate students do not read literature regularly.

Usually, researchers read literature very passively when applying for funds, drafting research proposals, analyzing data, and writing papers. Despite the success they may achieve, in the long run, they would lose sincere interest in scientific research and continue a career only for its material benefits. Literature reading is critical to scientific research because this habit will generate a sense of appreciation and passion for science.

The habit of reading is either developed through long-term training or an interest in gaining information. Researchers should strengthen their reading habits and enjoy the beauty of reading. There are many reasons behind scholars losing interest in routine reading, but the most important of all is that they have not experienced the joy of literature reading or that they do not appreciate the beauty of science. It is hard to do well in anything if your heart is not in it. Therefore, it is important to know how to develop an interest in reading and experience the pleasure of reading and the beauty of science.

Reading as a habit can be cultivated gradually. At the beginning, we can force ourselves to read beyond our areas of specialties and subjects and delve into

all kinds of scientific literature. This will lead us to discover new research ideas and theories, and we will soon begin appreciating the diversity and novelty science offers. This will play a crucial role in developing a lasting interest in reading.

Additionally, we need to communicate habitually to keep up our interest in reading. While reading literature, we can contact the author of the work or discuss our thoughts or doubts with our co-workers; in this way, we can exchange our ideas, which can be inspiring. We can also share ideas by writing opinion articles that offer our views on others' works. This is also a way of retaining information in our mind. I learned this while writing blogs that I could remember the content of any paper that I wrote about for a long time. This habit is critical to completely understand any area of your interest.

Therefore, literature reading can act as a daily training course for researchers. Reading, writing, discussing, and thinking ideas every day are some good habits researchers should cultivate.

WORDS

excel	достичь успеха
experience	опыт
accumulate	накапливать
involve	включать в себя
rudimentary	первичный
manuscript	оригинал, рукопись
proficiency	профессиональный уровень, профессиональные навыки
vital	жизненно важный
routine	установившаяся практика
despite	несмотря на
sincere	искреннее, неподдельное, добросовестное
critical	крайне важный
strengthen	усиливать укреплять
therefore	таким образом
gradually	постепенно

beyond	вне, свыше
diversity	разнообразие
novelty	новизна
additionally	в дополнение, к тому же
habitually	привычно, обычно
doubt	сомнение
co-worker	коллега по работе
inspire	стимулировать вдохновлять
retain	поддерживать, сохранять
blog	виртуальный дневник, блог

EXPRESSIONS

complex work	сложная работа
paper review	анализ документов
academic report	научный доклад
involvement in research process	вовлеченность в исследовательский процесс
acquire skills and experience	приобретение навыков и опыта
paired with	совместно с
throughout the span	на протяжении
draft research proposals	предложения по плану исследования
in the long run	впоследствии, в итоге
gain information	набирать информацию
delve into	затронуть тему, углубиться в
play a crucial role	играть ключевую роль
keep up	не прекращать, быть на уровне
opinion articles	статья - мнение

10 Reasons Why Young Scientists Should Read Literature

There are many reasons why everyone should read literature, but I believe that young scientists in particular can benefit greatly from reading literary texts.

1. To become better reader

Scientists are expected to maintain a thorough understanding of the literature in their specific field. For a young scientist this means not only catching up with previous publications, but also staying abreast of new and ongoing research. Consequently, there's a lot of reading to be done. Reading literature, especially texts that are dense with information, allows the scientist to practice reading

efficiently. These skills translated well to the task of reading scientific publications, where the ability to quickly discern pertinent details from many pages of text will allow the reader to save valuable time.

2. To become a better writer

Science writing – whether for a peer reviewed journal, a grant, or a blog post like this – isn't easy. These formats require the writer to be clear and succinct. Using few words often proves to be more difficult than using many of them, that's why the short story is frequently cited. Young scientists can develop their writing skills by learning how to follow the rules (and knowing when to break them).

3. To become a better analytical thinker

While reading for pleasure can be relaxing, close reading may actually provide a kind of “cognitive training”. By analyzing how certain language patterns (and deviations from those patterns) contribute to the meaning of a text, the reader participates in a mental exercise that follows a protocol akin to the scientific method. Practicing this kind of analysis can help a young scientist cultivate the kind of critical thinking skills that are imperative for research.

4. To gain empathy and interpersonal skills

The act of reading a text allows the reader to step into another point of view. Theory of Mind, or, the skill of understanding the mental state of other people, may be enhanced by reading. It can be beneficial for young scientists who wish to communicate effectively with the general public.

5. To communicate effectively

As fields become increasingly specialized with more and more information to learn, a debate arises over the true value of having a breadth versus a depth of knowledge. As a young scientist moves forward in his or her career, it can be expected that his or her research topic will become more specific, and therefore more narrow, in progression towards the goal of becoming an expert on that topic. As a result, there will be fewer and fewer people who can effectively articulate that topic and the scientist will be pressed to communicate effectively with more

general audiences. By seeking to gain a broad set of communication skills from early on in their careers, young scientists will be better equipped to convey information about their research in the future.

6. To understand context

By reading a complex text, the reader becomes immersed in the complex world of it. By reading texts that call ontology into question, a young scientist gains a better understanding of the context in which their particular field of study exists.

7. To learn how to take criticism

Writing is a process, and with that process comes the need for editing and feedback. Learning how to give and take constructive criticism, and to value other people's input, may be difficult for a young scientist. Taking criticism can feel tough, especially if you've worked long and hard to develop something only to have it torn apart. However, learn to be objective about your own work and to not take things personally.

8. To engage your creativity

The "aha!" moment where inspiration strikes often happens when least expected. In the shower, while running, or right before falling asleep – being relaxed and distracted by something can cause a dopamine boost that may spark creative ideas.

9. To understand your story as a scientist

Understanding how your own work fits in with the scientific community is important, and not just for the "broader impacts" section of a grant application. As young scientists enter a field and refine the focus of their research, it becomes necessary to think about short-term and long-term career goals. For example, in many fields it may be important to understand how research capabilities can change, improve, or become obsolete with improved technology. Additionally, thinking long-term helps young scientists think about the kind of impact they hope

to leave on the scientific community, and how their story may be told to other young scientists in the future.

10. Because you want to

Certified person Neil deGrasse Tyson made us all cry last year when he told a little girl, “The best thing about being a scientist is you never have to grow up”. The opportunity to pursue curiosity-based inquiry is one of the best things about science, and I would imagine that many people choose their field of study based on the things that fascinate them. Whatever the question that sparks your curiosity, whether related to science or not, there are many works of literature that are worth investigating.

WORDS

thorough	основательный, исчерпывающий
abreast	быть на уровне
ongoing	постоянный
consequently	следовательно, поэтому
discern	видеть, понимать, различать
pertinent	подходящий, относящийся к делу
succinct	краткий, лаконичный
deviation	отклонение, отступление
imperative	необходимо, важно
empathy	сопереживание, соучастие
enhance	усиливать, подчеркивать
beneficial	полезно
arise	возникать
breadth	ширина, объем
versus	против, напротив
articulate	разъяснять, формулировать, излагать
equip	снабжать, вооружать
convey	передавать
immersed	погружен
ontology	онтология
gain	приобретать
editing	коррекция
feedback	обратная связь
input	вклад
inspiration	вдохновение
application	заявка
refine	уточнять

obsolete	устаревать
impact	влияние
certified person	дипломированный специалист
fascinate	увлекают, интересуют
investigate	исследовать

EXPRESSIONS

in particular	в особенности
benefit greatly	давать значительное преимущество
catch up with	приближаться к уровню, догонять
dense with	с большим объемом
translated well to	удачно перенесенный
peer reviewed journal	престижный научный журнал
proves to be	оказываться
frequently cited	часто цитируемый
analytical thinker	человек, обладающий аналитическим мышлением, способный мыслить
close reading	внимательное, вдумчивое чтение
cognitive training	обучение познавательным навыкам, когнитивный тренинг
akin to	похожий, близкий
to step into	принимать участие
point of view	точка зрения
Theory of Mind	теория сознания
mental state	ментальное состояние
general public	широкая общественность
increasingly specialized with	более специализироваться в
in progression towards	в продвижении к
be pressed to	быть в затруднении, иметь мало времени
to gain a broad set of	приобрести широкий спектр
call into question	ставить под сомнение
feel tough	нелегко
torn apart	разрушен, испорчен
dopamine boost	«взрыв дофамина (гормона удовольствия)»
fit in	соответствовать, подходить
broader impacts	создания наилучшего впечатления
to pursue curiosity-based inquiry	заниматься исследованиями, основанными на собственном любопытстве
spark curiosity	возбуждает любопытство

Science (from Latin *scientia*, meaning "knowledge") is an enterprise that builds and organizes knowledge in the form of testable explanations and predictions about the world. An older and closely related meaning still in use today is that of Aristotle for whom scientific knowledge was a body of reliable knowledge that can be logically and rationally explained.

Since classical antiquity science as a type of knowledge was closely linked to philosophy. In the early modern era the words "science" and "philosophy" were sometimes used interchangeably in the English language. By the 17th century, natural philosophy (which is today called "natural science") had begun to be considered separately from «philosophy» in general, while, "science" continued to be used in a broad sense denoting reliable knowledge about a topic, in the same way it is still used in modern terms such as library science.

However, in modern use, "science" is still mainly treated as synonymous with 'natural and physical science', and thus restricted to those branches of study that relate to the phenomena of the material universe and their laws, sometimes with implied exclusion of pure mathematics. This is now the dominant sense in ordinary use. The word "science" became increasingly associated with the disciplined study of physics, chemistry, geology and biology. This sometimes left the study of human thought and society in a linguistic limbo, which was resolved by classifying these areas of academic study as social science.

In its turn the term «humanities» or «arts» refers to the subjects of study that are concerned with the way people think and behave, for example literature, language, history and philosophy (as it understood nowadays).

WORDS

enterprise	область, отрасль
prediction	предвидение, прогноз
antiquity	античность
interchangeably	взаимозаменяемо
restricted to	ограниченный

increasingly	все больше, в возрастающей степени
limbo	ограниченный смысл
resolved by	разрешенный, урегулированный

EXPRESSIONS

testable explanations	обоснованная информация, поддающаяся проверке
a body of reliable knowledge	сфера объективных знаний
in a broad sense	В широком смысле
treated as	рассматриваемый, как
physical science	естественные науки
material universe	материальное, физическое пространство
implied exclusion	предполагаемое исключение
dominant sense	основной смысл
in ordinary use	при обычном использовании
disciplined study	упорядоченное обучение
concerned with	относящийся к, рассматривающий

Which statements are true (T) or false (F)?

1. The term «science» is applied only to natural science.
2. The word «knowledge» is derived from the negation «no», meaning the path leading from ignorance to understanding the world.
3. Natural and physical sciences deal with testable explanations and predictions.
4. Aristotle studied the body of a human being and gained a reliable knowledge in this sphere.
5. There was a time when «science» and «philosophy» meant the same.
6. The word «science» and the word combination «natural and physical science» are looked upon as synonymous.
7. Pure mathematics is included into the notion «natural and physical

science».

8. Library science naturally belongs to humanities.

Scientific Progress

Science is often distinguished from other domains of human culture by its progressive nature: in contrast to art, religion, philosophy, morality, and politics, there exist clear standards or normative criteria for identifying improvements and advances in science. For example, the historian of science George Sarton argued that “the acquisition and systematization of positive knowledge are the only human activities which are truly cumulative and progressive,” and “progress has no definite and unquestionable meaning in other fields than the field of science”.

However, the traditional cumulative view of scientific knowledge was effectively challenged by many philosophers of science in the 1960s and the 1970s, and thereby the notion of progress was also questioned in the field of science.

Debates on the normative concept of progress are at the same time concerned with axiological questions about the aims and goals of science. The task of philosophical analysis is to consider alternative answers to the question: What is meant by progress in science? This conceptual question can then be complemented by the methodological question: How can we recognize progressive developments in science? Relative to a definition of progress and an account of its best indicators, one may then study the factual question: to what extent, and in which respects, is science progressive?

WORDS

domain	область, сфера
morality	этика
improvement	усовершенствование, новшество
advance	прогресс
acquisition	получение, обретение
cumulative	обобщенный, совокупный, суммарный

unquestionable	неоспоримый, несомненный
axiological	ценностный, оценочный
relative	относящийся к
account	описание
extent	предел
respect	отношение

EXPRESSIONS

distinguished from	отличаться от
clear standards	четкие стандарты
normative criteria	нормативные (стандартные) критерии
positive knowledge	достоверное знание
concerned with	относящийся к... рассматривающий
complemented by	дополненный
factual question	практический вопрос

Scientific Literature

An enormous range of scientific literature is published. Scientific journals communicate and document the results of research carried out in Universities and various other research institutions, serving as an archival record of science. The first scientific journals began publication in 1665. Since that time the total number of active periodicals has steadily increased. By the end of the last century, one estimate for the number of scientific and technical journals in publication was 11,500. Today this figure is left far behind.

Most scientific journals cover a single scientific field and publish the research within that field; the research is normally expressed in the form of a scientific paper. Science has become so pervasive in modern societies that it is generally considered necessary to communicate the achievements, news, and ambitions of scientists to a wider populace.

Science books engage the interest of many more people. The science fiction genre, primarily fantastic in nature, engages the public imagination and transmits the ideas, if not the methods, of science.

WORDS

enormous	огромный
document	документировать
estimate	определять
cover	охватывать, включать в себя
pervasive	распространенный
ambition	стремление
populace	население
engage	вызывать интерес
transmit	передавать

EXPRESSIONS

carried out	проводиться
archival record	архивные записи, документы
steadily increased	постоянно повышаться
total number	общее количество
left far behind	остаться далеко позади

How to Read a Scientific Article

When students are first faced with using the primary research literature, it seems sometimes very difficult to understand it. The worst way to understand a research paper is to read it word for word, as if it were a textbook. So what do we have to do? Before reading one word of an article, ask yourself: What am I looking for in this article? It will help you to understand the material better. Then read the authors' names and the title of the article. These names may mean little at first, but when you learn more about a scientific subject you will find familiar names and guess their possible ideas you agree or disagree with. The title of the article should summarize its content. Nearly all scientific articles have got an abstract. An abstract is a short summary of the publication. Read it carefully and try to understand it. It will help you to get a good idea of what the paper is about. After that look through the article and study the figures, illustrations, and tables. If the article is closely related to your research, examine the techniques described in the Methods section. Maybe there will be a new, perhaps better, approach to your own research. Check to see if the results adequately and accurately describe the data presented in the paper. Now read the Discussion. This is perhaps the most

important section, because it is here that the results (the "what" of the research) are explained. So doing all this you will understand any scientific article better and it will help you in your own research work.

WORDS

mean	значить, означать
familiar	знакомый, известный
guess	догадаться
summarize	суммировать, подводить итог, кратко формулировать
abstract	краткое изложение, аннотация
figures	зд.цифры
table	зд.таблица
approach	подход
adequately	компетентно, адекватно, на должном уровне
datum (data)	данные

EXPRESSIONS

faced with	встречаться, сталкиваться
to get a good idea	получить хорошее представление
closely related	тесно связанный

Найдите соответствие между словосочетаниями:

1) faced with, 2) primary research literature, 3) to read it word for word,
 4) a scientific subject, 5) familiar names, 6) to summarize its content,
 7) to get a good idea, 8) to look through, 9) to be closely related to,
 10) to examine the techniques, 11) a new approach to your own research, 12)
 adequately and accurately describe, 13) the data presented in the paper.

а) знакомые имена, б) рассматривать методику, методы, в) данные, представленные в работе, г) получить хорошее представление,

д) просматривать, е) читать, понимая дословно, ж) компетентно и аккуратно описывают, з) научный предмет, и) новый подход к собственному исследованию, к) быть тесно связанным с, л) кратко формулировать ее содержание, м) основная исследовательская литература, н) встречаться с.

Закончите предложения:

- 1) When students are first faced with using the primary research literature, (иногда кажется очень трудно понять ее).
- 2) Before reading one word of an article (спросите себя: «Что я ищу в этой статье?»)
- 3) It will (поможет Вам лучше понять материал).
- 4) When you learn more about a scientific subject (Вы найдете знакомые имена и догадаетесь о их возможных идеях, с которыми Вы согласны, или не согласны).
- 5) The title of the article (должен кратко формулировать ее содержание).
- 6) An abstract (является кратким изложением публикации).
- 7) After that (просмотрите статью и изучите цифры, иллюстрации и таблицы).
- 8) If the article is closely related to your research, (внимательно рассмотрите) the techniques described in the Methods section.
- 9) Maybe there will be a new, (возможно, лучший подход к Вашему собственному исследованию).
- 10) Check to see (описывают ли результаты аккуратно и на должном уровне данные, представленные в работе).
- 11) The discussion is (возможно, самая важная часть, так как здесь объясняются результаты исследования).
- 12) Doing all this (Вы лучше поймете любую научную статью).

Ответьте на следующие вопросы:

- 1) Do students feel difficulty when they are first faced with using the primary research literature?
- 2) Why do you have to ask yourself before reading an article: “What am I looking for in it”?
- 3) How can the name and the title of the article help in understanding it?
- 4) What is an abstract of the publication?
- 5) Do all scientific articles have it?

- 6) What have we to do with an abstract of any scientific article?
- 7) Will studying the figures, illustrations, and tables help us to understand the article better?
- 8) What useful information can be found in the Methods section?
- 9) Why the Discussion is the most important section?
- 10) Doing all this you will understand any scientific article better and it will help you in your own research work. Do you agree with this statement?

The Basic Categories of Scientific Works

The papers are usually divided into two main categories; these are the scientific and professional papers. Although it is often difficult to draw the line between scientific and technical papers, or parts of them, there are certainly some differences.

Scientific work is defined as the description of original research results that must be written, published and available to the scientific community. Scientific papers can be divided into following categories: original scientific work, preliminary announcements and review.

The original scientific paper (Original Scientific Paper, Eng.) is an original scientific work in which new results of fundamental and applied research generated by applying scientific methods are presented. The original scientific article is devoted to unknown scientific facts and findings that represent a contribution to science. Applied scientific methods are described to study could be repeated, and check the facts.

Previous release (Preliminary Communication, Eng.) is also an original scientific work, but small-scale or of a preliminary character. This category of scientific work, contains scientific information, but without enough details that would enable the reader to verify the presented scientific findings, research results and scientific information.

Review (Review, Eng.) differs from the original scientific work. It does not contain the original (new) research results. Usually it is devoted to a particular research problem. Already published scientific information is collected, analyzed, and

summarized here.

Professional paper contains new, original scientific findings, results and theories, but it deals with already known and described. The main task of the author of it is to gather and interpret already known, facts, information, and theories that can be used in practice.

WORDS

although	хотя
available	имеющийся в распоряжении, доступный
review	обзор
finding	открытие
small-scale	небольшой, ограниченный по размеру
verify	подтверждать
interpret	объяснять, истолковывать

EXPRESSIONS

to draw the line between...	провести разграничение между...
original results	новые результаты, оригинальные результаты
preliminary announcements	предварительное объявление
generated by	разработанный, полученный
previous release	предварительный выпуск
devoted to	посвященный чему-либо

Составьте небольшие сообщения по следующим темам, используя текст «The basic categories of scientific works»

- 1) Scientific and professional paper, categories of scientific work
- 2) The original scientific paper (Original Scientific Paper, Eng.)
- 3) Previous release (Preliminary Communication, Eng.)
- 4) Review (Review, Eng.)
- 5) Professional paper

Help in Writing Annotations

An annotation is more than a brief summary of a book, article, or other publication. Its purpose is to describe the work in such a way that the reader can decide whether or not to read the work itself. It should be relatively short. Most journals or organizer of international conferences accurately define its length it has to be limited to 250 words or less. It should include: the purpose for which the research was done, the methods used, the main results that have been reached, and the conclusions arising from the results obtained.

The following 5 points provide **guidance** for writing an annotation:

1 The authority and the **qualifications of the author**, unless extremely well known, should be clearly stated. Preferably this is to be done early in the annotation.

2 The scope and **main purpose of the text** must be explained. This is usually done in one to three short sentences.

3 The major bias or **standpoint of the author** in relation to the theme should be clarified.

4 The **audience** and the level of reading difficulty should be indicated. This part is not always present in an annotation but is important if the work is aimed at a specific audience.

5 At this point the annotation might conclude with a **summary comment**.

WORDS

relatively	сравнительно, относительно
obtain	получать, приобретать, добиваться
scope	объем и содержание, предмет
bias	уклон, мнение
standpoint	точка зрения, позиция
clarify	вносить ясность, объяснять

EXPRESSIONS

a brief summary	краткое изложение
-----------------	-------------------

in such a way that	таким образом, что...
provide guidance for	давать представление о...
in relation to	в отношении, применительно к...

Составьте краткое сообщение, ответив на следующие вопросы

- 1) What is the purpose of an annotation?
- 2) How long should an annotation be?
- 3) It should include: the purpose for which the research was done, the methods used, the main results that have been reached, and the conclusions arising from the results obtained shouldn't it?
- 4) Should the authority and the qualifications of the author always be clearly stated in the beginning of an annotation?
- 5) How many sentences do we need to explain the scope and main purpose of the text?
- 6) Should the major bias or standpoint of the author in relation to the theme be clarified?
- 7) In what cases the audience and the level of reading difficulty should be indicated?
- 8) How might an annotation be concluded?

How We Use the Internet for Science Research

The Internet is a powerful source of science information. "Many think of the Internet as a gigantic encyclopedia on all subjects and this certainly applies to scientific information," said John B. Horrigan, Associate Director of the Pew Internet & American Life Project.

Convenience is a major reason people turn to the web for science information: Students turn to the Internet for science news and information because it is readily accessible. Of course it is necessary to use the possibilities of the

Internet effectively. There is so much information available that finding useful material can sometimes be difficult and time consuming. There are various techniques that you can use to help you locate useful information effectively, including:

- Searching with a range of keywords
- Choosing more descriptive keywords
- Using search engine commands to control the range of your search.

Use the following steps to search the Internet for information about the topic you need. For each step, make sure that you write down the answer to the question(s) asked before moving on.

Open a new Internet browser window or tab on your computer and go to the home page of your preferred search engine. How many websites does your search engine find? View the list of websites. (Note that you should only view the descriptions in the search engine results, not access the actual websites.) Do the first three websites listed appear useful?

As you work through this unit, you will be asked to find information about various topics on the Internet. Choosing suitable keywords is one of the most effective ways of reducing the time you spend doing this.

WORDS

powerful	мощный, полезный высокоэффективный
convenience	удобство
accessible	доступный
available	имеющийся в распоряжении
locate	обнаруживать, находить
descriptive	описательный
browser	Web-браузер

tab	метка
description	описание
actual	все, фактически существующие

EXPRESSIONS

apply to	применимо к
Associate Director	заместитель директора
a major reason	основная причина, главная причина
turn to	обращаться к
time consuming	занимающий много времени
move on	продолжать работу
search engine	информационно-поисковая система
work through	прорабатывать

Scientific Prose Style

The purpose of science is to disclose by research the inner substance of things and phenomena of objective reality and find out the laws regulating them.

The main function of scientific prose is proof of a theory. The selection of language means must meet this principle requirement. The aim of the language of science is to prove a hypothesis, to create new concepts, to disclose the internal laws of existence, development, relations between different phenomena, etc. The language means used have to be objective, precise, unemotional, and devoid of any individuality. The first and most noticeable feature of this style is the logical sequence of every part of the text. The most frequently used words of scientific prose are functional words, conjunctions and prepositions, such, as:

- a) prepositions: of, to, in, for, with, on, at, by, from, out, about, down;
- b) prepositional phrases: in terms of; in view of, in spite of, in common with, on behalf of, as a result of; by means of, on the ground of, in case of;
- c) conjunctive phrases: in order that, in case that, in spite of the fact that, on the ground that, for fear that;
- d) pronouns: one, it, we, they;
- e) notional words: people, time, two, like, man, made, years.

Scientific prose uses a special vocabulary which consists of two main groups: words associated with professional communication and a smaller group of so-called learned words. Here one can find numerous words that are used in scientific prose and can be identified by their dry, matter-of-fact style, for example, comprise, compile, experimental, heterogeneous, homogeneous, conclusive, divergent, etc. Special sentence-patterns are often used in scientific style.

They are of three types: postulatory, argumentative and formulative. A hypothesis, a scientific conjecture or a forecast must be based on facts already known, on facts systematized and defined, so every piece of scientific prose will begin with postulatory statements which are taken as self-evident and need no proof. Quotations and references are often used in scientific style. These sometimes occupy as much as half a page. The references have a definite compositional pattern, namely, the name of the writer referred to, the title of the work quoted, the publishing house, the place and the year it was published, and the page of the excerpt quoted or referred to. If there is more than one work in the same year, a letter is added: 2004a, 2004b. In conclusion I have to say that scientific material, although challenging in content, seems easy to read due to its grammatical and discourse structure.

WORDS

disclose	раскрывать
phenomenon (phenomena)	феномен (феномены)
proof	доказательство
hypothesis	гипотеза
concept	концепция
precise	точный, четкий, скрупулезный
devoid	лишенный
sequence	последовательность
comprise	включать в себя, содержать, состоять из, охватывать
compile	составлять, формировать
heterogeneous	гетерогенный, разнородный
homogeneous	гомогенный, однородный
conclusive	заключительный
divergent	противоположный
postulatory	предположительно, гипотетически

argumentative	аргументированный
formulative	сформулированный
conjecture	предположение, догадка
occupy	занимать
quotation	цитата
reference	ссылка, сноска
discourse	умозаключение, рассуждение

EXPRESSIONS

the inner substance	внутренняя сущность
objective reality	объективная реальность
to find out	находить, выяснять
principle requirement	основное требование
noticeable feature	отличительная черта
in terms of	в соответствии с
in view of	принимая во внимание, с учетом, в связи, ввиду того, что
in order that	чтобы
in spite of the fact that	несмотря на то, что
for fear that	чтобы не
compositional pattern	структура состава
In conclusion I have to say that...	в заключении я должен сказать, что...
challenging in content	стимулирующее по содержанию

Найдите соответствие между словосочетаниями:

1) the purpose of science, 2) the inner substance, 3) objective reality,
 4) proof of a theory, 5) principle requirement, 6) to create new concepts,
 7) to disclose the internal laws of existence, development, relations between
 different phenomena, 8) devoid of any individuality, 9) logical sequence, 10) in
 terms of, 11) in spite of the fact that, 12) postulatory statements, 13) in conclusion
 I have to say that, 14) challenging in content.

а) основное требование, б) логическая последовательность,
 в) в соответствии с, г) гипотетические заявления, д) лишенный любой
 индивидуальности, е) цель науки, ж) объективная реальность, и) создавать
 новые концепции, к) доказательство теории,

л) внутренняя сущность, м) несмотря на то, что, н) в заключении я должен сказать, что, п) стимулирующий по содержанию,

р) раскрывать внутренние законы существования, развития, отношений между различными феноменами.

Закончите предложения:

1) The purpose of science is (раскрывать путем исследования внутреннюю сущность вещей и феноменов объективной реальности и выявлять законы, регулирующие их).

2) The main function of (научной прозы это доказательство теории).

3) The aim of the language of science is (доказывать гипотезу, создавать новые концепции, раскрывать внутренние законы существования, и т.д.).

4) The language means used (должны быть объективными, четкими, лишенными всякой индивидуальности).

5) A special vocabulary, used in scientific prose (состоит из двух важных групп).

6) They are (слова, ассоциируемые с профессиональной коммуникацией и меньшая группа так называемых «ученых слов»).

7) A hypothesis, (научная догадка, или прогноз должны быть основаны на уже известных, систематизированных и определенных фактах).

8) Every piece of scientific prose (будет начинаться с гипотетических утверждений, которые принимаются как очевидные и не нуждающиеся в доказательстве).

9) (Цитаты и ссылки часто используются) in scientific style.

10) In conclusion I have to say that (научный материал, хотя и стимулирующий к размышлению по содержанию, кажется легко читаемым из-за его грамматической структуры и структуры рассуждений).

Ответьте на следующие вопросы:

1. What is the purpose of scientific prose functional style?

2. The main function of scientific prose is proof of a theory, isn't it?

3. What is the aim of the language of science?

4. Do the language means used have to be objective, precise, unemotional, and devoid of any individuality?

5. What is the first and most noticeable feature of scientific style?
6. Does scientific prose use a special vocabulary which consists of two main groups?
7. What are these groups?
8. What are the types of special sentence-patterns which are often used in scientific style?
9. Are quotations and references often used in scientific style?
10. What is a definite compositional pattern of the references?
11. Do you think that scientific material is easy to read and why do you think so?

Приложение 1

ГРАММАТИЧЕСКИЙ СПРАВОЧНИК

The Present Indefinite (Simple) Tense **(Настоящее неопределенное время)**

- 1) Обычное, постоянно повторяющееся действие (always, every morning, every...)

2) Состояние. Вспомогательный глагол (указывающий на время, иногда - на лицо и число) am, is, are - to be

3) Распределение вспомогательных глаголов по лицам и числам.

<i>Единственное число</i>			<i>Множественное число</i>		
1	I	am	1	We	are
2	You	are	2	You	are
3	He, she,	is	3	They	are

4) Утвердительные предложения. Нужный вспомогательный глагол ставится после подлежащего.

I am a student.	Я – студент.
We are students	Мы студенты.
You are a teacher of Russian	Вы учитель русского языка.
You are teachers.	Вы учителя.
He is an engineer.	Он инженер.
She is a journalist.	Она журналистка.
It is our classroom.	Это наша аудитория.
They are doctors.	Они врачи.

5) Вопросительные предложения. Нужный вспомогательный глагол ставится перед подлежащим. Перед вспомогательным глаголом в специальных вопросах могут стоять только вопросительные слова.

You are a nurse.

Are you a nurse?	Вы медсестра?
Are you a nurse or a doctor?	Вы медсестра или врач?
What are you?	Кто вы по профессии?
You are a nurse, aren't you?	Вы медсестра, не правда ли?

You are not a doctor, are you?	Вы не врач, не правда ли?
---------------------------------------	----------------------------------

6) Отрицательные предложения. Отрицательная частица **not** ставится после вспомогательного глагола.

I am not a doctor.	Я не врач.
You are not a coach.	Вы не тренер.
He is not a teacher of English.	Он не учитель английского языка.
We are not schoolchildren already.	Мы уже не школьники.

7) Действие. Вспомогательный глагол **do (DOES)**

8) Основной глагол в I форме. (Всего у английского глагола 5 форм - неопределенная форма (инфинитив) (toopen, todo), I форма (open, do), II форма (opened, did), III форма (opened, done), ing- форма (причастие настоящего времени, глагол в ContinuousTenses) (opening, doing)).

9) Распределение вспомогательных глаголов по лицам и числам.

Единственное число			Множественное число		
1	I	do	1	We	do
2	You	do	2	You	do
3	He, she, it	DOES	3	They	do

10) Утвердительные предложения. В утвердительных предложениях времени PresentIndefinite (действия), вспомогательный глагол отсутствует, а функцию его (указание на время) выполняет основной глагол.

She <u>studies</u>* at the University. You study at the Institute. He <u>studies</u> *at the University. I study at the University.	Я учусь в университете. Ты учишься в институте. Он учится в университете. Она учится в университете.
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**Если подлежащее стоит в 3 лице единственного числа, то основной глагол приобретает окончание -s (вспомогательный глагол отсутствует).*

11) Вопросительные предложения. Нужный вспомогательный глагол ставится перед подлежащим. Перед вспомогательным глаголом в специальных вопросах могут стоять только вопросительные слова.

You come to the University at 8 o'clock in the morning.

Do you come to the University at 8 o'clock in the	Вы приходите в университет в 8 часов утра?
Do you come to the University at 8 or at 9 o'clock in the morning?	Вы приходите в университет в 8 или в 9 часов утра?
When do you come to the University?	Когда Вы приходите в университет?
You come to the University at 8 o'clock in the morning, don't you?	Вы приходите в университет в 8 часов утра, не правда ли?
You do not come to the University at 9 o'clock in the morning, do you?	Вы не приходите в университет в 9 утра, не правда ли?

**В вопросительных предложениях с подлежащим в 3 лице единственного числа основной глагол теряет окончание - s при появлении вспомогательного глагола does.*

She comes to the University at 8 o'clock in the morning.

Does she come to the University at 8 o'clock in the morning?	Она приходит в университет в 8 часов утра?
Does she come to the University at 8 or at 9 o'clock in the morning?	Она приходит в университет в 8 или в 9 часов утра?
When does she come to the University?	Когда она приходит в университет?

She comes to the University at 8 o'clock in the morning, doesn't she?	Она приходит в университет в 8 часов утра, не правда ли?
She does not come to the University at 9 o'clock in the	Она не приходит в университет в 9 часов утра, не правда ли?

12) Отрицательные предложения. Отрицательная частица *not* ставится после вспомогательного глагола. В отрицательных предложениях с подлежащим в 3 лице единственного числа основной глагол теряет окончание - *s* при появлении вспомогательного глагола *does*. Существуют также сокращенные формы отрицания (*donot* - *don't*, *doesnot* - *doesn't*)

I do not go in for swimming. (I don't go in for swiming.)	Я не занимаюсь плаванием.
You do not go to the stadium every day. (You don't go to the stadium every day.)	Вы не ходите на стадион каждый день.
She does not go in for ice-hockey. (She doesn't go in for ice-hockey.)	Она не занимается хоккеем.
He does not go in for track and field. (He doesn't go in for track and field.)	Он не занимается легкой атлетикой.

The Past Indefinite (Simple) Tense (Прошедшее неопределенное время)

1) Действие совершено или совершалось в прошлом, нет указаний на его длительность или законченность. Может быть известно точное время совершения действия (*yesterday, the day before yesterday, last week, last month, last year...*).

2) Состояние. Вспомогательный глагол (указывающий на время, иногда - на лицо и число) *was, were* - (II форма глагола *to be*)

3) Распределение вспомогательных глаголов по лицам и числам.

<i>Единственное число</i>	<i>Множественное число</i>
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1	I	was	1	We	were
2	You	were	2	You	were
3	He, she, it	was	3	They	were

4) Утвердительные предложения. Нужный вспомогательный глагол ставится после подлежащего.

I was a student of a secondary school some years ago.	Несколько лет назад я был учеником средней школы.
Some years ago we were schoolchildren.	Несколько лет назад мы были школьниками.

5) Вопросительные предложения. Нужный вспомогательный глагол ставится перед подлежащим. Перед вспомогательным глаголом в специальных вопросах могут стоять только вопросительные слова

You were a pupil of a secondary school two years ago.

Were you a pupil of a secondary school two years ago?	Вы были учеником средней школы два года назад?
Were you a pupil of a secondary school or a student two years ago?	Вы были учеником средней школы или студентом два года назад?
What were you two years ago?	Кем вы были два года назад?
You were a pupil of a secondary	Вы были учеником средней школы два года назад, не правда ли?
You were not a student two years	Вы не были студентом два года назад, не правда ли?

6) Отрицательные предложения. Отрицательная частица not ставится после вспомогательного глагола.

I was not a student two years ago.	Я не был студентом два года назад.
We were not students two years	Мы не были студентами два

ago.	года назад.
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7) Действие. Вспомогательный глагол did

8) Основной глагол в II форме - окончание -ed, или форма PastIndefinite для неправильных глаголов (см. Таблица неправильных глаголов).

9) Распределение вспомогательных глаголов по лицам и числам

<i>Единственное число</i>			<i>Множественное число</i>		
1	I	did	1	We	did
2	You	did	2	You	did
3	He,	did	3	They	did

10) Утвердительные предложения. В утвердительных предложениях времени PastIndefinite (действия), вспомогательный глагол отсутствует, а функцию его (указание на время) выполняет основной глагол, находящийся во II форме.

I went in for swimming last year.	Я занимался плаванием в прошлом году.
You passed your entrance exams last July.	В прошлом июле вы сдали свои вступительные экзамены.
They entered the Ural State University of Physical Culture last year.	Они поступили в Уральский государственный университет физической культуры в прошлом году.
We had 6 lessons yesterday.	Вчера у нас было 6 уроков.

11) Вопросительные предложения. Нужный вспомогательный глагол ставится перед подлежащим. Основной глагол при этом переходит в свою первую форму. Перед вспомогательным глаголом в специальных вопросах могут стоять только вопросительные слова.

You passed your exams last July.

Did you pass your exams last July?	Вы сдали свои экзамены в прошлом июле?
Did you pass your exams last July or last August?	Вы сдали свои экзамены в прошлом июле или в прошлом августе?
What kind of exam did you pass last July?	Какие экзамены вы сдали в прошлом июле?
You passed your exams last July, didn't you?	Вы сдали свои экзамены в прошлом июле, не правда ли?
You did not pass your exams last August, did you?	Вы не сдавали свои экзамены в прошлом августе, не правда ли?

12) Отрицательные предложения. Отрицательная частица *not* ставится после вспомогательного глагола. Существуют также сокращенные формы отрицания (*didnot - didn't*).

I did not go in for track and field last month. (I didn't go in for track and field last month.)	В прошлом месяце я не занимался легкой атлетикой.
He did not pass his exams last August. (He didn't pass his exams last August.)	Он не сдавал свои экзамены в прошлом августе.

The Future Indefinite (Simple) Tense

1) Действие будет совершено через некоторое время. Может быть указано и время совершения действия (*tomorrow, insomedays, years, nextweek, month, year...*).

2) Состояние. Вспомогательный глагол (указывающий на время, иногда - на лицо и число) *shallbe, willbe*.

3) Распределение вспомогательных глаголов по лицам и числам.

Единственное число		Множественное число	
1	will be	1	will be
2	will be	2	will be
3	will be	3	will be

4) Утвердительные предложения. Вспомогательный глагол ставится после подлежащего.

I will be a remedial gymnastics instructor in some years.	Я буду инструктором по лечебной гимнастике через несколько лет.
They will be medical assistants in some years.	Они будут фельдшерами через несколько лет.

5) Вопросительные предложения. Нужный вспомогательный глагол ставится перед подлежащим. Перед вспомогательным глаголом в специальных вопросах могут стоять только вопросительные слова (Вопросительные местоимения).

You will be a medical assistant in some years.

Will you be a medical assistant in some years?	Будете ли Вы фельдшером через несколько лет?
Will you be a medical assistant or a doctor in some years?	Будете ли Вы фельдшером или врачом через несколько лет?
What will you be in some years?	Кем Вы будете через несколько лет?

6) Отрицательные предложения. Отрицательная частица *not* ставится после вспомогательного глагола.

I will not be an engineer in some years.	Я не буду инженером через несколько лет.
They will not be students in some years.	Они не будут студентами через несколько лет.

Модальные глаголы

Модальные глаголы выражают отношение действующего лица к действию или состоянию, выраженному инфинитивом (неопределенной формой глагола). Самостоятельно образовать предложение они не могут.

I can drive a car (I drive a car. I can a car)

Вопросительная и отрицательная форма с модальными глаголами образуется без вспомогательных глаголов (за исключением глагола *to have*). Обычно модальные глаголы стоят перед подлежащим. Отрицательная частица *not* ставится обычно после модального глагола.

May I come in? (Yes, you may. No, you may not.)	Можно мне войти? (Да, можно. Нет, нельзя.)
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В английском языке существуют следующие модальные глаголы: **can (could), may (might), must, have to, ought to, be to, be able to, should, would, need.**

Модальный глагол *can* и его заменители

Глагол *can* (прошедшее время *could*) выражает физическую или умственную способность выполнить действие, выраженное инфинитивом. На русский язык переводится формами *мочь* и *уметь*.

We can swim.	Мы умеем плавать.
They couldn't speak English, they could speak German.	Они не умели говорить по-английски, они умели говорить по-немецки.

В значении глагола *can*, а также взамен его недостающих форм может во всех временах употребляться синонимическое сочетание *be able to* - *мочь, быть в состоянии сделать что-то* (физическая возможность).

I shall be able to lift this desk.

Я смогу поднять этот

стол.

Глагол *may (might)*

Глагол *may* (прошедшее время *might*) может выражать:

1) разрешение:

May I take this book?

Можно мне взять эту книгу?

2) возможность или предположение:

It may rain today.

Сегодня может пойти дождь.

В значении глагола *may*, а также взамен его недостающих форм может употребляться сочетание *be allowed to*.

I was allowed to go home from the lesson because I felt myself badly.	Мне разрешили уйти с урока домой, потому что я чувствовал себя плохо.
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Форма *might* может иметь значение предположения, но выражает меньшую степень уверенности, чем *may*. Кроме того, эта форма может иметь значение упрека.

Your friend might still come, but I don't think he will.	Ваш друг может быть еще и придет, но это маловероятно.
You might pay more attention to your lessons.	Ты бы мог больше внимания уделять своим занятиям.

Глагол *must*

Этот глагол имеет только одну форму настоящего времени (отсутствует прошедшее и будущее). Выражает необходимость или моральную обязанность. На русский язык этот глагол переводится словами *нужно, надо, должен*.

My lessons start in the morning, so I must get up early every working day.	Мои занятия начинаются по утрам, поэтому я должен вставать рано каждый рабочий день.
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Для выражения прошедшего или будущего времени вместо глагола *must* употребляется его заменитель *have to* (*had to*, *shall have to*, *will have to*) *ought to*, *be to*.

Глагол *have to*

Этот глагол употребляется в качестве замены глагола *must*. На русский

язык переводится словами *приходится, вынужден*.

I had to wait for you yesterday.	Вчера мне пришлось вас ждать.
You will have to pass your exams by the end of June.	Вы должны будете сдать свои экзамены к концу июня.

Вопросительная и отрицательная формы глагола *have to* в модальном значении образуются при помощи вспомогательных глаголов:

Did you have to get up early yesterday? Вам пришлось встать рано вчера?

Глагол *ought to*

Этот глагол выражает необходимость какого-либо действия в силу профессии, рода занятий, обязанностей говорящего.

I ought to teach you because I am your teacher.	Я обязана учить вас, потому что я ваш учитель.
You ought to study because you are students.	Вы обязаны учиться, потому что вы студенты.

Глагол *be to*

Этот глагол указывает на то, что действие должно совершиться согласно намеченному плану или договоренности.

You are to make a report at the next seminar.	Вы должны сделать доклад на следующем семинаре.
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Глагол *shall, should*

Глагол *shall* выражает долженствование с оттенком приказа.

You shall prepare for your lessons. Вы должны готовиться к урокам.

Глагол *should* выражает долженствование с оттенком совета, упрёка, сожаления. На русский язык может переводиться глаголом в сослагательном

(условном) наклонении.

You should better prepare for the lessons.	Вам бы нужно лучше готовиться к своим занятиям.
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В сочетании с PerfectInfinitive глагол *should* выражает сожаление о невыполненном действии.

You should have come to your lesson in time.	Вам бы следовало прийти вовремя на свой урок (но вы опоздали).
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Глагол *will, would*

Этот глагол выражает желание, как правило, легко исполнимое.

I will gladly help you.

Я охотно помогу вам.

Глагол в вопросительном предложении выражает вежливую просьбу.

Would you like some more cake?

Не хотите ли еще торта?

Глагол *need*

Модальный глагол *need* имеет только одну форму. Он употребляется преимущественно в отрицательных предложениях, и выражает ненужность совершения действия.

We needn't get up early on Sunday.	Нам не нужно вставать рано в воскресенье.
Do you need my advice?	Вам нужен мой совет?

The Present Continuous (Progressive) Tense

(Настоящее длительное время)

1) Действие, протекающее в определенный момент в настоящем време-

ни, возможно, незаконченное, или запланированное действие в будущем (now, at present, at this moment...)

2) Действие. Вспомогательный глагол (указывающий на время, иногда - на лицо и число) am, is, are - to be

3) Основной глагол – в "-ing" форме (Причастие I).

4) Распределение вспомогательных глаголов по лицам и числам.

<i>Единственное число</i>			<i>Множественное число</i>		
1	I	am	1	We	are
2	You	are	2	You	are
3	He, she, it	is	3	They	are

5) Утвердительные предложения. Нужный вспомогательный глагол ставится после подлежащего.

I am having an English lesson now.	У меня сейчас урок английского языка.
You are having a History lesson tomorrow.	Завтра у вас будет урок истории.
We are studying now.	Мы сейчас учимся.
He is reading an English book now.	Он сейчас читает английскую книгу.
She is preparing for the Literature seminar at this moment.	Сейчас (в данный момент) она готовится к семинару по литературе.
It is raining now.	Сейчас идет дождь.
They are watching the film now.	Они сейчас смотрят фильм.

6) Вопросительные предложения. Нужный вспомогательный глагол ставится перед подлежащим. Перед вспомогательным глаголом в специальных вопросах могут стоять только вопросительные слова.

You are having a Literature seminar tomorrow.

Are you having a Literature seminar tomorrow?	Будет ли у вас завтра семинар по литературе?
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Are you having a Literature seminar or a History seminar	Завтра у вас будет семинар по литературе, или по истории?
What seminar are you having tomorrow?	Какой семинар у вас будет завтра?
You are having a Literature seminar tomorrow, aren't you?	Завтра у вас будет семинар по литературе, не правда ли?
You are not having a History seminar tomorrow, are you?	Завтра у вас не будет семинара по истории, неправда ли?

7) Отрицательные предложения. Отрицательная частица *not* ставится после вспомогательного глагола.

I am not having an anatomy lesson tomorrow.	У меня не будет урока анатомии завтра.
You are not writing anything now.	Вы ничего не пишете сейчас.
He is not studying physics now.	Он сейчас не изучает физику.
We are not having a break at this moment.	В данный момент у нас нет перемены.

* Выражение *tobegoingto...* часто употребляется в английском языке и означает «собираться, иметь намерение что-то сделать». От глагола в Continuous (Progressive) Tense его можно отличить по количеству основных глаголов в предложении.

We are <u>going</u> to <u>take part</u> in the seminar tomorrow.	Мы собираемся завтра принять участие в семинаре.
We are <u>going</u> to the hostel now.	Сейчас мы идем в общежитие.

The Past Continuous (Progressive) Tense

(Прошедшее длительное время)

1) Действие совершалось в определенный момент в прошлом. Этот момент может быть выражен точным указанием времени совершения действия (*yesterday, the day before yesterday, last week, last month, last year...*), или другим действием, выраженным глаголом в прошедшем времени группы *Indefinite*.

2) Вспомогательный глагол (указывающий на время, иногда - на лицо и число) was, were- (II форма глагола to be)

3) Основной глагол – в "-ing" форме (Причастие I).

4) Распределение вспомогательных глаголов по лицам и числам.

<i>Единственное число</i>			<i>Множественное число</i>		
1	I	was	1	We	were
2	You	were	2	You	were
3	He, she, it	was	3	They	were

5) Утвердительные предложения. Нужный вспомогательный глагол ставится после подлежащего.

Yesterday from 5 till 7 I was preparing for a Physiology seminar.	Вчера с 5 до 7 я готовился к семинару по физиологии.
We were writing the composition when our teacher came back.	Когда вернулся наш учитель, мы писали сочинение.

6) Вопросительные предложения. Нужный вспомогательный глагол ставится перед подлежащим. Перед вспомогательным глаголом в специальных вопросах могут стоять только вопросительные слова.

You were writing the composition when your teacher came back.

Were you writing the composition when your teacher came back?	Писали ли вы сочинение, когда вернулся ваш учитель?
Were you writing the composition or reading texts when your teacher came back?	Писали вы сочинение или читали тексты, когда вернулся ваш учитель?
What were you doing when your teacher came back?	Что вы делали когда вернулся ваш учитель?
You were writing the composition	Вы писали сочинение,

when your teacher came back, weren't you?	когда вернулся ваш учитель, не правда ли?
You were not reading texts when your teacher came back, were you?	Вы не читали тексты, когда вернулся ваш учитель, не правда ли?

7) Отрицательные предложения. Отрицательная частица *not* ставится после вспомогательного глагола.

I was not writing the composition from 5 till 7 yesterday.	Я не писал сочинение вчерас 5 до 7.
We were not reading texts when our teacher came back.	Мы не читали тексты, когда вернулся наш учитель.

TheParticiple (Причастие).

Причастие в английском языке представляет собой неличную форму глагола, которая соответствует в русском языке причастию и деепричастию. Существуют причастия настоящего времени (ThePresentParticipleParticiple I) и причастия прошедшего времени (ThePastParticipleParticiple II). Причастия настоящего времени могут иметь простую (ParticipleI) и сложные формы (ParticipleIPassive, PerfectParticipleActive, PerfectParticiplePassive) причастия прошедшего времени имеют только простые формы.

Английское причастие, как и русское, обладает свойствами прилагательного, наречия и глагола.

Как *прилагательное*, причастие выполняет в предложении функцию определения к существительному.

<i>A broken cup</i> laid on the floor.	Разбитая чашка лежала на полу.
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Как наречие, английское причастие, подобно русскому деепричастию, выполняет функцию обстоятельства, определяющего действие, выраженное сказуемым.

Jumping across the fence he fell down and sprained his ankle.	Перепрыгивая через изгородь, он упал и потянул лодыжку.
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Как глагол, причастие может иметь прямое дополнение и может определяться наречием.

<i>Entering the room our teacher found all the students present.</i>	Войдя в комнату, наш учитель увидел, что все студенты присутствуют.
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Причастия в сочетании с существительным или местоимением может образовывать причастные обороты, выполняющие роль сложного дополнения.

1) ObjectivewiththePresentParticiple «Объектный падеж с причастием настоящего времени»

Этот оборот представляет собой сочетание существительного или местоимения в объектном падеже с причастием настоящего времени, показывающий действие в процессе его совершения. Обычноэтотоборотупотребляетсяпослеглаголовto feel, to find, to hear, to listen, to look, to notice, to see, to watch.

I hearded them talking to the supervisor of our practice.	Я слышал как они разговаривают с руководителем нашей практики.
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2) ObjectivewiththePastParticiple «Объектный падеж с причастием прошедшего времени»

Этот оборот представляет собой сочетание существительного или местоимения в объектном падеже с причастием прошедшего времени. Обычноэтотоборотупотребляетсяпослеглаголовto have, to get, to hear, to want, to wish, to watch, to see, to find. С глаголами tohave, toget этот оборот означает, что действие совершается не самим подлежащим, а другим лицом для него или за него.

You must have your hair cut.	Вы должны подстричься.
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The Present Perfect Tense (Настоящее совершенное время)

1) Действие совершено, есть результат, когда - неизвестно. Может присутствовать время совершения действия (today, thisweek, thismonth, thisyear, ...), или наречия неопределенного времени (ever, never, lately, just, often, recently, already, since, for).

2) Действие. Вспомогательный глагол (указывающий на время, иногда - на лицо и число) have, has

3) Основной глагол - в III форме (неправильные), или окончание -ed (правильные).

4) Распределение вспомогательных глаголов по лицам и числам.

<i>Единственное число</i>			<i>Множественное число</i>		
1	I	have	1	We	have
2	You	have	2	You	have
3	He, she, it	has	3	They	have

5) Утвердительные предложения. Нужный вспомогательный глагол ставится после подлежащего.

We have just translated the article.	Мы только что перевели эту статью.
Our English teacher has given us the article for translation.	Наш учитель английского языка дал нам эту статью для перевода.

6) Вопросительные предложения. Нужный вспомогательный глагол ставится перед подлежащим. Перед вспомогательным глаголом в специальных вопросах могут стоять только вопросительные слова.

We have just translated the article.

Have you just translated the article?	Вы уже перевели эту статью?
Have you just translated the article or an instruction?	Вы уже перевели эту статью или инструкцию?

What have you translated?	Что вы перевели?
You have just translated the article, haven't you?	Вы только что перевели эту статью, не правда ли?
You have not just translated an instruction, have you?	Вы не перевели инструкцию, неправда ли?

7) Отрицательные предложения. Отрицательная частица not ставится после вспомогательного глагола.

I have not come to the lessons because I am ill.	Я не пришел на урок потому что я болею.
She has not finished her test yet.	Она все еще не закончила свой тест.

ThePastPerfectTense

(Прошедшее совершенное время)

1) Действие совершилось в определенный момент в прошлом. Этот момент может быть выражен точным указанием времени совершения действия (yesterday, thedaybeforeyesterday, lastweek, lastmonth,lastyear...), или другим действием, выраженным глаголом в прошедшем времени группыIndefinite.

2) Вспомогательный глагол (указывающий на время, иногда - на лицо и число) had - (II форма глагола tohave).

3) Основной глагол - в III форме (неправильные глаголы), или окончание -ed (правильные).

4) Распределение вспомогательных глаголов по лицам и числам.

<i>Единственное число</i>			<i>Множественное число</i>		
1	I	had	1	We	had
2	You	had	2	You	had
3	He, she, it	had	3	They	had

5) Утвердительные предложения. Нужный вспомогательный глагол ставится после подлежащего.

Yesterday we had come back to the hostel by 5 o'clock in the evening.	Вчера мы вернулись в общежитие до 5 часов вечера.
We had seen her before you came here.	Мы видели ее перед тем, как вы пришли сюда.

6) Вопросительные предложения. Нужный вспомогательный глагол ставится перед подлежащим. Перед вспомогательным глаголом в специальных вопросах могут стоять только вопросительные слова.

We had seen her before you came here.

Had you seen her before they came here?	Вы видели ее перед тем, как они пришли сюда?
Had you seen her or me before they came here?	Вы видели ее или меня перед тем, как они пришли сюда?
Whom had you seen before they came here?	Кого вы видели перед тем, как они пришли сюда?
We had seen her before they came here, hadn't we?	Мы видели ее перед тем, как они пришли сюда, не правда ли?
We hadn't seen you before they came here, had we?	Мы не видели вас перед тем, как они пришли сюда, не правда ли?

7) Отрицательные предложения. Отрицательная частица *not* ставится после вспомогательного глагола.

We had not come back home from the cinema before it began to rain.	Мы не вернулись домой из кино перед тем, как начался дождь.
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TheFuturePerfectTense

(Будущее совершенное время)

1) Действие будет совершено к определенному моменту в будущем. может быть точно указано время совершения действия с предлогом *by*.

(They will have got ready for the competitions by the end of this month.).

В сложном предложении время может быть указано другим действием, выраженным в Present Indefinite Tense (The first runner will have covered the distance long before the second does.)

2) Вспомогательный глагол (указывающий на время, иногда - на лицо и число) will have.

3) Основной глагол - в III форме (неправильные глаголы), или окончание -ed (правильные).

4) Распределение вспомогательных глаголов по лицам и числам.

<i>Единственное число</i>			<i>Множественное число</i>		
1	I	will have	1	We	will have
2	You	will have	2	You	will have
3	He, she, it	will have	3	They	will have

5) Утвердительные предложения. Нужный вспомогательный глагол ставится после подлежащего.

They will have finished their training lesson by 7 o'clock.	Они закончат свою тренировку к 7 часам.
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6) Вопросительные предложения. Нужный вспомогательный глагол ставится перед подлежащим. Перед вспомогательным глаголом в специальных вопросах могут стоять только вопросительные слова.

They will have returned before she comes home.

Will they have returned before she comes home?	Вернутся ли они перед тем, как она придет домой?
When will they have returned?	Когда они вернутся?
Will they have returned before or after she comes home?	Вернутся ли они до или после того, как она придет домой?

7) Отрицательные предложения. Отрицательная частица not ставится после вспомогательного глагола.

I will not have finished my article by 5 p.m.	Я не закончу свою статью к 5 часам вечера.
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The Passive Voice (Страдательный залог)

Страдательный залог (The Passive Voice) образуется из действительного залога (The Active Voice) при помощи вспомогательного глагола *to be* в соответствующем времени, лице и числе и третьей основной формы смыслового глагола (Participle II). В страдательном залоге употребляются все времена за исключением Future Continuous.

Времена группы Indefinite в предложениях страдательного залога определяются по форме вспомогательного глагола *to be*.

В вопросительной форме страдательного залога вспомогательный глагол ставится перед подлежащим.

В отрицательной форме частица *not* ставится после первого вспомогательного глагола.

Времена (Tenses)	Indefinite	Примеры
Present	am, is, are + III форма глагола (Participle II)	The isles are washed by the sea. Эти острова омываются морем.
		Are the isles washed by the sea? Омываются ли эти острова морем?
		The isles are not washed by the sea, but by the ocean. Эти острова омываются не морем, а океаном.
Past	was, were +	Some ancient buildings were situated in this district last century.

	III форма глагола (Participle II)	Некоторые древние здания были расположены в этом районе в прошлом веке.
		Were any ancient buildings situated in this district last century? Были ли некоторые древние здания расположены в этом районе в прошлом веке?
		Some ancient buildings were not situated in this district last century, they were situated a bit farther. Некоторые древние здания не были расположены в этом районе в прошлом веке, они были расположены несколько дальше.
Future	will be +III-форма глагола (Participle II)	A new theatre building will be built here in a year, or two. Новое здание театра будет построено здесь через год, или два.
		Will a new theatre building be built here in a year, or two? Будет ли новое здание театра построено здесь через год, или два?
		A new theatre building will not be built here in a year, or two, it will be built in some other district. Новое здание театра не будет построено здесь через год, или два, оно будет построено в каком-то другом районе.

Во временах группы Continuous страдательного залога глагол-сказуемое состоит из вспомогательного глагола *to be*, глагола в форме *в"-ing"*(Причастие I), и Participle II (III формы) смыслового глагола.

В вопросительной форме страдательного залога вспомогательный глагол ставится перед подлежащим. В отрицательной форме частица *not* ставится после *первого* вспомогательного глагола.

Времена (Tenses)	Continuous	Примеры
Present	am, is, are + being + III форма глагола	A new bridge across the Thames is being built here now. Сейчас здесь строится новый мост через Темзу.

	(Participle II)	Is a new bridge across the Thames being built here now? Строится ли здесь сейчас новый мост через Темзу?
		A new bridge across the Thames is not being built here now; it will be built in some time. Сейчас здесь не строится новый мост через Темзу, он будет построен через некоторое время.
Past	was, were +being + III форма глагола (Participle II)	The preparations for the meeting were being finished when we came to the hall. Приготовления к собранию заканчивались, когда мы вошли в зал.
		Were the preparations for the meeting were being finished when we came to the hall? Заканчивались ли приготовления к собранию заканчивались, когда вы вошли в зал?
		The preparations for the meeting were not being finished when we came to the exhibition hall. Приготовления к собранию не были закончены, когда мы вошли в зал.

Во временах группы Perfect страдательного залога глагол-сказуемое состоит из вспомогательного глагола *to have*, глагола *to be* в III форме, и Participle II (III формы) смыслового глагола.

В вопросительной форме страдательного залога вспомогательный глагол ставится перед подлежащим.

В отрицательной форме частица *not* ставится после первого вспомогательного глагола.

Времена (Tenses)	Perfect	Примеры
Present	have, has + been + III форма глагола (Participle II)	She is feeling worse, so the doctor has been sent for. Она чувствует себя хуже, поэтому послали за доктором.
		Has the doctor been sent for because she is feeling worse? За доктором послали, потому что она

		чувствует себя хуже? The doctor has not been sent for yet. За доктором все еще не послали.
Past	had + been + III форма глагола (Participle II)	The article for a medical magazine had been finished by him before they went home. Он закончил статью для медицинского журнала перед тем, как они ушли домой.
		Had the article for a medical magazine been finished by him before they went home? Закончил ли он статью для медицинского журнала перед тем, как они ушли домой?
		The article for a medical magazine had not been finished by him before they went home. Он не закончил статью для медицинского журнала перед тем, как они ушли домой.
Future	will have + been + III форма глагола (Participle II)	The materials for the press conference will have been prepared by the press secretary before you come. Материалы для пресс конференции будут подготовлены пресс-секретарем до того, как вы придете.
		Will the materials for the press conference have been prepared by the press secretary before I come? Будут ли материалы для пресс конференции подготовлены пресс-секретарем до того, как я приду?
		The materials for the press conference will not have been prepared by the press secretary before you come because of the lack of time. Материалы для пресс конференции не будут подготовлены пресс-секретарем до того, как вы придете из-за недостатка времени.

Infinitive (Инфинитив)

Неличная форма глагола, только называющая действие. В предложении выполняет функции как глагола, так и существительного. Перед инфинити-

вом обычно употребляется частица to.

She wants to become a coach of gymnastics.	Она хочет стать тренером по гимнастике.
---	--

Однако частица to иногда может опускаться. Это встречается:

а) послеследующих модальных и вспомогательных глаголов: must, can (could) may (might), shall (should), will (would) do (did), need.

Shall we go together?	Мы пойдем вместе?
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б) после глаголов to let, to make, to see, to hear, to notice, to watch, to feel.

Let me see!	Дай подумать.
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Чтобы избежать повторения ранее упомянутого глагола в конце предложения, можно употреблять лишь частицу to, если это не затрудняет понимания.

I did what you had ask me to (do).	Я сделал то, что вы просили меня (сделать).
---	--

В предложении инфинитив может быть:

а) подлежащим

It is time to go home.	Время идти домой
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б) именной частью составного сказуемого

Your task is to find necessary material about Britain.	Твоя задача – найти необходимый материал о Британии.
---	---

в) дополнением

I want to show you the house where I was born.	Я хочу показать вам дом, где я родился.
---	--

г) определением

The teacher gave me a poem to learn.	Учитель задал мне выучить стихотворение.
---	---

д) обстоятельством

I have come here to talk to you.	Я пришел сюда, чтобы поговорить с тобой.
---	---

Objective with the Infinitive (Объектный инфинитивный оборот)

Инфинитив в сочетании с существительным (или личным местоимением) образует объектный инфинитивный оборот. В предложении он может быть сложным дополнением (после глаголов to want, to like, to prefer, to know, to think, to advise, to ask, to tell to help и некоторых других).

I want you to help me.	Я хочу, чтобы вы помогли мне.
They ask us not to be late this time.	Они просят нас не опаздывать на этот раз.

После глаголов to let, to make, to see, to hear, to watch и некоторых других инфинитив употребляется без частицы to.

Our teacher made me do this exercise.	Наш учитель заставил меня сделать это упражнение.
I see them training.	Я видел что они тренировались.

Nominative with the Infinitive (Субъектный инфинитивный оборот)

Этот оборот состоит из существительного или личного местоимения в именительном падеже, стоящего перед сказуемым, и инфинитива, следующего за сказуемым. В предложении он выступает в роли сложного

подлежащего. В страдательном залоге сказуемое обычно выражено глаголами to think, to know, to suppose, to hear, to see, to say, to advise, to ask, to order, а также некоторыми другими. В действительном залоге сказуемое обычно выражено глаголами to seem, to happen, to appear.

They are said to be very capable sportsmen.	Говорят, что они очень способные спортсмены.
He seems to know English.	Кажется, он знает английский язык.

Conditional Sentences (Условные предложения)

В сложных предложениях, где главная часть присоединяется к придаточному предложению при помощи союзов if (если), when (когда), after (после), before (перед тем, как), as soon as (как только), unless (если не), until (до тех пор..., пока не), будущее время заменяется формой настоящего или прошедшего времени (в зависимости от временной формы главного предложения). На русский язык подобные предложения переводятся будущим временем.

When I get free, I will call you up.	Когда я освобожусь, я позвоню Вам.
If you help him, we will finish our work earlier.	Если ты поможешь ему, то мы раньше закончим нашу работу.

Приложение 2. Список неправильных глаголов

Инфинитив	2-ая форма	3-я форма	Перевод инфинитива
arise	arose	arisen	подниматься
be	was, were	been	быть
bear	bore	born	рождать, носить
beat	beat	beaten	бить
begin	began	begun	начинать
bite	bit	bitten	кусать
blow	blew	blown	дуть
break	broke	broken	ломать
build	built	built	строить

burn	burnt	burnt	гореть, сжечь
buy	bought	bought	покупать
catch	caught	caught	ловить
choose	chose	chosen	выбирать
come	came	come	приходить
cost	cost	cost	стоить
cut	cut	cut	резать
deal	dealt	dealt	торговать, иметь
dig	dug	dug	копать
do	did	done	делать
eat	ate	eaten	есть, принимать
fall	fell	fallen	падать
feed	fed	fed	питать
feel	felt	felt	чувствовать
fly	flew	flown	летать
forbid	forbade	forbidden	запрещать
freeze	froze	frozen	замораживать
forget	forgot	forgotten	забывать
get	got	got	получать
give	gave	given	давать
go	went	gone	идти, ехать
grow	grew	grown	расти
have	had	had	иметь
hear	heard	heard	слышать
keep	kept	kept	держать, хранить
know	knew	known	знать
lead	led	led	вести
leave	left	left	оставлять, уезжать
lose	lost	lost	терять
make	made	made	делать, заставлять
mean	meant	meant	значить
meet	met	met	встречать
pay	paid	paid	платить
put	put	put	класть
read	read	read	читать
run	ran	run	бежать
say	said	said	говорить, сказать
see	saw	seen	видеть
sell	sold	sold	продавать
shoot	shot	shot	стрелять
show	showed	shown	показывать
sit	sat	sat	сидеть
speak	spoke	spoken	говорить

spend	spent	spent	тратить
strike	struck	struck	ударять
take	took	taken	брать
think	thought	thought	думать
win	won	won	выигрывать
write	wrote	written	писать

Приложение3. List of cliches for making annotations and abstracts (Список-клише для написания аннотаций и абстрактов)

This is an excerpt from the book ... by... (en)titled ...	Это - отрывок из книги ... (автор) ... озаглавленный ...
This article is (en)titled ...	Эта статья озаглавлена ...
The book (monograph) is headed	Книга (монография) названа ...
The paper bears the heading...	Работа носит название ...
The passage (article) under the heading...	Отрывок (статья) подзаголовком ...
This scientific report...	Этот научный доклад ...
This excerpt (passage)...	Этот отрывок ...
The passage examines ...	В отрывке анализируется ...
The article deals with the problem of ...	В статье рассматривается проблема...
The excerpt comments on...	Отрывок содержит комментарии по...
It carries the description of ...	Он(а) содержит описание ...
The passage covers the state-of-the-art of	Отрывок освещает достижения...
The report is devoted to the analysis of...	Доклад посвящен анализу...
The paper considers...	В работе рассматривается...
The paragraph reviews material on...	В этом параграфе – обзор материала ..
It concerns...	Он(а) касается ...
The first lines give...	В первых строках дается ...
The following paragraph contains...	В следующем параграфе содержится...
The next section goes on with...	В следующем разделе продолжается...
The author/writer... (The book...) begins with the analysis of	Автор... (Книга...) начинает(ся) с анализа ...
analyzes, examines...	анализирует...
describes ...	описывает...
points out ...	отмечает ...

considers, reviews, discusses...	рассматривает, обсуждает ...
presents..., reports on...	представляет..., содержит отчет о...
shows..., illustrates...	показывает, иллюстрирует ...
shows by graphical display...	показывает графически ...
demonstrates ...	демонстрирует ...
draws our attention to ...	обращает наше внимание на ...
gives a thorough treatment of ...	подробно обсуждает...
gives a thorough consideration of reasons, hypothesizes, theorizes that...	подробно рассматривает ...
concentrates on... , focuses on...	сосредоточивает внимание на
highlights, emphasizes, stresses,	подчеркивает ...
gives a thorough treatment of ...	подробно анализирует
suggests/proposes a new concept of ...	предлагает новую концепцию
suggests that we should consider	предлагает нам рассмотреть ...
proposes, offers ...	предлагает...
puts forward the idea of ...	выдвигает идею...
comes up with an idea that...	выступает с идеей о том, что ...
introduces the conception of ...	вводит понятие ...
mention the fact that ...	упоминает о том, что ...
touches on the issue of ...	касается вопроса...
outlines...	кратко описывает...
gives us a rough sketch of...	дает примерное представление о...
advocates, argues for/against ...	защищает, выступает за / против
favours, is in favour of	высказывается в пользу...
supports....	поддерживает ...
questions, criticizes...	ставит под вопрос, критикует...
denounces...	осуждает, отказывается от ...
raises objections against...	выступает с возражениями против...
is opposed to...	настроен против...
continues with...	продолжает ...
goes on to say that....	продолжает мысль о том, что ...
proceeds to explain ...	продолжает разъяснять ...
sums up, summarizes...	подводит итог ...
concludes, makes a conclusion that...	делает заключение о том, что ...
finishes (by) saying that...	завершает, высказываясь о том, что
The main idea...	Основная идея...
The problem, issue, matter ...	Вопрос/ проблема...
The subject...	Предмет...
The topic	Тема...

The point ...	Момент...
The discussion ...	Обсуждение
The experience ...	Опыт...
The case study...	Практический анализ...
The issue concerning / regarding ...	Вопрос, касающийся...
of how to deal with...	о том, как рассматривать...
associated with...	связанный с ...
under consideration (here)	который здесь поставлен...
at (in) hand...	рассматриваемый здесь...
in question...	интересующий нас/автора ...
involving this issue...	связанный с этим вопросом...
covered in ...	который освещается в ...
by the example of ...	на примере...
of great importance...	имеющий большое значение...
The problem is discussed	Проблема обсуждается... состоит (заключается) в том, что
is dealt with...	анализируется ...
is treated...	рассматривается...
is covered...	освещается...
is touched upon...	затрагивается...
is caused by..	вызвана ...
is defined...	определяется...
is considered to be...	считается (какой-л.)...
is worth considering...	заслуживает рассмотрения ...
refer to ...	относится к ...
seems to be ...	по видимому, является...
can be solved ...	может быть решена ...
in particular	в частности...
briefly...	вкратце...
in many ways...	во многих аспектах
according to...	в соответствии с...
in relation to...	в связи с...
in the context of...	в контексте ...
within the framework of ...	в рамках...
later on ...	позже ...
further on....	в дальнейшем ...
As the name of the (article, chapter, excerpt, passage) suggests, ...	Как видно из названия (статьи, главы, отрывка),...
Judging from the content of this passage (article, chapter, excerpt) ...	Судя по содержанию (статьи, главы, отрывка),...
It appears from this that...	Считается (считают), что ...
It follows from what has been said that...	Из сказанного следует, что...

It is pointed out that...	Отмечается, что ...
It is believed that...	Предполагается, что...
It is assumed/suggested that...	Из этого очевидно, что...
It is said that...	Говорится о том, что...
It is stressed that...	Подчеркивается, что...
We may conclude that ...	Можно сделать вывод о том, что...
In conclusion one may say that	В заключение можно сказать, что...
One might reasonably draw the conclusion that...	Можно обоснованно сделать вывод о том, что ...
Briefly speaking.../ To put it briefly...	Если говорить кратко...
Слова, подтверждающие приведенные выше соображения:	
therefore/ consequently/ hence/ so/ thus....	Поэтому, следовательно
in this way/ in this manner	Таким образом
thus/ thereby...	Тем самым
as a result / as a consequence... in consequence...	В результате этого
accordingly/ in agreement/in line/ in keeping with...	В соответствии с этим
for that reason...	По этой причине
similarly/ in a similar manner / in much the same way...	Аналогичным образом
here/ then/ thereby/ by doing so ...	При этом
Слова, отрицающие приведенные выше соображения:	
however/ but ...	Однако
on the other hand...	С другой стороны
even so/ nevertheless/ none the less...	Тем не менее
yet ...	Все же
in contrast ...	И наоборот
contrary to this ...	В противоположность этому
Слова, расширяющие приведенные выше соображения:	
also/ in addition...	Кроме того
again/ in turn ...	В свою очередь
here/ also/ here again...	И в данном случае
for other reasons...	По другим причинам
Слова, ограничивающие приведенные выше соображения:	
for the purpose...	Для этой цели
for such purposes...	Для этих целей
for the purpose in view...	Для поставленной цели
for our purposes...	Для наших целей
toward this end/ to this end...	С этой целью
to do this/ for doing this...	Для этого
viewed in this way/ from this point of	С этой точки зрения

view/ on this view...	
in this respect...	Вэтомотношении
here/ now/ specifically...	Вданномслучае
atmost...	Влучшемслучае
in any case/ in any event/ if anything...	Вовсякомслучае
Слова, указывающие на последовательность изложения, работы:	
First,...	Сначала
from the very beginning... from the first/ initially...	Ссамогоначала Первоначально
as a start...	Дляначала
so far/ thus far/ to this point...	Досихпор
recently...	Недавно
first of all/ to begin with...	Преждевсего
untillately...	Допоследнеговремени
in the last few years...	Запоследниенескольколет
atthetime...	Вто время
forsometime...	В течение некоторого времени
during that period...	В течение, за это время
by the time...	Ктому времени
this time...	Наэтотраз
since..	С тех пор
since that time...	С того времени
then/ next/ now / hereafter...	Далее
later/ lateron	Позднее
presently	В настоящее время
in what follows...	Вдальнейшем
subsequently/ then...	Затем
inthenearfuture...	В ближайшем будущем
in the following year...	На будущий год
eventually/ finally/ ultimately...	И наконец, в конце концов
hence/ ultimately/ eventually...	Витоге
Слова, указывающие на место описания, исследования:	
here ...	Здесь, в этой работе, на этом рисунке
in this paper, presently ...	Вданнойстатье
in this book/ in the present study...	Вданнойработе
elsewhere	В другой работе
in this section/ in this chapter	В этом разделе, в этой главе
onpage.	На странице
in the table/ in Table...	В таблице
in the chart...	На диаграмме
in this formula...	Вэтойформуле

inAppendx.	В приложении
in the previous discussion...	В предыдущем изложении
throughout this paper/ throughout this book	Вовсейработе
Слова, указывающие на последовательность изложения:	
first/ firstly	Во-первых
second/ secondly...	Во-вторых
third/ thirdly...	В-третьих
above...	Выше
below/ in the following/ later ...	Ниже
Слова, указывают на упрощение, сокращение или детализацию:	
for simplicity/ for simplicity's sake	Дляпростоты
for clarity/for the sake of clarity	Дляясности
for convenience/ for the sake of convenience	Дляудобства
fordetails	Для детального ознакомления
otherwise expressed, or else	Другимисловами
in short, or briefly	Корочеговоря
that is to say, namely, viz. ...	Аименно
that is to say, such as, or, i. e. ...	Тоесть
Слова, которые вводят иллюстрацию аргументации:	
that is to say/ i. e./ e. g., for example/ by way of example/ thus for example, thus,	Например; так, например...
Слова, оформляющие подчинительную связь в начале придаточных предложений:	
that, who, which	который
whose	чей
when	когда
where	где
underwhich	при которых
in which	в которых
amongwhich	средикоторых
fromwhich	из которых
throughwhich	через которые
whereas	в то время как
whereby	посредством чего
wherein	в которых
Слова, оформляющие сочинительную связь в простых распространенных и сложносочиненных предложениях:	
and	и, а
or	или, то есть
ratherthan	а не; скорее, чем

but	но
both... and...	как..., так и
either... or ...	или..., или...
neither... nor...	ни..., ни..

Приложение 4. Наиболее употребляемые сокращения

V.I.P. (very important person) –оченьважнаяперсона

P.S. (отлат.«postscriptum») –посленаписанного

A.D. (отлат.«AnnoDomini») –нашаэра

B.C. / B.C.E. –beforeChrist–доХриста / beforeCommonEra–донашейэры

ASAP (as soon as possible) –какможноскорее

UNO (United Nations Organization) –ООН

UNESCO (United Nations Educational, Scientific and Cultural Organization) –
ЮНЕСКО

a.m. (ante meridiem, in the morning) –утром

p.m. (post meridiem, in the afternoon) –вечером

i.e. (id est, that is) –этоозначает

e.g. (exempli gratia, for example) –например

etc. (отлат. etcetera) –итакдалее

Mr. (mister) –мистер

Mrs. (mistress) –миссис

Dr. (Doctor) –доктор

B.Sc. (Bachelor of Science) –бакалаврнаук

M.A. (Master of Arts) –магистрискусств

Ph.D. (Doctor of Philosophy) –кандидатнаук

M.D. (Doctor of Medicine) –докормедицинскихнаук

Appx. (appendix) –приложение

Re. (reply) –ответ

p. (page) –страница

smth. (something) –что-то

smb. (somebody) –кто-то

vs (лат. versus) –против

etc. (лат. etcetera) –и прочее

R&D (research and development) –исследования и разработки

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