The image features three silhouettes of graduates in academic regalia against a dark blue background filled with white stars. The graduates are shown in various poses, with their arms raised, symbolizing achievement and success. The silhouettes are layered, with the most prominent one in the foreground being dark, and others behind it being lighter, creating a sense of depth and progression.

Обучение ЕАР в формате  
академической мобильности.  
Принципы построения курса ЕАР для  
бакалавров и магистрантов

зам.директора по метод. работе АНО  
«Лаборатория иностранных языков»  
Чекчурина О.Ю.

# Универсальные Учебные Действия +ИЯ

ЛИЧНОСТНЫЕ  
РЕГУЛЯТИВНЫЕ  
ПОЗНАВАТЕЛЬНЫЕ  
КОММУНИКАТИВНЫЕ

## Цель обучения иностранному языку в вузе с учётом требований академической мобильности:

- Подготовить студентов к эффективному обучению в вузе – компетенции для общего высшего образования
- Сформировать и активизировать все виды речевой деятельности на основе материалов из актуальных программ обучения в вузах на английском языке
- Сформировать специализированные и профессиональные компетенции

# Характеристики учебных материалов по академическому английскому языку

- Интеграция всех 4 видов речевой деятельности
- Аутентичные материалы для аудирования, чтения и заданий по говорению и письму
- Задания для формирования стратегий речевого поведения студентов – бакалавров и магистров
- Метод кейсов

Активное развитие мультимедийных компонентов курсов – можно работать с интерактивной доски

# EAP skills

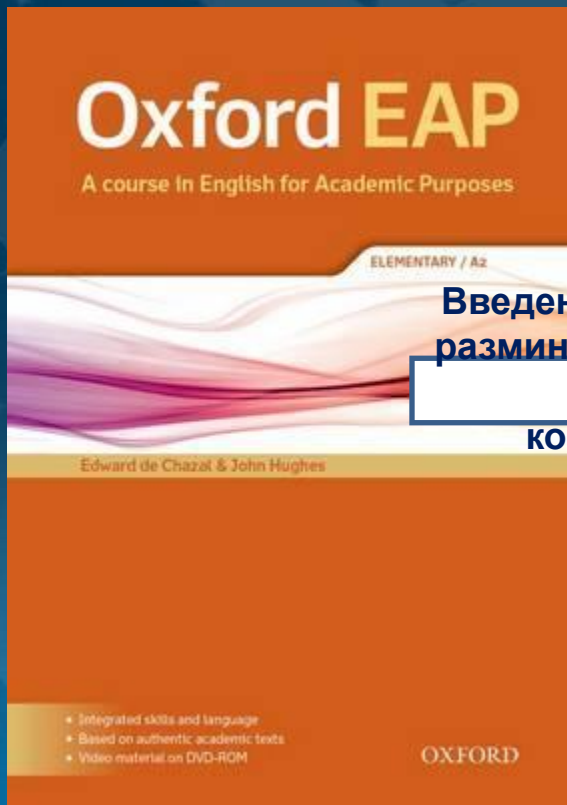
- Critical thinking
- Effective note-taking
- Citation & referencing
- Summarizing and paraphrasing
- Avoiding plagiarism
- Preparing & participating in debate
- Effective presentations & feedback
- Effective communication for exchange

**основа для  
отдельного курса  
или программы  
обучения**

**компонент  
основного курса  
английского языка**

# English for Academic Purposes уровня

## A2



Введение лексики, речевая  
разминка, условно-речевые  
у условно-  
коммуникативные  
упражнения

### UNIT 7 Resources

ACADEMIC FOCUS: UNDERSTANDING FACT AND OPINION



#### LEARNING OBJECTIVES

This unit covers:

- Listening and Speaking**
  - Reading to prepare for a seminar
  - Understanding facts and opinions in a seminar
  - Discussing an issue
- Reading**
  - Understanding factual information in a text
  - Noticing features of text types
  - Distinguishing between fact and opinion
- Writing**
  - Writing passive sentences about steps in a process
  - Writing an evaluative sentence
  - Analysing a description of a process
  - Describing a diagram using linking language
- Vocabulary**
  - Resources
  - Vocabulary-building: Adjectives
- Academic Language Check**
  - Giving and supporting opinions, agreeing / disagreeing
  - Describing facts and processes
  - Describing steps in a process

#### Discussion

- Work in pairs. Look at the picture. What is the energy resource? How does it work?
- Match the energy resources in the list with pictures 1-8.  
biofuel coal hydroelectric power natural gas oil wave power solar power wood



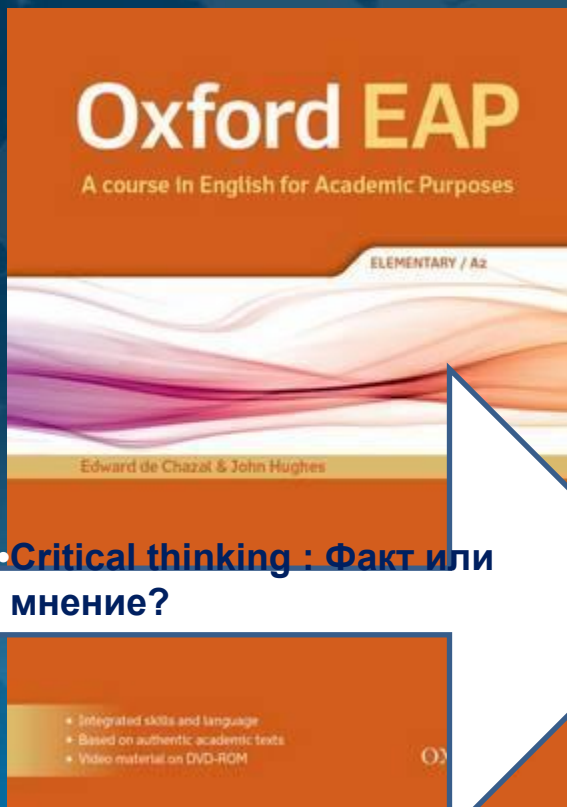
- Read two definitions. Put the energy resources in 1 and 2 in two groups, 'renewable' and 'non-renewable'.

**renewable energy resources**  
resources you can use again and again

**non-renewable energy resources**  
resources that will not last forever

- Which energy resources are important in your country at the moment? Will this change in the future?  
Example: *The main energy sources in Qatar are oil and natural gas. In the future, we will also produce solar energy.*

# English for Academic Purposes уровня



• **Critical thinking : Факт или мнение?**

**TASK 4 Distinguishing between fact and opinion**

1 Look at the sentences from two different texts about wind farms. Complete with the words and numbers in the list.  
aren't beautiful I think is reliable ugly 6 out of 10 20 1994

- 1 Wind power \_\_\_\_\_ a type of renewable energy.
- 2 Wind power isn't always \_\_\_\_\_, because often, the wind doesn't blow.
- 3 Denmark built the world's first offshore wind farm in \_\_\_\_\_.
- 4 Wind farms provide \_\_\_\_\_ kWh per person per day.
- 5 \_\_\_\_\_ governments should develop more wind farms in the future.
- 6 Some people say wind turbines are noisy and \_\_\_\_\_, but to me they're clean and \_\_\_\_\_!
- 7 According to one survey, \_\_\_\_\_ people in the UK support wind farms.
- 8 Why \_\_\_\_\_ there more wind farms?

2 Which sentences in 1 give a fact (F)? Which sentences give an opinion (O)?  
Example: 1 F


**TASK 5 Critical thinking - expressing facts and opinions**

- 1 Choose one of the topics and prepare two sentences. One sentence must express a fact about the topic and one sentence must express an opinion.
  - fossil fuels / renewable energy
  - nuclear power / solar energy and wind power
  - biofuels / oil
  - world population now / in the future
- 2 Work in pairs. Listen to your partner read their two sentences aloud. Say which sentence expresses a fact and which expresses an opinion. Say which words in the sentence make it a fact or an opinion.
- 3 Choose another topic in 1 and repeat the activity.

**INDEPENDENT STUDY**

When you read, think about what kind of text it is. Are there more facts or more opinions?

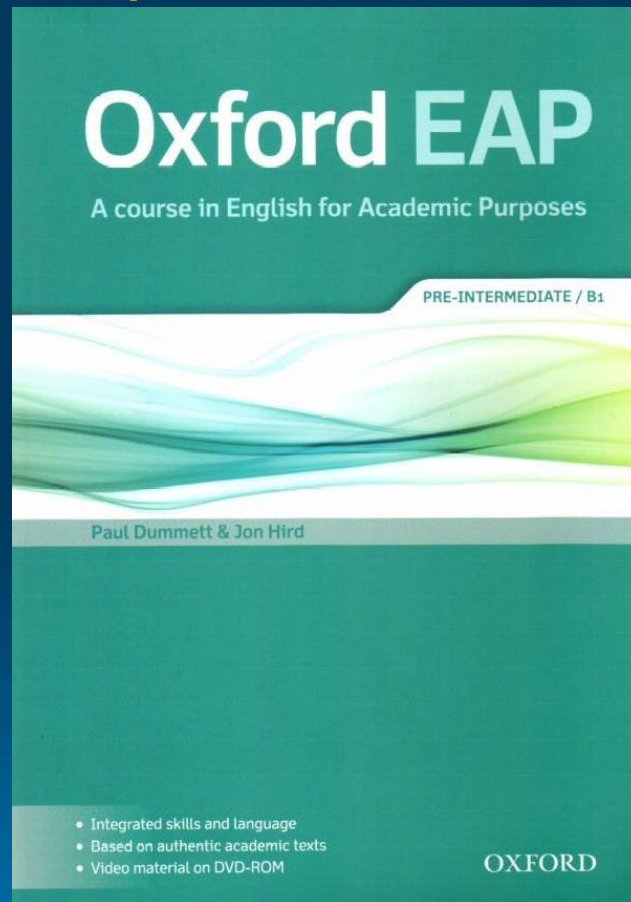
\* Look back at texts in the previous units of this book. Look for a) examples of language for presenting factual information, and b) examples of sentences with the writer's opinion.



# Курс английского языка уровня pre-intermediate

ууд

ЛИЧНОСТНЫЕ  
РЕГУЛЯТИВНЫЕ  
ПОЗАВАТЕЛЬНЫЕ  
КОММУНИКАТИВН  
ЫЕ





# Critical thinking

# Summarizing and paraphrasing

## UNIT 3 Ethics

ACADEMIC FOCUS: DESCRIBING AND EXPLAINING

### LEARNING OBJECTIVES

This unit covers:

#### Listening and Speaking

- Understanding the main idea and supporting details in a presentation
- Noting down examples in a presentation
- Describing a concept
- Asking for repetition and clarification

#### Reading

- Understanding a descriptive text
- Recognizing the use of description in a text
- Understanding noun phrases in descriptions

#### Writing

- Identifying the use of articles
- Using articles in sentences and in a short paragraph
- Identifying the use of determiners to give cohesion
- Adding descriptive detail to nouns
- Writing a short paragraph using noun phrases

#### Vocabulary

- Style: Academic vs informal vocabulary
- Collocations (2): Prepositions

#### Academic Language Check

- Noun phrases (1): Adjectives and nouns
- Noun phrases (2): Articles
- Noun phrases (3): Cohesive determiners

### Discussion

1 Read the two definitions related to ethics. Compare alternative definitions 1 and 2.

**ethical** (adj) connected with beliefs and principles about what is right and wrong  
**legal** (adj) connected with the law

- 1 \_\_\_\_\_ describes things people *must* and *must*
- 2 \_\_\_\_\_ discusses things people *should* and

2 Complete statements 1–4 using the words in the agreement gifts respect rules

- 1 In sport, you should always follow the \_\_\_\_\_
- 2 In business, you should not give large \_\_\_\_\_ you are doing business with.
- 3 In medical research, it is important to get the \_\_\_\_\_ the patient before testing a new drug on them.
- 4 In academic study, you should show \_\_\_\_\_ of other academics.

3 Work in pairs. Discuss whether you agree with statements in 2. Give reasons.

4 Write one more ethical rule for each field.

- 1 Sportspeople shouldn't \_\_\_\_\_
- 2 In business, it is important to \_\_\_\_\_
- 3 Medical researchers should \_\_\_\_\_
- 4 In academic study, students shouldn't \_\_\_\_\_

5 Work in groups. Compare your ideas.

# Citation &referencing

## Summarizing and paraphrasing

## Развитие навыков аудирования и письма (конспектирования)

### 3A Listening & Speaking Presentations (2)

#### This module covers:

- Understanding the main idea and supporting details in a presentation
- Noting down examples in a presentation
- Describing a concept
- Asking for repetition and clarification

#### TASK 1 Preparing to listen to a presentation

1 **Work in groups. Discuss examples of:**

- three ethical actions in sport
- three unethical actions in sport.

#### TASK 2 Understanding the main idea

1 **3.1 Watch Extract 1, part of a presentation on ethics in sport. Note down which concept, 1 or 2, represents an ethical approach to sport.**

- 1 Sportsmanship                      2 Gamesmanship

2 **3.1 Watch Extract 1 again and complete the table.**

	Gamesmanship	Sportsmanship
Definition	the principle that	the principle that
what sports it relates to		
why it happens	Some people believe	Some people believe

3 **Work in pairs. Use your notes to describe the differences between sportsmanship and gamesmanship in your own words.**

#### TASK 3 Understanding supporting details

1 **3.2 Watch Extract 2. Tick the four principles of ethics in sport mentioned by the speaker.**

- fairness                       integrity                       responsibility   
honesty                       respect                       trust

2 **3.2 Watch Extract 2 again. Note down the speaker's definitions of principles 1-3.**

- 1 Fairness \_\_\_\_\_  
2 Integrity \_\_\_\_\_  
3 Respect \_\_\_\_\_

3 **3.2 If necessary, watch Extract 2 again. Note down:**

- 1 why sportspeople have a responsibility to society  
2 how society can affect sportspeople.

4 **Work in pairs. Discuss questions 1 and 2.**

- 1 Which of the four principles mentioned by the speaker do you think is most important? Give reasons.  
2 Do you agree with the speaker's assessment of how society and sportspeople affect each other? Give reasons.



# Critical thinking Speaking

## ACADEMIC LANGUAGE

### Note-taking (2) Noting examples

When describing concepts or ideas, you can use examples which support and illustrate the points you make. When you make notes, you can replace these phrases with the abbreviation. For example:

#### Spoken examples

**An example of a foul is** touching the ball with your hand.

In contact sports **such as** rugby ...  
Unfair play, **like** wasting time ...

#### Note forms

Foul, e.g. touching the ball with your hand

Contact sports, e.g. rugby

Unfair play, e.g. wasting time

## TASK 4 Noting examples

- ▶▶▶ 3.3 Watch Extract 3 and look at the notes. What phrase has the writer replaced with e.g.?  
Gamesmanship, e.g. deliberately injuring an opponent
- ▶▶▶ 3.3 Watch Extract 3 again. Note down examples of gamesmanship and its effects.
  - Gamesmanship, e.g. deliberately injuring an opponent \_\_\_\_\_
  - Lack of integrity can damage a sport, e.g. \_\_\_\_\_
  - Sportspeople = role models: negative behaviour affects \_\_\_\_\_
- ▶▶▶ 3 Work in pairs. Use your notes in 2 and the information in Academic Language to give complete spoken examples.

## TASK 5 Critical thinking - responding to a presentation

- ▶▶▶ 3.4 Work in groups. Discuss statements (a) and (b) and give examples.
  - The behaviour of sportspeople has a positive effect on others in society.
  - The behaviour of sportspeople has a negative effect on others in society.
- ▶▶▶ 3 Rank the positive and negative effects you discussed in 1 from the most to least significant. Give reasons for your selection.

## TASK 6 Identifying requests for repetition and clarification

- ▶▶▶▶▶ 3.4 Listen to Extract 4, student questions from the end of the discussion. Match questions 1-5 with functions a-c.
  - asking for repetition
  - asking for clarification
  - checking understanding
  - You mentioned drugs, but there was a word which I didn't catch. Performance-something? \_\_\_\_\_
  - What does that mean? \_\_\_\_\_
  - I'm not sure I understood what you said about gamesmanship. \_\_\_\_\_
  - Could you just repeat the part about ... fairness? \_\_\_\_\_
  - And referees and officials are the same thing? Is that right? \_\_\_\_\_
- ▶▶▶▶▶ 3.5 Watch Extract 5, the end of the discussion. Check your answers.

# Регулятивные ЕЕЛ Познавательные УУД Критическое мышление

## TASK 5 Using noun phrases in descriptions

### 1 Complete paragraphs 1 and 2 with the nouns and adjectives in the lists.

business international public

- 1 The Institute of Business Ethics (IBE) is an organization that aims to raise <sup>1</sup> \_\_\_\_\_ awareness of the importance of doing business ethically. It collaborates with <sup>2</sup> \_\_\_\_\_ organizations with interests and expertise in <sup>3</sup> \_\_\_\_\_ ethics.

business (x2) corporate ethical high staff

- 2 The IBE helps organizations by encouraging <sup>4</sup> \_\_\_\_\_ standards of <sup>5</sup> \_\_\_\_\_ behaviour based on <sup>6</sup> \_\_\_\_\_ values. It assists in the development and implementation of ethics and <sup>7</sup> \_\_\_\_\_ responsibility. The IBE provides <sup>8</sup> \_\_\_\_\_ training and gives guidance for building relationships of trust with the organization's <sup>9</sup> \_\_\_\_\_ partners.

### 2 Rewrite phrases 1–10 as noun phrases (adjective + noun or noun + noun).

**Example:** a strategy for business *a business strategy*

- |                                 |   |
|---------------------------------|---|
| 1 partners in business          | 6 art which is modern                   |
| 2 training for staff            | 7 work which is repetitive              |
| 3 a decision which is difficult | 8 issues concerning gender              |
| 4 a workforce which is skilled  | 9 a plan for business which is detailed |
| 5 law which is international    | 10 products which are eco-friendly      |

### 3 Rewrite sentences 1–8 to include more concise noun phrases.

**Example:** A business which is responsible must have a code which is ethical.

*A responsible business must have an ethical code.*

- 1 Some restaurants use food ingredients which are out of date.
- 2 Workers who are unskilled are usually cheaper to employ.
- 3 It is a good strategy of business to take care of the environment in the local area.
- 4 In most countries, the use of labour involving children is a practice which is illegal.
- 5 Law in the United Kingdom does not allow advertisements for cigarettes.
- 6 Many factories which make clothes are located where there is labour which is cheap.
- 7 Many directors of companies have to make decisions which are difficult.
- 8 Organizations which are big and international usually have values which are clear and codes of conduct which are ethical.

### 4 Write five sentences about your area of study. Use a noun phrase (adjective + noun or noun + noun) in each.

**Example:** *There are many ethical issues in the field of medicine.*

*Environmental concerns are becoming important for businesses.*

## TASK 6 Critical thinking – reflecting on a text

### 1 Work in pairs. Discuss 1 and 2.

- 1 What are your views on the 'big' ethical questions 1–4 in the text?
- 2 Think of at least two more ethical issues a business has to deal with.

### INDEPENDENT STUDY

When reading academic sentences it is important to identify the main parts of the sentence - Subject - Verb - Object or who or what does what.

► Find a short academic text and underline these key parts of the sentence: Subject - Verb - Object. Then look at how the other information relates to these parts.

# ~~Я к Вам пишу.....~~ Тема моего исследования.....

3C

## Writing (2) Sentences using noun phrases

### This module covers:

- Identifying the use of determiners to give cohesion
- Adding descriptive detail to nouns
- Writing sentences using noun phrases

### TASK 1 Previewing the theme of a writing task

- 1 Work in pairs. Read the essay title and discuss the question it asks. Give reasons.

**TITLE:** 'All academic writing must be original and plagiarism should be avoided at all times.'  
What is plagiarism and why is it unacceptable?

- 2 Read this extract from a student essay. Compare the ideas with your own.

Plagiarism is the act of copying other people's work or ideas in your own work without acknowledgement. All published and unpublished material is covered under this definition. Avoiding plagiarism means that authors of an original work are rightfully recognized and credited for the work they have produced. The term 'plagiarism' comes from the Latin word *plagiarius*, which means 'kidnapper'.

- 3 Read the extract again and complete notes 1–3.

1 Plagiarism (definition): \_\_\_\_\_

2 Plagiarism (coverage): \_\_\_\_\_

3 Plagiarism (origin of word): \_\_\_\_\_

### ACADEMIC LANGUAGE

+ Language reference page 152

#### Noun phrases (3) Determiners

Determiners help to connect parts of a text by referring to something that is known or understood, or that has previously been mentioned. Determiners that help give cohesion include:

#### Definite article (*the*)

*The* term plagiarism comes from *the* Latin word 'plagiarius', which means 'kidnapper'.

#### Demonstratives (*this, that, these, those*)

Ethics can concern moral standards and how we apply *these* standards.

Plagiarism detection software is used and *this* is standard procedure in most universities.

#### Possessive adjectives (*my, your, etc.*) and nouns (*Smith's, the writer's, etc.*)

Medical staff must not discuss *their* patients outside work.

*Jones's* research was undertaken between 2005 and 2015.

### TASK 2 Using determiners

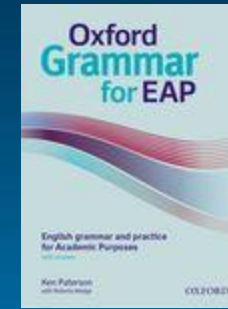
- 1 Complete the paragraph using the determiners in the list.

another person's a writer's their (x2) this these

Plagiarism by students is considered academic dishonesty or academic fraud. Today, academic institutions use plagiarism detection software. <sup>1</sup> \_\_\_\_\_ software detects plagiarism and deters students from plagiarizing. Students who are guilty of plagiarism can be expelled from <sup>2</sup> \_\_\_\_\_ institution. Plagiarism is defined in different ways. For example, the University of Oxford defines plagiarism as the use of <sup>3</sup> \_\_\_\_\_ ideas or phraseology without giving due credit. Brown University defines plagiarism as using <sup>4</sup> \_\_\_\_\_ ideas or words without attributing <sup>5</sup> \_\_\_\_\_ words or ideas to <sup>6</sup> \_\_\_\_\_ true source.

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