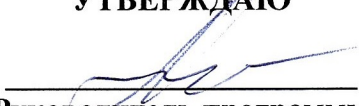




МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ  
РОССИЙСКОЙ ФЕДЕРАЦИИ  
федеральное государственное бюджетное образовательное учреждение  
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САНКТ-ПЕТЕРБУРГСКИЙ ГОРНЫЙ УНИВЕРСИТЕТ  
ИМПЕРАТРИЦЫ ЕКАТЕРИНЫ II

УТВЕРЖДАЮ

  
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МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ДЛЯ ПРОВЕДЕНИЯ  
ПРАКТИЧЕСКИХ ЗАНЯТИЙ ПО ДИСЦИПЛИНЕ  
ИНОСТРАННЫЙ ЯЗЫК

Подготовка научных и научно-педагогических кадров в аспирантуре

Область науки:	2. Технические науки
Группа научных специальностей:	2.1. Строительство и архитектура
Научная специальность:	2.1.2. Основания и фундаменты, подземные сооружения
Отрасли науки:	Технические
Форма освоения программы аспирантуры:	Очная
Срок освоения программы аспирантуры:	4 года
Составитель:	к.пед.н., доц. И.С. Облова

# АНГЛИЙСКИЙ ЯЗЫК

## INTRODUCTION



*From postgraduate course to retirement, giving presentations is an important part of scientific life. In the course of that life, scientists generally progress from “entrance” poster presentations, to short oral presentations, to longer invited lectures.*

*A good scientist also must be a good communicator. All the brilliant research of a lifetime is of little use if the investigator cannot effectively explain new findings to his or her colleagues.*

*As a post-graduate student you will have many opportunities to give a presentation on your research work to your peers and faculty.*

*The goal of this educational book is to provide you with information on how to prepare and give an effective presentation in English in the international conferences.*

### ***I. Answer the following questions:***

1. Have you ever participated in any international conferences or congresses?
2. When did you last take part in a conference?
3. Where was the conference held?
4. What problems were considered and discussed?
5. How many participants attended the conference?
6. Whose presentation was of particular interest?
7. What problem did it deal with?
8. Did you present a paper at the conference?
9. What was the time limit?
10. Why is it necessary for a scientist to know foreign languages?

### ***II. Discuss the following questions:***

1. What is the main purpose of any presentation?
2. What types of presentations do you know?
3. Why do scientists give oral presentations? Studies show that we retain much more of what we see than what we hear. If so, why give oral presentations at all? Why not simply prepare handouts, distribute them to an audience, wait while the information is read, and call for questions?
4. What is an effective presentation? And how would you describe a bad one?
5. What makes giving a presentation difficult?

***III. Read text 1 and find answers to the questions that you could not answer or some ideas you did not take into consideration before.***

### **TEXT 1**

Presentations have one and only one purpose, viz. to inform about your research work and ideas and your contribution to the science in your field.

There are different types of presentations, for example by manner of delivery we can distinguish oral and poster presentations. Oral presentations are interactive experiences between the audience and the speaker. The speaker presents herself or himself, as well as the talk, to the audience. The speaker and the audience exchange signals. A speaker brings the subject to life for the audience through personal involvement and familiarity with it. Good interaction with the audience helps the delivery and aids the retention of the material by the audience.

On the other hand, the audience has an opportunity to “meet” the speaker. For some members of the audience, there can be excitement in personally hearing a recognized authority in a given field.

Good presentation can improve a scientist’s standing within professional community, establish possible future collaborations or even get funding for his/her research if a presentation is given to potential funders.

Most people fail to give a good presentation because they really don’t know how effective presentations are measured. According to some of the world’s best presenters, effective presentations can be measured using the following four factors:

25% Message

25% Words & Images

40% Rapport

10% Retention

**Message** – this is the purpose of the presentation. It may be to release your latest research, or to get funding. But you can’t just expect your message alone will sell. Some of the best ‘ideas’ in the world have not worked because the presenter thought that relying on the great idea was enough. “The idea is so good it will sell itself”.... does not work! Having a strong, simple message makes for a strong effective presentation.

**Words and Images** – how you deliver your message is as important as the message itself in making an effective presentation. This is about what you say and how you use visuals. Most scientific presentations fail right here. They don’t realize that most people, including the world experts, don’t want to be blasted with five syllable jargon, acronyms and complex charts and graphs. This is probably the one area in which we all need to concentrate to really make an effective presentation.

**Rapport** – the most important factor in measuring presentations is how the audience interacts with the presentation. If they just sit back and snore, then obviously the presentation was ineffective. Remember the last person you considered to give a great presentation. I bet that they have people smiling, clapping, laughing, nodding etc. They created an audience interaction that did not interfere with their message or words, but added strength to their presentation.

**Retention** – how much of the presentation do you, as a member of the audience, remember? If you leave a presentation having no idea what it was about, then the presentation was ineffective. If you leave with a good idea, some action or even some knowledge that you may never use, then you have retained some of the speaker’s message. This is a good sign that the speaker gave an effective presentation. During your next conference, try and mark presenters using these factors and see if your score reflects what you know to have been effective presentations.

## TEXT 2

### Planning your Presentation

*When planning your presentation, there are several things that should be considered:*

*Where will your presentation occur?*

*What are the advantages and disadvantages of the venue?*

*What does your audience already know about your topic?*

*What is the time available for the presentation?*

*What visual aids are available?*

#### ***1. Read the following tips for planning your presentation and answer the questions:***

1. Can you use the manuscript of an article for your scientific presentation?
2. How should you choose the title for your presentation?
3. What has to be submitted to the organizers of the scientific meeting before the conference?
4. What is important to remember when preparing the text of your presentation?
5. What are the objectives for using visual aids?

Be clear about your purpose. Remember you are writing for the ear, not the eye. Writing a presentation is nothing like writing a scientific paper! People do not speak the way they write. It requires a set of different words, expressions and grammar. It is not something you read out loud. It is something you speak about from the heart.

The manuscript of an article (as submitted for publication) should not be used as such for a scientific presentation. The difference between speaking and writing is the same as the difference between



68. Quel est le pont le plus ancien de Paris ?

- A. Le Pont Alexandre III
- B. Le Pont Neuf
- C. Le pont de Bir-Hakeim
- D. Le pont d'Iéna

69. Comment surnomme-t-on Toulouse, chef-lieu de la région Midi-Pyrénées ?

- A. La ville rose
- B. La ville qui ne dort jamais
- C. Elle n'a aucun surnom
- D. La ville beige

70. Combien de climats différents trouve-t-on en France ?

- A. 1 (méditerranéen)
- B. 2 (continental, méditerranéen)
- C. 3 (continental, méditerranéen, océanique)
- D. 4 (continental, méditerranéen, océanique, montagnard)

71. Qui était surnommée la Pucelle d'Orléans ?

- A. Jeanne d'Arc
- B. Catherine de Médicis
- C. Anne de Bretagne car née à Orléans
- D. Coco Chanel

72. Quand et à quelle occasion, la tour Eiffel, célèbre monument de Paris, a-t-elle été érigée ?

- A. L'exposition universelle de Paris de 1889
- B. Le 100<sup>e</sup> anniversaire de la Révolution française
- C. C'est Napoléon III qui en a demandé l'édification à sa gloire
- D. Le centenaire de Paris

**IX. Lisez le document. Associez les lettres aux chiffres (74-90).**

Les producteurs de Camembert.

La famille Warouquier se lève chaque matin avec cette tâche à assumer: maintenir la tradition du camembert. Elle est une des dernières à ciseler ce joyau dans le lait cru, (74)\_\_\_\_\_ les techniques uniformisatrices de l'industrie. Le camembert, c'est à peine 350 grammes d'une pâte onctueuse et odorante. Mais ce petit miracle, caviar des fins de repas, (75)\_\_\_\_\_ les riches étrangers et (76)\_\_\_\_\_ le souvenir des Français en (77)\_\_\_\_\_. Succès d'autant plus impressionnant que le camembert n'était seul à tenter de séduire les amateurs. Dans son souci d'exalter les particularités, la France ne lui a-t-elle pas (78)\_\_\_\_\_ au moins 365 concurrents? Le camembert, lui, est peut-être le plus beau, en tout cas le plus (79)\_\_\_\_\_ fils de Normandie. Ou plus exactement du Pays d'Auge. C'est là, dans ce petit (80)\_\_\_\_\_ de vallons et de champs à l'herbe (81)\_\_\_\_\_ que l'aventure a commencé. Fuyant (82)\_\_\_\_\_ de la Révolution, un prêtre venu de Brie (83)\_\_\_\_\_ chez une brave fermière normande. En échange du gîte, il lui recommanda d'(84)\_\_\_\_\_ ses fromages selon les méthodes qui avaient fait merveille pour le "brie", le fromage de chez lui. Magique, le résultat fût bientôt célébré dans toute la France. En 1890, le précieux fromage put se lancer (85)\_\_\_\_\_ du monde grâce à l'invention d'une boîte (86)\_\_\_\_\_ lui permettant de mieux voyager. Cet (87)\_\_\_\_\_ majeur, comme l'invention elle-même, se déroula sous les (88)\_\_\_\_\_ de Camembert. Fier de ses (89)\_\_\_\_\_, le précieux fromage se fit (90)\_\_\_\_\_ sous le nom de son village.

73. A. reprenant

B. rejetant

C. en partant

D. en gardant

74. A. met en emoi

B. partage

C. mette en emoi

D. refuse

- |                      |                    |                   |                  |
|----------------------|--------------------|-------------------|------------------|
| 75. A. subit         | B. taraude         | C. respecte       | D. facilite      |
| 76. A. espace        | B. exil            | C. étranger       | D. France        |
| 77. A. respiré       | B. surestimé       | C. inventé        | D. inauguré      |
| 73. A. intéressant   | B. étudiées        | C. fameux         | D. propice       |
| 74. A. terroir       | B. zone            | C. place          | D. territoire    |
| 75. A. grasse        | B. sec             | C. sèche          | D. riche         |
| 76. A. Les offres    | B. Les coffres     | C. les affres     | D. les résultats |
| 77. A. se réfugia    | B. Se chercha      | C. se reposa      | D. fit           |
| 78. A. affiner       | B. couper          | C. lancer         | D. nettoyer      |
| 79. A. à la conquête | B. à la révolution | C. à la recherche | D. à la prise    |
| 80. A. en papier     | B. en bois         | C. en détails     | D. en espèces    |
| 81. A. événement     | B. épisode         | C. cas            | D. situation     |
| 82. A. portes        | B. cieux           | C. seuil          | D. regard        |
| 83. A. origines      | B. fils            | C. produits       | D. fromages      |
| 84. A. apprendre     | B. apparaître      | C. connaître      | D. régner        |