Ситуационные задачи

Ситуационная задача № 1

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

Public Speaking

One aspect of communication that many students struggle with is oral presentation, or public speaking. A common reason for this is that many people feel nervous when they need to speak in front of an audience, and instructional approaches have been developed that attempt to help learners overcome this apprehension. Many approaches target severe public-speaking anxiety, but they can help less severe cases as well. A meta-analysis by Allen, Hunter, and Donohue (1989) found that the most effective approaches combine a number of elements:

relaxation techniques to mitigate physiological arousal;
cognitive reappraisal to reframe the experience;
public-speaking skill training to help boost confidence.

How to best teach presentation skills themselves has been explored as well. A recent review of the literature by van Ginkel and colleagues (van Ginkel, Gulikers, Biemans, & Mulder, 2015) led to the formulation of seven design principles for developing oral presentation skill. Brieflystated, theyare:

Establishclearlearningobjectives.
Make presentations relevant to authentic activities in the discipline.
Present expert and peer models of successful performance.
Offerpracticeopportunities.
Provide explicit and timely feedback.
Have peers provide formative feedback.
Help students to self-assess, potentially by using video recordings.

The use of video-recorded practice can help facilitate many of these design principles (see Rider & Keefer, 2006). When students record themselves speaking on a clearly defined topic, watching the video can facilitate self-reflection about their performance, pinpointing areas to improve, building confidence, and practicing how to manage their own nervousness (Murphy & Barry, 2016), particularly when they are provided rubrics to help self-assess (Ritchie, 2016). In addition, combining recordings with constructive feedback from peers or instructors has been found to improve presentation skill (e.g., van Ginkel et al., 2017). Peer feedback appears to be particularly beneficial, as feedback from peers may be easier for a student to comprehend and to integrate into subsequent performance (Herrero, Iborra, &Nogueiras, 2016). In addition, the process of providing feedback allows learners to reflect on aspects that are critical to successful performance by comparing and contrasting successful and unsuccessful attempts and isolating the most critical elements. (See peer review in ‘Writing’, below, for more details.) From a logistical standpoint, peer feedback can likely be provided more readily than feedback from an instructor, meaning that peer feedback can provide for more opportunities to practice presenting as well as more opportunities to receive feedback.

Ситуационнаязадача № 2

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

Numerous skills can help individuals achieve happy and successful lives, but which are the most important? The Pew Research Center recently attempted to answer that question. A 2014 survey presented a representative sample of US adults with ten skills typically taught in school and asked them which are most important to get ahead in life. Commonly emphasized skills of science and math were selected by 58 percent and 79 percent of respondents respectively. Communication skills, however, were selected by a full 90 percent, making communication

skills the most common response (Goo, 2015). Many skills, from mathematical reasoning to artistic creativity, benefit both the individuals who possess them and society as a whole. Yet the Pew survey results highlight the utmost importance of communication skills. Communication skills consequently deserve great emphasis in education.

Communication as a domain is broad and encompasses numerous subdomains, including reading, writing, interpersonal communication, and public speaking, among others. The concept of communication itself evades a clear, concise definition that encompasses all subdomains, but a variety of academic definitions collectively highlight features of communication such as information exchange, use of linguistic and nonlinguistic symbols, mutual understanding, social interaction, and intentionality (Dance, 1970). Putting these pieces together, we view communication here as a social process in which information is exchanged in order to establish shared meaning and to achieve desired outcomes. Communication takes many real-world forms, like chatting with friends or colleagues, reading the newspaper, giving a presentation, or writing an email. It can be verbal or nonverbal, analog or digital, casual or formal. It can achieve different outcomes: informing, persuading, questioning, or entertaining, to name a few. Ultimately, communication is a complex domain consisting of numerous interrelated subdomains that each take on a variety of unique forms. To lead a happy and successful life, one must master the skills that support effective communication in the forms of communication they encounter most commonly. Research generally supports the importance of communication skills. On a personal level, communication skills are positively associated with satisfaction in romantic relationships (Eğeci&Gençöz, 2006; Litzinger& Gordon, 2005; Meeks, Hendrick, & Hendrick, 1998) and with families' abilities to achieve healthy levels of cohesion and stability (Olson, 2000). Communication skills are also associated with greater peer acceptance among preschoolers (Hazen & Black, 1989) and use of friendshipformation strategies among college freshmen (McEwan & Guerrero, 2010), indicating a potential role for communication skills in building friendships. Communication skills could even be good for your health. Good communication between patients and physicians has been linked to increased patient satisfaction (Chang et al., 2006; Shaw, Zaia, Pransky, Winters, & Patterson, 2005; Thompson, Collins, & Hearn, 1990) and, perhaps most importantly, improved health outcomes (Stewart, 1995).

Ситуационнаязадача № 3

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

While all of this research is correlational in nature, it is consistent with the conclusion that communication skills can promote a happy and healthy personal life. Communication skills have also been linked to academic success. Oral reading skill in First Grade is predictive of growth in reading and math skills from Third through Eighth Grade (Herbers et al., 2012). Similarly, reading skill in Third Grade is predictive of the probability of graduating from high school (Hernandez, 2011). Encouragingly, data in both cases suggest that greater reading skill might mitigate some of the negative effects of childhood poverty on academic achievement. In higher education, communication skill assessed at the outset of college is linked with higher grades and graduation rates (Hawken, Duran, & Kelly, 1991; Rubin, Graham, &Mignerey, 1990). Students' emotions with respect to communication are linked to academic success as well. Specifically, communication anxiety is associated with decreased communication with instructors outside of class (Martin & Myers, 2006), lower grade-point averages (McCroskey, Booth-Butterfield, & Payne, 1989) and increased dropout rates (Ericson & Gardner, 1992; McCroskey et al., 1989; Rubin et al., 1990).

Research therefore establishes a link between communication skills and success in school from elementary school through college. Strong communication skills are associated with success in professional settings as well. Business partnerships (Mohr &Spekman, 1994) and business–customer relations (Sharma & Patterson, 1999) are strengthened by effective communication, and, in the global working world, intercultural business teams perform better

when members possess strong intercultural communication skills (Congden, Matveev, &Desplaces, 2009; Matveev& Nelson, 2004). Communication skills are important for securing a job and career advancement, with strong majorities of surveyed business executives indicating that communication skills play an important role in employee hiring and evaluation and in the overall success of their businesses (American Management Association, 2012; National Association of Colleges and Employers, 2016; Paranto& Kelkar, 1999; Robles, 2012). In a national survey conducted in 2012, over 95 percent of surveyed executives said that communication skills are somewhat or most important in helping grow their organizations, and nearly 75 percent said that communication skills would become more important to their organizations.

Ситуационнаязадача № 4

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

Postgraduate Study in Great Britain

In recent years, postgraduate study in the UK has experienced phenomenal growth. This increase reflects the United Kingdom‟s extraordinary range of taught and research opportunities at higher education institutions, both for students in the UK and from overseas.

A quick look through the postgraduate prospectus of any UK university will reveal that there are two distinct types of study possible, the first is by instruction or a taught course, the second is by research. There may be a combination of both too, as an increasing number of postgraduate courses now contain both research and taught elements, although the traditional division between the two modes of delivery still exists.

The most common type of course in terms of the number of people undertaking them are taught courses, or courses by instruction. Taught courses usually last one academic year full-time or two years part-time and lead to a higher degree such as a Master of Science (MSc) or a Master of Arts (MA). Applicants usually hold a degree in the same subject as the intended area of study.

Degrees by instruction are very similar to undergraduate courses in that most of the time is devoted to attending lectures. The course is followed by written examinations and the production of the thesis. Finally, an oral examination is held to test the knowledge accumulated throughout the year. It is important to perform satisfactorily in every part of this assessment procedure.

The different courses on the programme are coordinated so that students‟ workload is manageable and evenly spread throughout the year. The courses are taught intensively through lectures and small group tutorials, and rapidly bring students to an advanced level of understanding. A postgraduate‟s progress is continually assessed and students regularly contact with teaching staff adding to the vital interchange of ideas. In addition to lectures and tutorials, most courses include projects and practical work, essays, and problem classes. Case studies on – and visits to – relevant organizations are a feature of many courses.

Dissertations or supervised projects – major components of Master‟s courses – are essentially research-based and are a valuable preparation for a research Doctorate.

The nature of a research course is completely different, however, from that taken through a taught course. First of all, it lasts longer. The most popular qualification is Doctor of Philosophy (PhD), which usually takes three years. There is a shorter version called Master of Philosophy (MPhil), but minimum amount of time, which this takes, is usually two years. Both of these qualifications require the student carry out a piece of innovative research in a particular area of study. It is essential that the work has never been done before. Students are given training in research methods as well as the opportunity to pursue independent research under the guidance of experienced academics and, if studying a technical subject, to use highly

sophisticated equipment.

Ситуационнаязадача № 5

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

Why Do We Choose Postgraduate Studies?

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

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

Next, there is the serious problem of career prospects, more interesting and highly paid jobs. PhD degree or degree of Doctor of Science can be an obligatory requirement for entering the career, the researcher career or securing promotion to higher levels. In some professional fields the joint programs of universities and employers are undertaken both at undergraduate and postgraduate level and these programs are defined as the first stage of learning for the trainees.

For a number of postgraduates entering academic career as the university teacher and researcher is important. Besides, with rapid extension of higher education in some countries high-status academic position is available only with the Doctorate. It means the increase of the demand for people educated to Doctorate level.

I have chosen the magistracy/postgraduate course. What does it mean? It's my choice.

Why have I done it? The main thing is I would like to become a professional in the sphere of computer science. As a matter of fact, I follow the concept of the extended studies. First of all, I would like to become a programmer and then the computer analyst. I have to learn all the newly advanced technologies both in Russian and in English, to read the electronic and published materials, and also to be capable of carrying out the creative project work.

My research supervisor is the Doctor of Engineering, Professor. I admire him as the scientist. He is the Head of Department of Information and Computing Systems. He is the scientific research organizer. The teachers conduct scientific researches personally and in groups in accordance with the plan of the department. There are lectures and seminars. My supervisor is known both in Russia and in the world. He is often the participant of regional or international home and foreign conferences. He is in contact with the other world scientists.

As for me, I have chosen my subject already. Writing dissertation abstract with research actuality, purposes and tasks, theoretical and practical meaning, innovations is very substantial. After that I have to choose the material and make some notes, write draft, structure of my paper, edit and publish it.

Ситуационнаязадача № 6

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

Employers appear to value written and oral communication skills approximately equally (National Association of Colleges and Employers, 2016), focusing on specific skills ranging from basic writing, speaking, and listening skills to delivering effective presentations. In short, employers recognize the value of communication skills and actively seek out candidates who can communicate effectively. The importance of communication skills to personal, academic, and professional success is recognized in elements of current educational standards and practices. In the United States, the Common Core English and Language Arts Standards specify numerous reading, writing, speaking, and listening skills from kindergarten through high school (National

Governors Association Center for Best Practices, Council of Chief State School Officers, 2010). While the Common Core has been contentious, forty-two of the fifty US states currently have adopted these standards (Common Core State Standards Initiative, 2017), reflecting a commitment in US public education to teach a variety of communication skills starting at young age. In higher education, approximately half of surveyed US and Canadian colleges and universities have implemented "writing across the curriculum" or "writing in the disciplines" programs. These programs are designed to take writing-intensive instruction beyond traditional composition courses in order to promote writing skills in all disciplines.

Beyond undergraduate education, communication instruction plays a particularly central role in medical school, preparing future physicians to both gather and convey information effectively and in a way that helps patients feel at ease. These examples are not comprehensive, but they do give a general idea of the scope of communication-skill teaching in education at all levels. As detailed later in this paper, efforts to teach and assess communication skills are many, and research attests to the efficacy of numerous practices. Still, there is evidence that communication-skills training could improve in preparing students for success. It is not uncommon for teachers to bemoan students' reading, writing, and speaking skills (see Palmer, 2016, and Strauss, 2017, for examples). Additionally, the 2011 National Assessment of Educational Progress found that only 3 percent of students in Eighth and Twelfth Grades performed at the highest achievement level of a standardized writing assessment, while just over half of these students performed at the lowest level, indicating only partial mastery of skills necessary for proficient writing at the students' current grade levels (National Center for Education Statistics, 2012).

Ситуационнаязадача № 7

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

Types of Postgraduate Programs

Actually, there are two main types of postgraduate programs: taught and research. What is the difference? How can one define the program type? In taught programs training is mainly carried out through classroom lectures and practice, seminars, computing and laboratory, coursework and exams. The work in a research program is the knowledge development. It is usually part of the educational institution research. The entry criteria and the description are of a great help.

All master's programs contain the research elements, and there are some combined programs with taught and research elements, for example, the Doctor of Engineering (DEng). Funded integrated programs are of special interest. The designation '3+1' means an academic year in the master's studies and three-year PhD. The conversion courses are intended to change the students' research direction according to the new career. That is why these courses are intense and deep in the new research subject. Program coordinators help everybody to choose the program.

In fact, stand-alone taught postgraduate programs are the first stage in postgraduate education before obtaining a research degree. In the United Kingdom of Great Britain and Northern Ireland (the UK) there are three levels in taught program: postgraduate certificate (PGCert), postgraduate diploma (PGDip) or masters (in science − MSc). They are less than a year and can be either a part of continuing professional development (CPD) or preparation for the full time taught program.

Sometimes diplomas (MScDiplomas) are awarded to students following the masters (full time program during a year, part time program for two years) without completing the dissertation (20, 000 words). Engineering programs can be achieved both as an extended period of undergraduate study during a year – M (Eng) or stand-alone one-year programs for thorough learning the specific area of the discipline − MSc.

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

Master of Philosophy (MPhil). All these programs teach mainly the research skills. PhD is the highest research degree, three years or more. It is much longer, from 7, 000 to 10, 000 words. With PhD one becomes a leading expert in a certain specialization.

Ситуационнаязадача № 8

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

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.

Ситуационнаязадача № 9

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

COMMUNICATION MODELS

Aristotle's The Art of Rhetoric presents an influential model of communication dating back to the fourth century BCE. Focusing specifically on persuasion, Aristotle proposes three modes: ethos, pathos, and logos. Ethos refers to the persuasive power of establishing credibility with the audience, which can be done by, for example, demonstrating wisdom or good intentions. Pathos refers to the emotions of the audience, which can be evoked and manipulated in order to make the audience more receptive to an argument. Logos refers to the logic of an argument, with soundly reasoned arguments more effective in persuasion. Aristotle's theory of persuasion covers far more than these three modes, but these modes highlight several important aspects of communication. First, an act of communication generally has a desired outcome (here, convincing an audience of an argument). Second, communication is affected by the emotions, beliefs, and social orientations of those involved. Third, effective communication depends on the specific content and structure of what is communicated.

Teaching production skills

Producing effective messages is a complex skill, and researchers have explored a number of approaches to developing production skills in a variety of contexts. In particular, the research literature has targeted oral presentation, interpersonal communication, and written presentation, each of which will now be discussed in turn.

Public Speaking

One aspect of communication that many students struggle with is oral presentation, or public speaking. A common reason for this is that many people feel nervous when they need to speak in front of an audience, and instructional approaches have been developed that attempt to help learners overcome this apprehension. Many approaches target severe public-speaking anxiety, but they can help less severe cases as well. A meta-analysis by Allen, Hunter, and Donohue (1989) found that the most effective approaches combine a number of elements: relaxation techniques to mitigate physiological arousal; cognitive reappraisal to reframe the experience; public-speaking skill training to help boost confidence. How to best teach presentation skills themselves has been explored as well.

Ситуационнаязадача № 10

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

SCIENCE

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 abroad 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).

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?

Ситуационнаязадача № 11

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

Shannon and Weaver (1964) developed a highly influential model of communication primarily focused on the engineering of electronic communication systems. The model recognizes the following components of communication systems (with each accompanied by an example germane to the present discussion): „

Source: The sender of a message (a speaker). „

Message: The code conveying the information source's intended meaning (a sentence). „ Transmitter: The apparatus that translates the message into a signal (the mouth and vocal cords). Signal: The physical output of the transmitter (sound waves). „

Channel: The medium through which the signal travels (air). „

Receiver: The apparatus that translates the signal back into a message (the listener's eardrum). „ Destination: The interpreter of the message, who must recover the meaning intended by the information source (the listener). „

Noise: Undesired alterations to the signal (a loud cough).

These components highlight several general properties of communication systems. First, communication relies equally on source (henceforth, sender) and destination (henceforth, receiver). Additionally, while communication fundamentally involves the transfer of meaning, meaning, message, and signal are distinct. Meaning is translated into message, - 8 - then into signal, back to message, and back to meaning.

As Weaver notes, accurately recovering meaning from a message is an incredibly complex problem that relies both on the sender's crafting of the message and the receiver's ability to interpret that message as intended. Weaver additionally notes that even if the intended meaning is accurately conveyed, it is not guaranteed that the communication will lead to the desired outcome. Finally, Shannon and Weaver's model stresses the importance of the channel over which communication takes place. Shannon and Weaver's discussion of channel focuses largely on engineering issues such as information capacity and signal fidelity, but focus on communication channels more generally highlights the importance of the means by which any message is transmitted. For the present purposes, we note that a message can be sent through many types of "channels," such as face-to-face conversations, instant messaging, email, written report, or oral presentation, each with its own properties and conventions regarding its use. Shannon and Weaver's model ultimately did not incorporate what might be considered the more human elements of communication. These elements are addressed in Berlo's (1960) seminal source– message–channel–receiver (SMCR) model, which extended Shannon and Weaver's model to include human elements that impact the effectiveness of communication.

Ситуационнаязадача № 12

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

With respect to communicators themselves, Berlo recognized that communication skill, background knowledge, attitudes, and social and cultural backgrounds influence the successful conveying of meaning. With respect to messages, Berlo appreciated that a message's ability to convey meaning relies not only on its content but also on its structure, the manner in which it is conveyed, the particular form it takes (e.g., speech versus text), and the secondary elements that accompany it, such as gestures. With respect to the channel, Berlo's model recognized the importance of the five senses, noting that communication involves transmission of a signal that can engage any number of senses. One interesting commonality among the models reviewed thus far is that they make a clear distinction between sender and receiver. Indeed, many forms of communication, for example writing a report or listening to a presentation, are one-way, with an individual acting as only sender or receiver. Yet, many other forms are two-way or interpersonal,

with individuals acting as both sender and receiver in a dynamic, interactive exchange of messages. These forms of communication are addressed in Newcomb's (1953) model of interpersonal communication, in which communication is viewed as a means by which communicators achieve a state of equilibrium between their feelings and beliefs with respect to some topic of communication and with respect to one another. This model makes no meaningful distinction between sender and receiver and additionally highlights the importance of the social orientation of each communicator toward COMMUNICATION MODELS AND SKILLS 1 Shannon and Weaver were particularly concerned with recovering the intended message from the signal when that signal is sent across a noisy channel, such as a telecommunication cable under electromagnetic interference. We ignore this issue of signal fidelity here, instead focusing primarily on the the effective conveying of meaning. Communication in Practice The Center for Advanced Professional Studies (CAPS) provides high-school juniors and seniors with the training they need to succeed in high-demand, highskill jobs. CAPS teaches professional skills holistically in the context of projects and interactions with peers, instructors, and business partners. Below are examples of how CAPS students learn and practice communication skills across three academic disciplines.

Ситуационнаязадача № 13

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

CAPS SIMULATION LAB

The Center for Advanced Professional Studies (CAPS) medicine and healthcare students participate in sessions in the Medical Simulation Lab with a high-fidelity patient simulator. Students become healthcare providers, working in teams and assuming different healthcare professional roles. These simulation exercises allow students to practice interprofessional communication while receiving an introduction to basic clinical skills. As students try on varied healthcare roles from week to week, they interact with a computerized patient and their peers to diagnose and treat a variety of medical issues. The Simulation Lab provides students with the opportunity to develop and enhance communications skills and confidence in their own abilities without worrying about compromising patient safety. Students quickly learn that professionals in healthcare must communicate and collaborate because access to data is growing rapidly and no professional has complete mastery of the knowledge and skills across all areas. The Simulation Lab is a learning springboard for young professionals, providing a foundation for future growth and development.

Engineering Communication skills are an essential component in the education of engineering students. They are one of eleven key outcomes required by the Accreditation Board for Engineering and Technology (ABET) and received the highest rating from employers in the study. Further supporting this, CAPS business partners have said repeatedly that oral communication and presentation skills are one of the best career enhancers and the single biggest factor in determining a student's career success or failure. As a program that prepares students for post-secondary engineering programs, CAPS focuses on developing the communication - 9 - the other, a notion generally related to Aristotle's notion of ethos originating over 2,000 years before Newcomb's work. These models present only a small selection of theoretical approaches to communication, and in briefly summarizing them the complexity of communication is apparent. Still, these models collectively highlight the following principles: „ Communication involves the act of conveying meaning. „ Meaning is conveyed to achieve some outcome (e.g., informing, persuading, questioning). „ Meaning cannot be conveyed directly and must be transmitted via a message that is subject to interpretation by each individual communicator.

Ситуационнаязадача № 14

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

(PURE AND APPLIED SCIENCE

As students of science you are probably sometimes puzzled by the terms "pure" and "applied" science. Are these two totally different activities, having little or no interconnection? Let us begin by examining what is done by each. Pure science is primarily concerned with the development of theories (or, as they are frequently called, models) establishing relationships between the phenomena of the universe. When they are sufficiently validated these theories (hypotheses, models) become the working laws or principles of science. In carrying out this work, the pure scientist usually disregards its application to practical affairs, confining his attention to explanations of how and why events occur.

Exact science in its generally accepted sense can be referred to as a family of specialized natural sciences, each of them providing evidence and information about the different aspects of nature by somewhat different working methods. It follows that mathematics in its pure sense does not enter into this frame, its object of study, being not nature itself Being independent of all observations of the outside world, it attempts to build logical systems based on axioms. In other words, it concentrates on formulating the language of mathematical symbols and equations which may be applied to the functional relations found in nature.

This "mathematization", in the opinion of most specialists, is witnessed first in physics which deals with general laws of matter and energy on subatomic, atomic and molecular levels. Further application of these mathematical laws and studies is made by chemistry and results in structural bonds between the elements of matter being established.

Ситуационнаязадача № 15

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

People are always talking about fundamental research, implying hereby the existence of a nameless opposite. A good definition of fundamental research will certainly be welcomed: let us see whether we can invent one. We have to begin, of course, by defining research. Unfortunately the concept of research contains a negative element. Research is searching without knowing what you are going to find: if you know what you are going to find you have already found it, and your activity is not research. Now, since the outcome of your research is unknown, how can you know whether it will be fundamental or not?

We may say for instance that fundamental research is that which you undertake without caring whether the results will be of practical value or not. It may not be reasonable to go further and say that funda-mental research is that which will be abandoned as soon as it shows a sign of leading to results of practical value. By saying this you may limit your own achievement. It will be better to say that fundamental research is that which may have no immediate practical value, but can be counted upon as leading to practical value sooner or later. The extension of knowledge and understanding of the world around us will always be profitable in the long run, if not in the short.

This is a very powerful argument for fundamental research and it is a completely unassailable one, and yet there are people who will not like it. Let us seek a definition that will give fundamental research a value of its own, not dependent upon other uses appearing soon or late. We say for instance that fundamental research is that which extends the theory. Now we have to theorize upon theory. There have been several viewpoints about theory. One is that theory discerns the underlying simplicity of the universe. The nontheorist sees a confused mass of phenomena; when he becomes a theorist they fuse into a simple and dignified structure. But

some contemporary theories are so intricate that an increasing number of people prefer dealing with the confusion of the phenomena than with the confusion of theory.

A different idea suggests that theory enables one to calculate the result of an experiment in a shorter time than it takes to perform the experiment. I do not think that the definition is very pleasing to the theorists, for some problems are obviously solved more quickly by experimenters than by theorists. Another viewpoint is that theory serves to suggest new experiments. This is sound, but it makes the theorist the handman of the experimenter, and he may not like this auxiliary role. Still another viewpoint is that theory serves to discourage the waste of time on making useless experiments.

Let us try to flatter theory by giving it a definition that shall not describe it as a mere handmaid of experiment or a mere device for saving time. I suggest that theory is an intellectual instrument granting a deep and indescribable contentment to its designer and to its users. This instrument is made up of units which can be compared, for instance, to different branches of physics: solid state physics, relativity, acoustics, elementary particles and others, which sometimes have only a remote

relation with one another and may not even be interconnected at all. The rest of my talk will be devoted to a different question which is: how are we going to communicate to the layman some of our passion for our science? This is a very important question, for eveiyone is a layman until he becomes a scientist. If we can solve the problem of interesting the layman we may succeed in attracting the potential Fer-mis. Slaters, Lands and Fletchers of future into the field of, say, physics. Nothing could be more desirable.

A frequent technique is that of surprise. The trouble with this is that one cannot be surprised if one is not accustomed to the situation which is nullified by the surprise. Imagine, for example, a physicist trying to surprise an audience of laymen by telling them that there are a dozen elementary particles instead of two or three, or that the newest cyclotron imparts an energy of 500 mev to protons. It simply will not work, because the listeners will have no background to compare this information with. It is also a mistake to think that we can excite an audience by solving a mystery for them. The trouble here is that practically no one is interested in the answer to a question which he never thought of asking.

Relativity had a wonderful build-up in the decade before 1905, for the physicists of that era were acquainted with the sequence of experiments which were designed to show that the earth moves rela-tively to the ether and which obstinately showed the opposite. Each stage in the unfolding of quantum mechanics was exciting to the physicists who knew the earlier stages, because they knew the problems which were left unsolved. The writer of a detective story creates the mystery before he solves it; but the mystery usually begins with the discovery of a murdered man, and this is considerably more exciting than a murdered theory. The corresponding technique in physics consists in trying to create a particular state of out-of-dateness in the mind of the public, in the expectation of bringing them up-to-date at the end of the lecture or paper. There is too much risk of leaving the audience in the out-of-date condition, and this technique cannot be recommended. Another mistake, in my opinion at least, is that of stressing a paradox.

Try telling an audience that if you know the exact position of a particle you cannot know its

momentum, and vice versa - the effect is unpredictable but obviously not what you wanted. Still another mistake is that of springing an isolated fact upon the audience. An isolated fact is not science and it is not interesting. Facts are of interest only as parts of a system. And we must strive to interest the layman in the system.

Ситуационнаязадача № 16

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

PRODUCTION SKILLS

Identifying Desired Outcomes

An act of communication is effective when it achieves one or more intended outcomes. Effective communication therefore begins with identifying outcomes, which requires the ability to reason about outcomes in a principled way with respect to any specific communicative act. The concepts of illocution and perlocution (Austin, 1962) are particularly useful for this purpose. Illocution refers to the function of an act of communication, for example to convey or request information, to assert something as true, or to promise to do something. (Searle, 1975, presents an influential taxonomy of illocutionary acts.) However, the illocution of a communicative act ultimately is distinct from the effect that the communicative act has on the receiver, which is known as the perlocution. For example, a sender promising to do the receiver a favor (illocution) might cause the receiver to feel a sense of gratitude (perlocution). Aristotle's Rhetoric focused on persuasion, a very common perlocution in educational and professional contexts. An effective sender must target a specific illocution, perlocution, or both when communicating. For example, when delivering a presentation, one must decide if the presentation is intended simply to convey information or to make an argument. Once that is determined, the sender must craft a presentation likely to cause the audience to understand and remember the information (in the former case) or to be persuaded by the argument (in the latter case).

Ситуационнаязадача № 17

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

Crafting Clear Messages

A message's content, structure, and delivery are all critical to a message's success in conveying the intended meaning. „ Messages can be any combination of linguistic and nonlinguistic symbols. „ Messages are sent through channels or mediums, each with unique properties that affect messages' forms and interpretations. „ Senders and receivers of messages play equally important roles in the successful conveying of meaning. „ Communication can be one-way or interpersonal. „ A communicator's production and interpretation of messages are affected in part by emotions, beliefs, knowledge, social and cultural background, social orientation toward other communicators, and communication skills. The last point is important: Effective communication requires skills that support the successful conveying of meaning and, ultimately, the achieving of desired outcomes. A sender must be able to reliably craft and deliver messages that clearly convey the intended meaning and achieve the desired outcome. A receiver must possess the skills to attend to messages and to assign to those messages the meaning intended by the sender. Communicators must be able to apply these skills in a variety of communicative domains, across a multitude of channels, and among a diverse group of communicators, all the while maintaining a focus on the ultimate goals of the communicative process. The skills necessary for effective communication therefore are numerous and complex. In the following sections, we draw upon the principles above to identify a set of core communication skills. In order to be an effective communicator, one must possess skills that support both sending and receiving messages across the wide array of communicative domains and contexts encountered in life.

In addition to identifying the intended outcome, a sender must craft a message that clearly conveys a meaning that promotes that outcome. In the realm of message clarity, copious recommendations on clear writing have been made (see Gunning, 1952, and Young, 2002, for highly cited examples), and many of these recommendations can be applied to clarity in speech as well. At a minimum, message clarity depends upon employing appropriate vocabulary, grammar, and logical structures, but clarity does not rest solely on these factors. It also depends on pragmatics, or issues related to the broader context in which a message is situated. Grice's (1975) maxims of conversational "cooperation" are perhaps the most influential ideas in pragmatics. The maxims state that a message should:

1. provide the exact amount of information required, no more or less;
2. present only relevant information;
3. be concise and avoid ambiguity and obscurity;
4. not present false information.

Adhering to these principles a sender can enhance the receiver's ability to interpret the messageas intended and can foster positive social orientations (especially maxim 4) that support effective communication. Finally, it is important to note that in the domains of written and oral presentation, crafting a clear message typically involves an iterative process of revision that requires self-regulation skills such as goal-setting, planning, and reflection.

Ситуационнаязадача № 18

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

To speculate about the future is one of the most basic qualities of man. It involves two aspects: one is to forecast what the future development will be and the other is to determine in what approximate period of time it is going to take place. To make such a prognosis means to learn from the past experience and to extrapolate the knowledge into the future. Recently, however, the rate of change has been so great as to make it difficult to learn from experience, at least as far as the time factor is concerned. To take but one example, a prediction of man's possible landing on the Moon around the turn of the century was made as late as 1961, only 8 years before the actual event! So, to be on the safe side, we had better leave time to take care of itself, and concentrate our attention on what the future may be like. There is yet another problem involved: are we to accept submissively any possible course of events, or are we to work for a future most suited for most people? The choice is to be made, at different levels, by every individual and by every society.

What is the nature of the scientific attitude, the attitude of the man or woman who studies and applies physics, biology, chemistry or any other science? What are their special methods of thinking and acting? What qualities do we usually expect them to possess? To begin with, we expect a successful scientist to be full of curiosity - he wants to find out how and why the universe works. He usually directs his attention towards problems which have no satisfactory explanation, and his curiosity makes him look for the underlying relationships even if the data to be analysed are not apparently interrelated. He is a good observer, accurate, patient and objective. Furthermore, he is not only critical of the work of others, but also of his own, since he knows man to be the least reliable of scienrific instruments.

And to conclude, he is to be highly imaginative since he often looks for data which are not only complex, but also incomplete.

Ситуационнаязадача № 19

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

Accounting for Social and Cultural Differences

In an increasingly global world, communicators often come from socially and culturally diverse backgrounds, presenting additional challenges in producing a message that will be interpreted as

intended. In general, cultures can differ in relatively low-level aspects of communication, such as pacing and pausing of speech, or in high-level aspects, such as their use of indirect language, potentially leading to problems in communication across cultures. To cite one example, Chinese, Korean, and American cultures differ in their reliance on unstated context in communication and in their tolerance for confrontation. Recognizing and accounting for these cultural differences necessitate what is commonly referred to as intercultural communicative competence, or "the knowledge, motivation, and skills to interact effectively and appropriately with members of different cultures". Numerous models of general intercultural competence have been proposed, highlighting skills such as maintaining awareness of one's own cultural norms, knowledge of and curiosity about other cultures, recognizing cultural differences, and dealing with cultural uncertainty (Matveev, 2017). These intercultural skills are required for a sender to craft a message that will be interpreted as intended by a member of another culture and more generally to develop positive social relationships that support communication.

Selecting Appropriate Channels

Finally, a sender must be able to select the appropriate channel for communication. This is particularly important in the modern world, where communication channels proliferate: email, video chat, instant messaging, blogs, wikis, websites, and social media, in addition to more traditional forms of communication such as papers, presentations, or face-toface conversation. Each of these channels has advantages and disadvantages that must be reckoned with. For example, initiating an instant message can result in an immediate response but interrupts the receiver's current activity, while emails often involve delayed response but do not necessarily interrupt current activities (Turner, Qvarfordt, Biehl, Golovchinsky, & Back, 2010). In general, the modern world involves a complex web of communication channels with different properties and usefulness in different contexts (Turner et al., 2010; Watson-Manheim &Bélanger, 2007). A sender must be able to navigate this complexity, choosing the most effective channel for each act of communication. To sum up, the goal of a sender is to produce a message likely to be interpreted by the receiver as intended so that the desired outcome might be achieved. To do so, senders must be able to identify desired outcomes, produce messages that most clearly convey meaning that might achieve those outcomes, model receivers' minds, adhere to conventions, account for social and cultural diversity, and select the most appropriate channel for communication. These skills apply broadly across many communicative contexts and domains. As we will discuss next, some of these production skills are central to effectively receiving messages, as well, though message reception also has skills that apply to it uniquely.

Ситуационнаязадача № 20

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

Clear messages often make use of nonlinguistic message components. Face-to-face communication usually is accompanied by bodily gestures, which can emphasize what is said verbally, convey beliefs or feelings, regulate the dynamics of interpersonal communication, or even directly substitute the verbal information (Ekman & Friesen, 1969). The role of gesture in verbal communication has been recognized by many scholars (see Gordon, Druckman, Rozelle, and Baxter, 2006, for review). Additional nonlinguistic elements of messages come in the form of visual aids, common in - 11 - both spoken and written communication in educational and professional contexts. Expertise in communication through nonlinguistic visual modes is often termed "visual literacy" and has been recognized as an important component of communication in a wide variety of contexts (Dondis, 1974; Fransecky&Debes, 1972; Stokes, 2002). Modeling Others' Minds Skills in producing messages are meant to support a sender's ability to accurately convey meaning. However, as noted previously, meaning is conveyed via messages that are subject to interpretation by the receiver. A sender must possess skills required to model the mind of the receiver in order to produce a message that the receiver is likely to interpret as intended. For example, senders should avoid using terms that are unknown to the receiver or making

claims that might offend the receiver (unless such offense is a desired outcome). In psychology, the ability to model others' mental states is known as "theory of mind" and is a skill typically developed in early childhood (Bretherton, McNew, &Beeghly-Smith, 1981; Goldman, 2012). In communication, the notion of "audience analysis" captures the process by which a speaker or writer assesses receivers' traits such as knowledge, beliefs, and culture in order to craft the most appropriate message (McQuail, 1997).

While audience analysis has been applied most commonly to mass communications, at its core it is applicable to all forms of communication. Adhering to Conventions A sender also must account for diversity in the conventions of different disciplines, professions, and communication channels. For example, the conventions governing the exchanging of text messages with friends allow for the usage of conventionalized slang and abbreviations ("textese"), a convention that sometimes is misapplied in other communicative contexts (e.g., Drouin, 2011). In academic writing, professional associations issue their own style manuals that provide extensive guidance on the norms of discourse in their disciplines (Hagge, 1997). Other norms might be implicit, though, such as the tendency for scientific writing to hedge claims in anticipation of opposing views (Hyland, 1996). Like science and academics, the business world has its own conventions (Ewald & Stine, 1983; Kramer & Hess, 2002), and individual organizations can vary their communication conventions over time in response to those norms' perceived effectiveness in achieving business goals (Suchan, 2006). Recognizing and adhering to conventions is central to producing messages that are interpreted as intended.

Ситуационнаязадача № 21

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

Read the text «Higher Education in the United States». Find English equivalents for the following Russian words and expressions: выпускники, заявления, подаватьзаявление, аспирантура, завоеватьрепутацию,

Out of more than three million students who graduate from high school each year, about one million go on for higher education. A college at a leading university might receive applications from two percent of these high school graduates, and then accept only one out of every ten who apply. Successful applicants at such colleges are usually chosen on the basis of a) their high school records; b) recommendations from their high school teachers; c) their scores on the Scholastic Aptitude tests (SATs).

The system of higher education in the United States is complex. It comprises three categories of institutions: 1) the university, which may contain a) several colleges for undergraduate students seeking a bachelor's (four-year) degree and b) one or more graduate schools for those continuing in specialized studies beyond the bachelor's degree to obtain a master's or a doctoral degree; 2) the technical training institutions at which high school graduates may take courses raging from six months to four years in duration and learn a wide variety of technical skills, from hair styling through business accounting to computer programming; 3) the two-year, or community college, from which students may enter many professions or may transfer to four-year colleges.

Any of these institutions might be either private or public, depending on the source of its funding. Some universities and colleges have, over time, gained reputations for offering particularly challenging courses and for providing their students with a higher quality of education. The factors determining whether an institution is one of the best or one of the lower

prestige are quality of teaching faculty; quality of research faculties; amount of funding available for libraries, special programs, etc. (Et cetera - и такдалее); and the competence and number of applicants for admission, i.e. (id est–тоесть) how selective the institution can be in choosing its students. The more desirable institutions are generally more costly to attend (as the IVY League institutions, including Brown University, Columbia College, Cornell University (College of Arts and Sciences), Dartmouth College, Harvard Radcliffe, Princeton University, University of Pennsylvania, Yale University) and having graduated from one of them brings distinct advantages as the individual seeks employment opportunities.

SAT is a test in mathematics and verbal ability. It is taken in the 11-th and 12-th grade of high school two or three times. SAT is preceded by PSAT (preparatory), a test to give a student a warm-up exercise for the SAT and indicate their probable SAT scoring range. ACT - the American College Testing program is similar to SAT but scores social studies and the natural studies. The test is taken once when required by certain colleges and universities. Both tests (SAT, ACT) are wildly used in the admission process of US colleges and universities.

Ситуационнаязадача № 22

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

COMMUNICATION MODELS AND SKILLS

A recent review of the literature by van Ginkel and colleagues led to the formulation of seven design principles for developing oral presentation skill. Briefly stated, they are the following:

Establish clear learning objectives. „
Make presentations relevant to authentic activities in the discipline. „
Present expert and peer models of successful performance. „
Offer practice opportunities. „
Provide explicit and timely feedback. - 16 - „
Have peers provide formative feedback. „
Help students to self-assess, potentially by using video recordings.

The use of video-recorded practice can help facilitate many of these design principles. When students record themselves speaking on a clearly defined topic, watching the video can facilitate self-reflection about their performance, pinpointing areas to improve, building confidence, and practicing how to manage their own nervousness, particularly when they are provided rubrics to help self-assess. In addition, combining recordings with constructive feedback from peers or instructors has been found to improve presentation skill. Peer feedback appears to be particularly beneficial, as feedback from peers may be easier for a student to comprehend and to integrate into subsequent performance. In addition, the process of providing feedback allows learners to reflect on aspects that are critical to successful performance by comparing and contrasting successful and unsuccessful attempts and isolating the most critical elements. From a logistical standpoint, peer feedback can likely be provided more readily than feedback from an instructor, meaning that peer feedback can provide for more opportunities to practice presenting as well as more opportunities to receive feedback.

In the workplace, nearly three-quarters of employers report difficulty finding job candidates who possess requisite communication skills (Business Roundtable, 2017). Silicon Valley recruiters have previously noted that new hires were lacking in writing skills, professional email etiquette, and self-expression capability. Furthermore, 64 percent of employers say that new graduates possess average or below average communication skills, compared to approximately 45 percent who say the same of more experienced workers (American Management Association). Highlighting these findings is not intended to disparage or dishearten; rather, these findings serve as a reminder that education in communication skills, as in all areas, can always improve. This

paper aims to provide guidance for doing just that. In the rest of this paper, we identify a set of skills that support successful communication in its many forms, discuss strategies for teaching those skills, and describe methods for their assessment.
Communication Models and Skills Up to now, we have discussed communication skills in general terms. In this section, we establish a specific set of skills that support effective communication. To do so, we first review a number of influential theoretical models of communication in order to establish a number of core principles. We then draw upon these principles to identify a set of skills necessary for effective communication across a wide array of domains.

Ситуационнаязадача № 23

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

RECEPTION SKILLS

Receiving messages draws upon many of the skills required for effective message production. Like production, reception requires basic linguistic and visual competencies for encoding and decoding linguistic and nonlinguistic symbols. Receivers additionally must be able to model the minds of senders to reliably recover intended meanings, and, because senders and receivers can differ in social and cultural backgrounds, reception requires adequate skill in intercultural communication. Receivers must be aware of the conventions governing communication in various contexts and channels in order to accurately interpret the message in context of those conventions. Finally, receivers must also determine their own desired outcomes; for example, a reader of a complex text might first determine what specific information they are looking for. Receiving messages also requires skills not involved in message production: specifically, those involved in listening and reading. While the basic decoding of linguistic and nonlinguistic signals can be viewed as a largely passive act, receiving a message also requires active effort on the part of the listener or reader in order to fully appreciate a sender's intended meaning and communicative goals. Various strategies for taking an active role in reading and listening have been proposed, going by terms such as "active listening" (e.g., Hoppe, 2007) and "deep" (e.g., Wolf &Barzillai, 2009) or "close reading" (e.g., Brummett, 2010). What these receptive techniques have in common is that receivers are encouraged to actively attend to the messages, monitor their own understanding, and consider the background, emotions, and intentions of the sender. Active Listening Active listening is most commonly applied to interpersonal communication and was developed initially for application in psychological counseling, though
Hoppe (2007) proposes six specific skills with respect to active listening in face-to-face communication: 1. paying attention; 2. withholding judgment; 3. reflecting; 4. clarifying; 5. summarizing; 6. sharing.
In paying attention, the listener not only carefully attends to the speaker but also overtly demonstrates this attention with behaviors such as eye contact and bodily posture. Withholding judgment helps the listener avoid interference in interpretation from their own preconceived beliefs, biases, or social or cultural norms. Reflecting involves briefly paraphrasing the speaker's message, thereby providing an opportunity to uncover possible misunderstanding. Clarifying involves requesting further information to encourage the speaker to provide all necessary information for the listener to recover the intended meaning and to uncover the speaker's communicative goal. Summarizing the speaker's message occurs at the end of the listening process, providing a final opportunity to identify any misunderstandings or points of ambiguity. Finally, sharing involves informing the speaker about one's own ideas and feelings with respect to what the speaker has conveyed. All the while, it is important for the listener not to interrupt the speaker. These active-listening skills support accurately and objectively recovering intended meaning in the context of interpersonal communication. Note that withholding judgment can also

support one-way communication, for example, when reading a politician's statement in support of a controversial government program.

Ситуационнаязадача № 24

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

British and American Universities

British and American Universities are similar in their pursuit of knowledge (в погонезазнаниями) as a goal but are quite different in their organisation and operation.

English universities and colleges because of their selective intake, are relatively small. American Universities, which combine a number of

different colleges and professional schools, are large, sometimes with 20,000 to 25,000 students on one campus (территорияколледжа). Teacher training colleges and polytechnics are alternative to the university course for some students in Britain, being established for specific purposes. In contrast, virtually all schools of education, engineering and business studies, are integral parts of universities in the United States. In Britain universities receive about 70% of their financial support through Parliamentary grants. Similarly, in the US, public institutions receive about 75% of their funds from local, state and federal sources, but private colleges and universities receive little or no government support. In the UK, personal aid is provided by the government to over 80% of the students through local educational authorities according to the parents' income. In the US student's aid is administrated by the university or the sponsoring agency and is provided by private organisations and the state or federal governments.

The structure of almost all British universities (except Oxford and Cambridge) is similar to Russian ones, with a central administration in the main building, various faculties, and within the faculties, various departments. Professors run the departments, deans rule the faculties, and at the top of the hierarchy is the Vice Chancellor, equivalent to your Rector. He or she has some kind of council to help govern the university.

Oxford and Cambridge, however, are quite different. You must imagine a federation of autonomous republics with a common foreign policy (dealing with the government and other universities) and with a common budget (money from the government and other national and international sources) and a set of common values (the teaching of undergraduates and graduates and the pursuit of scholarly research), which are at the same time fiercely independent «republics» with their own funds, their own students, their own projects and enthusiasm. Both the University and its colleges are very democratic institutions. Every member of the university is also a member of a college. The 3,200 senior members of the University (those engaged in teaching and research) vote for the Vice Chancellor, who is appointed for four years only and cannot be reelected; they also vote for the two governing councils, for the faculty committees, the library committees, and the administration. At the same time, as «Fellows» (членыСовета) of their own college, they appoint new fellows, select students from the many who apply to enter the university, organise the finances and take on many practical responsibilities.

Academic Student Life in the US.

Academic year is usually nine-month duration, or two semesters of 4 and a half months each. Classes usually begin in September and end in July. There are summer classes for those who want to improve the grades or take up additional courses.

During one term or semester, a student will study, simultaneously (одновременно), four or five different subjects. At the undergraduate level, there may be some courses that every student has to take (for example, classes in world history, math, writing or research). But students select their major plus a number of electives (факультативныекурсы) (courses they do not have to take, but may choose). The students' progress is often assessed through quizzes (short oral or written tests), term papers and a final examination in each course. Typically, an undergraduate student has to earn a number of credits (about 120) in order to receive degree at the end of four years of college. Credits are earned by attending lectures (or lab classes) and by successfully completing assignments and examinations. One credit usually equals one hour of class per week in a single course. A three-credit course in biology could involve two hours of lectures plus one hour in a science lab every week. The course may last 10 to 16 weeks - the length of a semester. Any student may audit a course, that is to take up an extra course for personal interest without earning credits, it must be paid for on an hourly basis.

Each part of a student's work in a course is given a mark which helps to determine his final grade. A student record consists of his grade in each course. College grades, determined by each instructor on the basis of class work and examinations, are usually on a five-point scale, with letters to indicate the levels of achievement. A - is the highest mark, indicating superior accomplishment (достижение), and the letters go through B, C, D to E or F which denotes failure. Many schools assign points for each grade (A=5, B=4, etc.) so that grade point average (3,5) is required to continue in school and to graduate.

Ситуационнаязадача № 25

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

COMMUNICATION IN PRACTICE

DEEP READING

Like active listening, "deep" or "close" reading requires active effort on the part of the receiver. However, while active listening focuses mainly on developing understanding without judgment, deep reading focuses more on critical analysis. Davis (1944) identifies nine fundamental reading skills. These include basic skills such as knowing word meanings and answering questions using information stated in a text, as well as more complex skills such as drawing inferences about unstated information and determining a writer's intent. These more complex skills begin to get at the notion of "deep" or "close" reading mentioned above. Wolf and Barzillai (2009, p. 32) define deep reading as "the array of sophisticated processes that propel comprehension and that include inferential and deductive reasoning, analogical skills, critical analysis, reflection, and insight." Ultimately, these skills are applicable to a broad range of communicative contexts beyond reading books and papers, as effectively receiving any message can require some degree of critical analysis and reflection. In reality, deep-reading skills overlap to a significant degree with more general critical-thinking skills. In this and the preceding section, we have identified eight core communication skills related to effective production and reception of messages across a

wide array of communicative domains. Table 1 summarizes these skills and provides for each a few examples of behaviors exhibiting the application of the skills.
The Center for Advanced Professional Studies (CAPS) provides high-school juniors and seniors with the training they need to succeed in high-demand, high-skill jobs. CAPS teachesprofessional skills holistically in the context of projects and interactions with peers, instructors, and business partners. Below are examples of how CAPS students learn and practice communication skills across three academic disciplines.

Caps Medical Simulation Lab

CAPS medicine and healthcare students participate in sessions in the Medical Simulation Lab with a high-fidelity patient simulator. Students become healthcare providers, working in teams and assuming different healthcare professional roles. These simulation exercises allow students to practice interprofessional communication while receiving an introduction to basic clinical skills. As students try on varied healthcare roles from week to week, they interact with a computerized patient and their peers to diagnose and treat a variety of medical issues. The Simulation Lab provides students with the opportunity to develop and enhance communications skills and confidence in their own abilities without worrying about compromising patient safety. Students quickly learn that professionals in healthcare must communicate and collaborate because access to data is growing rapidly and no professional has complete mastery of the knowledge and skills across all areas. The Simulation Lab is a learning springboard for young professionals, providing a foundation for future growth and development.

Ситуационнаязадача № 26

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

University and Higher Degrees in Great Britain

In England, Wales and Northern Ireland the most usual titles for a first or an undergraduate degree are Bachelor of Arts (BA) or Bachelor of Science (BSc). A first degree is usually awarded at the end of a three-year course, which most people start at the age of 18/19, after leaving school, a second degree is Master of Arts (MA) or Master of Science (MSc) and the highest degree is Doctor of Philosophy (PhD).

A higher degree is one which is awarded after further study, usually, although not always, involving research. It is sometimes also called a further degree.

The range of second or further degrees in Britain is huge and complex – and depends on the arrangements of each autonomous university. There are MPhil (Master or Philosophy), MEng (Master of Engineering), MArch (Master of Architecture), and many others. Although some students take their second degree in the same university as their first degree, many more move to another university.

The award of a Master‟s degree is the culmination of what is normally one-year full time or two-years of part-time taught study and demonstrates the attainment of mastery in the chosen subject area.

Until recently, postgraduate Master‟s degrees were awarded without grade or class. Nowadays, however, Master‟s degrees are classified into categories of Pass, Merit and Distinction – commonly 50+, 60+, and 70+ percent marks, respectively.

The most common types of research postgraduate Masters are MPhil and MRes. The Master of Philosophy (MPhil) is a research degree awarded for the completion of a thesis. It is a shorter

version of the PhD but is of a lower standard. The Master of Research (MRes) degree is a more structured and organized version of the MPhil, usually designed to prepare a student for a career in research. For example, an MRes may combine individual research with periods of work placement in research institutions.

The Universities of Oxford, Cambridge and Dublin award MA degree to BAs without further examination, when a certain number of years have passed and (in some cases but not all cases) upon payment of a nominal fee. The MAs awarded by Oxford and Cambridge are colloquially known as the Oxbridge MA.

The doctorate generally requires an outstanding proficiency in some specialised branch of research. It is regarded as the highest degree. The degree of Doctor of Philosophy (PhD) is awarded after a minimum of two or three years‟ research and indicates a higher level of attainment than a Master‟s degree. The degree often leads to careers in academia as a lecturer or researcher. The use of the word philosophy does not mean that the degree is restricted to philosophy. The name is the same for all faculties, and one may have a DPhil in English, or mathematics, or geography. From a practical point of view philosophy here means the same as наук in the names кандидатилидокторнаук.

Uniformity of standards between universities is promoted by the practice of employing outside examiners for all examinations, and the general pattern of teaching (a combination of lectures, small group seminars or tutorials with practical classes where necessary) is fairly similar throughout Britain.

University and Higher Degrees in the USA

An academic degree is a title conferred upon an individual by colleges that officially recognizes completion of a prescribed academic curriculum undertaken at the undergraduate or graduate academic level.

The Bachelor of Arts (B. A.) degree is typically conferred by institutions of higher learning that are designated as four-year colleges, many of which are part of universities. In general, completion of a B.A. degree means that students successfully complete course work and fulfill certain requirements. Most bachelor‟s degree programs require at least 120 credits to graduate.

According to the US Department of Education as for graduate education, it falls into the following categories: master‟s degree education, research doctoral degree education and postdoctoral training.

The Master‟s degree

Graduate degrees vary, but the most commonly completed graduate degree is the Master‟s degree. The master‟s degree is awarded upon completion of one to two years of advanced graduate study beyond the Bachelor‟s degree, depending on the field of study and conferring institution. It recognizes heightened expertise in an academic discipline or professional field of study, gained through intensive course work; the preparation of a culminating project or scholarly paper or thesis; or successful completion of a comprehensive examination which tests students on foundational knowledge in the field of study.

Master‟s degrees can be separated into two types: the research master‟s degree (academic) and the professional master‟s degree (professional). Popular graduate degrees include the Master‟s of Business administration (M.B.A.), Fine arts (M.F.A.), Social work (M.S.W.), Law (LL.M.), and specialist in education (Ed.S.).

The research doctorate is the highest academic degree conferred upon an individual in the US system of graduate education. Course work and examinations play important roles in the first stages of a research doctoral degree program of study. However, what distinguishes this degree from all others (in particular, from first professional doctoral degrees) is its recognition of the recipient‟s proven ability to conduct independent research at a professional level in either an academic or professional discipline. This independent research, typically presented in the form of a thesis, dissertation, or other major culminating project, must pass the review of a committee of scholars from both within and outside the field of study. Because of the comprehensive nature of this independent research and because it must be deemed to represent an important contribution to the body of knowledge in the field of study, research doctoral degrees take an average seven years to complete. In some cases, the doctoral candidate must also complete a supervised internship.

The most commonly known research doctoral degree is the Doctor of Philosophy (PhD). It is the highest academic credential that a student can earn in the USA, making it the most prestigious. However, there are a number of other doctoral degrees (professional) that enjoy the same status and represent variants of the PhD within certain fields. Examples are the Doctor of education (EdD), the Doctor of dental science (DScS), the Doctor of architecture (DArch) and others.

Postdoctoral Education

Many persons who have earned PhD or similar degrees enroll in postdoctoral training programs or internships. Lasting one or more years, these programs do not usually confer a degree, but they are often considered necessary for those hoping to launch a professional or academic career in a given field of study.

Honorary Degrees

Honorary degrees are awarded by institutions of higher education primarily in recognition of some significant achievement rather than the completion of an academic course of study. For this reason, honorary degrees are not generally considered comparable to their academic counterparts.

Ситуационнаязадача № 27

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

COMMUNICATION MODELS AND SKILLS

ENGINEERING

Communication skills are an essential component in the education of engineering students. They are one of eleven key outcomes required by the Accreditation Board for Engineering and Technology (ABET) and received the highest rating from employers in the study. Further supporting this, CAPS (The Center for Advanced Professional Studies) business partners have said repeatedly that oral communication and presentation skills are one of the best career

enhancers and the single biggest factor in determining a student's career success or failure. As a program that prepares students for post-secondary engineering programs, CAPS focuses on developing the communication - the other, a notion generally related to Aristotle's notion of ethos originating over 2,000 years before Newcomb's work. These models present only a small selection of theoretical approaches to communication, and in briefly summarizing them the complexity of communication is apparent. Still, these models collectively highlight the following principles: Communication involves the act of conveying meaning. Meaning is conveyed to achieve some outcome (e.g., informing, persuading, questioning). Meaning cannot be conveyed directly and must be transmitted via a message that is subject to interpretation by each individual communicator. A message's content, structure, and delivery are all critical to a message's success in conveying the intended meaning. Messages can be any combination of linguistic and nonlinguistic symbols. Messages are sent through channels or mediums, each with unique properties that affect messages' forms and interpretations. Senders and receivers of messages play equally important roles in the successful conveying of meaning. Communication can be one-way or interpersonal. A communicator's production and interpretation of messages are affected in part by emotions, beliefs, knowledge, social and cultural background, social orientation toward other communicators, and communication skills.

Effective communication requires skills that support the successful conveying of meaning and, ultimately, the achieving of desired outcomes. A sender must be able to reliably craft and deliver messages that clearly convey the intended meaning and achieve the desired outcome. A receiver must possess the skills to attend to messages and to assign to those messages the meaning intended by the sender. Communicators must be able to apply these skills in a variety of communicative domains, across a multitude of channels, and among a diverse group of communicators, all the while maintaining a focus on the ultimate goals of the communicative process. The skills necessary for effective communication therefore are numerous and complex. In the following sections, we draw upon the principles above to identify a set of core communication skills. In order to be an effective communicator, one must possess skills that support both sending and receiving messages across the wide array of communicative domains and contexts encountered in life. We therefore identify a set of broadly applicable, domain-general skills. In keeping with the sender–receiver dichotomy, we first identify the skills central to producing effective messages before moving on to those necessary for effectively receiving messages.

COMMUNICATION MODELS AND SKILLS base upon which students can build. In keeping with the holistic approach to professional skill development, engineering students have ample opportunities to practice their oral, written, listening, visual, and interdisciplinary communication skills, including final presentations and interviews with industry professionals around project work. BUSINESS: "SHARK TANK" "If you cannot communicate well, you are never going to persuade the sharks to get behind your product or service." That is one of the first lessons that the CAPS (The Center for Advanced Professional Studies) global-business students learn as they embark on culminating projects. To prepare students for time in the "Shark Tank," students spend time throughout the semester honing elevator pitches and learning to quickly explain the differentiating elements of their products or services. Confidence can be learned, and it begins with establishing eye contact and making a simple and compelling pitch. Students routinely learn from sales and marketing professionals, and, more organically, they lead program tours, conduct meetings with business partners, and network throughout the community.

Teaching Communication Skills Having identified core communication skills, we now turn to the question of how to help learners acquire and refine these skills. Our review focuses on empirical research on effective teaching practices so as to provide evidence-based recommendations for certain practices. As we shall see, research on communication-skills teaching generally does not focus on teaching the individual skills above in domain-general fashion. Instead, research typically investigates teaching communication skills holistically within particular communicative domains such as reading, public speaking, or interpersonal

communication. This is only natural, given that students must be prepared to communicate effectively in the specific domains that they will encounter in future academic and career contexts. The following research review on teaching practices (and that on assessment later in the paper) is structured accordingly.

Ситуационнаязадача № 28

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

THE PROCESS OF TEACHING

A teacher's main responsibility is to teach. The teacher's job involves many roles besides that of instructing students. At times, a teacher serves as a parent surrogate, entertainer, psychotherapist, and record keeper, among other things. All of these are necessary aspects of the teacher's role. However, they are subordinate to and in support of, the major role of teaching.

Some teachers become more concerned with mothering or entertaining students than with teaching them. In these classes, much of the day is spent in reading stories, playing games, singing and listening to records. Such teachers do not like to spend much time teaching the curriculum and feel they must apologize to children or bribe them when lessons are conducted. These teachers are meeting their own needs, not those of the students. By the end of the year, the pupils will have acquired negative attitude toward the school curriculum, and they will have failed to achieve near their potential.

The teacher is in the classroom to instruct. This involves move than just giving demonstrations or presenting learning experiences. Instruction also means giving additional help to those who are having difficulty, diagnosing the sources of their problems, and providing remedial assistance. For the teacher we see that it means finding satisfaction in the progress of slower students as well as brighter ones. If a teacher's method of handling students who finish quickly is to assign them more of the same kind of exercises, students will learn to work more slowly or hid the fact that they have finished. Teachers would do much better to assign alternate activities of the students' choice or to allow them to move on to more challenging problems of a similar type.

Another important indicator is the way teachers respond to right and wrong answers. When teachers have the appropriate attitude, they accept either type of response for the information it gives about the student. They become neither overly elated about correct answers nor overly disappointed about incorrect answers. They use questions as a way to stimulate thought and to acquire information about a student's progress.

Although praise and encouragement are important, they should not interfere with basic teaching goals. If a teacher responds with overly dramatic praise every time a student answers a simple question, the class will likely be distracted from the content of the lesson. A better strategy is to follow a simple correct answer with simple feedback to acknowledge that it is correct. Criticism, of course, should be omitted. In general, the teacher’s behavior during question-and-answer sessions should say, "We're going to discuss and deepen our understanding of the material," and not, "We’re going to find out who knows the material and who doesn't."

Although all students cannot be expected to do equally well, each teacher can establish reasonable minimal objectives for a class. Naturally, most students will be capable of going considerably beyond minimal objectives, and the teacher should encourage students' cognitive development as far as their interests and abilities allow. However, in doing so, teachers must not loose sight of basic priorities. Teachers with appropriate attitudes will spend extra time working with students who are having difficulty.

When teachers do have the appropriate attitude toward school-work, they present it in ways that make their students see it as enjoyable and interesting. Teachers should not expect students to

enjoy learning in the same way they enjoy a ride on a roller coaster. Instead, there should be the quieter but consistent satisfaction and feelings of mastery that come with the accumulation of knowledge and skills.

Teachers with negative attitudes toward school learning see learning activities as unpleasant but necessary drudgery. If they believe in a positive approach toward motivation, they will attempt to generate enthusiasm through overemphasis on contests, rewards, and other external incentives. If they are more authoritarian and punitive, they will present assignments as bitter pills that students must swallow or else. In either case, the students will acquire distaste for school activities, thus providing reinforcement for teacher expectations.

Other evidence of inappropriate teacher attitudes toward school activities includes: emphasizing the separation of work and play, with work pictured as an unpleasant activity one endures in order

to get to play; introducing assignments as something the class has to do, rather than merely as something they are going to do; the use of extra assignments as punishments, etc. Teachers with negative attitudes also discuss academic subjects in a way that presents them as dull and devoid of content.

Teachers must communicate to all of their students the expectations that the students want to be fair, co-operative, reasonable, and responsible. This includes even those who consistently present the same behavior problems. If students see that teachers do not have the faith in them, they will probably lose whatever motivation they have to keep trying. Thus, teachers should be very careful to avoid suggesting that students deliberately hurt others or enjoy doing so, that they cannot control their own behavior, or that they simply do not care and are making no effort to do so. Such statements will only establish a negative self-concept and will lead to even more destructive behavior.

Ситуационнаязадача № 29

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

THE PURPOSE OF EDUCATION

There is a feeling that the schools are not succeeding – that standards are too low, that schools are not preparing young people with the skills, knowledge and personal qualities which are necessary for the world of work and schools have failed to instill the right social values. These are the criticisms and therefore there have been changes to meet these criticisms.

However, the criticisms take different forms. First, there are those who believe that standards have fallen, especially in the areas of literacy and numeracy – and indeed unfavourable comparisons are made with the other countries as a result of international surveys. For example, the recent Third International Mathematics and Science Survey (TIMSS) placed in England and Wales very low in mathematical achievement at 13 – although very high in science. Therefore, these critics emphasize «back to basis» and the need for more traditional teaching methods.

Second, there are those who argue for a rather traditional curriculum which is divided into «subjects» and which calls upon those cultural standards which previous generations have known – the study of literary classics (Shakespeare, Keats, Wordsworth), rather than popular multi-cultural history, classical music rather than popular music, and so on. Since there are many children who would not be interested in or capable of learning within these subjects, there is a tendency for such advocates of traditional standards to support an early selection of children into «the minority» who are capable of being so educated, separated off from «the majority» who are thought to benefit more from a more technical or practical education.

Third, there are those who question deeply the idea of a curriculum based on these traditional subjects. Many employers, for instance, think that such a curriculum by itself ill – serves the country economically. The curriculum ought to be more relevant to the world of work, providing those skills, such as computer, numeracy and literacy skills, personal qualities (such

as cooperation and enterprise) and knowledge (such as economic awareness) which make people more employable.

A very important speech which expressed those concerns and which is seen as a watershed in government policy was that of Prime Minister Callaghan at Ruskin College, Oxford, in 1976.

«Preparing future generations for life» was the theme and he pointed to the need for greater relevance in education on four fronts: the acquisition by school leavers of basic skills which they lacked but which industry needed; the development of more positive attitudes to industry and to the economic needs of society; greater technological know-how so that they might live effectively in a technological society; the development of personal qualities for coping with an unpredictable future.

Ситуационнаязадача № 30

Read and translate the text. Make 6 special and two general questions to the text. Write the annotation of the text.

CAREER PROSPECTS FOR POSTGRADUATES

Postgraduate sector is mushrooming today. Further study is undertaken for a variety of reasons but usually with some career aim in mind. Just getting a university degree isn‟t enough nowadays, many undergraduates feel an extra qualification is a way to distinguish themselves from a large number of job-hunters clutching a first-degree certificate. A higher degree can open new options to them when entering the same job market as an undergraduate. Employers are increasingly looking for graduates who can hit the ground running, who can demonstrate both breadth and depth of subject knowledge.

Postgraduate study is fundamental to the development of higher level skills. The process of achieving a research degree develops an inquiring mind, independence of thought, problem-solving abilities, an ability to work autonomously and the ability to assimilate, articulate and defend new ideas. The benefits of post-graduate education are obvious: development of key skills, the chance to put theory into practice, greater understanding of career choices, valuable career contacts for the future.

Postgraduates are among the most intelligent students. They tend to be people who have succeeded academically. The view that postgraduates are other-worldly and lacking in drive is outdated, and there is evidence that employers are taking postgraduates much more seriously. Having organized their own studies, postgraduates can be good project managers, experts in analysis, and capable of working through complex processes without being intimidated.

A postgraduate qualification from the BSU is one that is recognized globally and will provide an excellent route to better career prospects. Major companies say they would rather employ students from the BSU. The BSU‟s high quality facilities and teaching and its interdisciplinary approach to research will enable trainees to complete a high-quality master‟s or doctoral thesis and to develop a range of knowledge, understanding and skills necessary for their future employment.

The current crop of PhD students are surely busier than their predecessors, and are being required to professionalize earlier. Not only are they working to finish their dissertations within the three-year period of their awards, but engaged in other activities entirely appropriate to their stage of career. They often do teaching, make research trips, attend seminars, lectures, conferences where they get experience in delivering materials in a public forum, and develop presentation skills.

Combining subjects in a degree programme is a popular way of tailoring a course to reflect one‟s career aspirations. Employment opportunities demand well developed language skills. The course of a foreign language will provide language training opportunities for all students whatever course they are taking.

Students working towards a PhD have already completed a Master‟s degree. It is crucial that learners considering this option have a deep interest in their subject and a commitment to producing a piece of original research despite the pressure to complete the dissertation on time

and have a certain number of publications. It is equally important that they have a research topic which is both interesting to them, and viable in the context of a research degree.
Whatever career path a postgraduate chooses most employers are sure to value the skills he has developed while doing a degree.