

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РФ  
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ  
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ  
ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ  
«ВОРОНЕЖСКИЙ ГОСУДАРСТВЕННЫЙ  
УНИВЕРСИТЕТ»

**УЧЕБНОЕ ПОСОБИЕ ПО АНГЛИЙСКОМУ ЯЗЫКУ  
ДЛЯ АСПИРАНТОВ И СОИСКАТЕЛЕЙ  
ГУМАНИТАРНЫХ ФАКУЛЬТЕТОВ УНИВЕРСИТЕТА**

**Часть 2**

**Подготовка к реферированию научного текста и рассказу  
о научной работе**

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## **ПОЯСНИТЕЛЬНАЯ ЗАПИСКА**

Вторая часть методического пособия «Английский язык для аспирантов и соискателей гуманитарных факультетов университета» направлена на развитие навыков устной речи, на умение реферировать прочитанный материал на английском языке и вести беседу с экзаменаторами по теме диссертационного исследования.

Методическое пособие предназначено как для самостоятельной работы, так и для работы в аспирантских группах.

**I. 1. Прочитайте текст и переведите его с помощью словаря.**

**Different arts and humanities subjects.**

If studying the arts and humanities helps us understand our culture so that we can live together more meaningfully, then why do we study particular subjects or ‘disciplines’ in our universities? You may be studying a single discipline: a language (ancient or modern), history, art, music, literature, film, law, religion, philosophy – and so forth; or *some* subjects combined, in multi- or interdisciplinary studies. Why not the arts and humanities in general?

It is partly because our cultural experience is very *broad*. If we want to *study* a culture, rather than just experience it, we have to make it *manageable*. We have to *analyse* it, or break it down into parts: making distinctions between the different *kinds* of experience we have – such as reading an account of the Roman Empire, watching a play, listening to the charts. By ‘isolating’ these things, and naming them (History, Literature, Music), we can see more clearly just what it is we are looking at and come to understand it better. We also make these distinctions because cultural experiences such as these are *different*. At bottom, if you can't tell the difference between a song, a painting and a poem then there is nothing much you can say about any of them. However, such discrimination depends on recognising *similarities* as well as differences between things – for instance, recognising that a great variety of visual images are all examples of what we call ‘paintings’. But once you have learned the concept ‘painting’, and can distinguish between a painting and a song – which we all learn to do as children – then in a sense you ‘know’ what art and music are. (Incidentally, that means you already know a lot about arts and humanities subjects even if you have not studied them as subjects before. None of us is a true beginner in them.) This kind of analysis enables us to divide up our very wide experience of the world and organise it in our minds.

A main difference between the subjects that make up the arts and humanities, then, is that they have different *objects* of study – plays, poems and novels in Literature; documents, records and diaries in History; paintings, sculptures and buildings in Art History; and so on. Having identified such similarities and differences between the objects of our study, we can go on to look at each of them more closely. And so, over time, we have been able to make even finer distinctions. Within poetry, for example, we come to recognise different *types* of poem (narrative, epic, lyric, satirical). That is the way we impose some *meaningful order* on our very broad cultural experience and ‘discipline’ our thinking about it.

**2. Дайте русские эквиваленты словам интернационального корня:**

Culture, particular, discipline, human, University, modern, history, music, literature, religion, philosophy, analyse, Roman Empire, isolate, poem, visual, concept, organize, object, novel, document, sculpture, identify, type, epic, lyric, satirical, combine, manageable.

Учитесь видеть в любом тексте слова интернационального корня.

**3. Ответьте на следующие вопросы:**

- a) Why do we study particular subjects but not a single discipline under the rubric «culture»?
- b) What is the reason for a differential approach to arts and humanities?
- c) What is the way of a proper studying the arts and humanities?
- d) Do the arts and humanities have the same objects for consideration?
- e) What conclusion does the author come to?

**4. Найдите в тексте слова, имеющие следующие определения:**

- a) ... is the knowledge and skill you have gained through doing something for a period of time; the process of gaining it;

- b) ... is the ability to recognize a difference between one thing and another;
- c) ... is a clear difference and contrast between things that are similar or related;
- d) ... is the way in which things are placed or arranged in relation to each other;
- e) ... is the most popular music record.

Keys: a) experience; b) discrimination; c) distinction; d) order; e) charts

### **5. *Подберите:***

a) синонимы к словам и выражениям данным ниже:

subject; single; much; call; divide up; exist; for instance; so forth; picture; study.

b) антонимы:

difference; narrow; ancient; mainly; vulgar; combine; after, in particular.

### **6. *Выделите в каждом абзаце текста его основную мысль.***

Согласны ли Вы с нижеследующим устным реферированием текста?

The the author puts the question why not to study a single, unified discipline – arts and humanities in general, instead of studying separate subjects pertaining to its constituents.

The answer is – our cultural experience is very broad. We have to make a study of culture manageable, we must break it down in parts. By isolating different subjects we come to understand them better.

A main difference between the subjects that make up arts and humanities is that they have various objects of study.

Примечание: Устное изложение прочитанного материала предполагает:

- a) Выделение информационно значимых предложений в каждом абзаце текста и, если необходимо, их возможные трансформации, «усечения» для дальнейшей «увязки» этих предложений в рамках единого высказывания;
- b) Пересказ текста «своими словами», когда «трудные» слова заменяются их синонимами, а излишне сложные грамматические конструкции упрощаются.

Вернитесь к упражнению 3. Могут ли ответы на поставленные вопросы служить в качестве плана пересказа текста?

***7. Представленные «усеченные» модели позволяют структурировать текст, что облегчает подготовку его пересказа:***

- 1) The title of the article I am going to speak about is ...
- 2) The article (the paper) under review is titled ...
- 3) The given article deals with ...
  - studies ...
  - discusses ...
  - is concerned with ...
  - is devoted to ...
  - is about ...
  - speaks about ...
  - describes ...
- 4) The article provides some information on ....
- 5) The author of the article touches upon the problem of ...
- 6) The author believes/ supposes/ thinks that ...
- 7) Really, this paper is very important because ...
- 8) The most interesting problem of the article is ...
- 9) I wouldn't say that this article is very close to the topic of my research but still it is ...

- 10) The article gives us many details concerning ...
- 11) Let me cite the following ...
- 12) As far as I know ...
- 13) It is necessary to mark that ...
- 14) Taking into consideration the fact that I'd like ...
- 15) In conclusion the author points out ...
- 16) There is no doubt that ...
- 17) In my opinion ...
- 18) To my mind ...
- 19) Summing up I should say ...
- 20) It is very urgent to think about it because ...

***II. Прочитайте текст без словаря, придумайте к нему заголовок и в нескольких предложениях передайте его содержание на английском языке.***

***2. 1.***

The subjects we study in the arts and humanities are not set in concrete. We make changes to them over time which reflect significant changes in our culture and the way we view it. For obvious reasons, *new* subjects such as Communications, Film and Media Studies have come into being quite recently. This has involved some shifting of boundaries in existing subjects such as Literature, Art History and Philosophy. And even within these older disciplines the focus of attention tends to *shift* over time. For instance, in recent decades feminist writers have



drawn our attention to the roles of women as writers and artists, as characters in novels and as depicted in paintings, and as readers and viewers. Also, what was always called English Literature is now often referred to as Literatures in English. That extends the humanities, especially in an age when it is seemingly vitally important for scholars of literature, history and the arts to engage in "collaborative work with experimental scientists or even simply to make "intelligent use of the findings from empirical science." But the last tendency puts the humanities on the verge of being absorbed and ousted by the science mentioned. The notion that 'in today's day and age,' with its focus on the ideals of efficiency and practical utility, scholars of the humanities are becoming obsolete was perhaps summed up most powerfully in a remark that has been attributed to the artificial intelligence specialist Marvin Minsky: "With all the money that we are throwing away on humanities and art - give me that money and I will build you to be a better student."

The idea is that current trends in the scientific understanding of human beings are calling the basic category of "the human" into question. Examples of these trends are assertions by cognitive scientists that the mind is simply a computing device, by geneticists that human beings are no more than ephemeral husks used by self-propagating genes (or even memes, according to some postmodern linguists), or by bioengineers who claim that one day it may be both possible and desirable to create human-animal hybrids. Rather than engage with old-style humanist scholarship, transhumanists in particular tend to be more concerned with testing and altering the limits of our mental and physical capacities in fields such as cognitive science and bioengineering in order to transcend the essentially bodily limitations that have bounded humanity.

Despite the criticism of humanities scholarship as obsolete, however, in recent years there has been a spate of books and articles re-articulating the importance of humanistic study.

**2.2. В продолжение заявленной темы познакомьтесь с новым микротекстом и ответьте на вопрос, чем вызваны саркастические замечания американского журналиста.**

Why have we spent billions on the large Hardon Collider, allowing physicists to smash small things into each other? I read somewhere there was a hope that it would lead to a solution to climate change. Yeah, yeah. May be it will cure my backache, too. Perhaps we should view it just as a hugely expensive artistic installation, which actually makes me think better of it. And putting an astronaut on the moon was a fabulous piece of performance art. But to come back to earth – can all these innovations substitute a man’s thirst for genuine arts and humanities?

Обсудите затронутую здесь проблему, используя глаголы: «exaggerate» (преувеличивать) и «underestimate» (преуменьшать).

**Закончите предложение:**

- a) The benefits of science are ...
- b) The benefits of arts and humanities are ...
- c) Say what Russian traditional dispute the raised problem resemble ...

**III. Из нижеследующего набора текстов выберите один, наиболее приближенный к Вашей научной специальности и:**

1. Если текст является фактически микротекстом, дополните его содержание необходимой информацией (устной или письменной);
2. Если текст достаточно длинный, дайте (устно или письменно) его краткую аннотацию;

3. Если в наборе текстов Вы не нашли материал, сопряженный с Вашей научной специализацией, составьте (устно или письменно) краткую презентацию науки, которой Вы занимаетесь.

### **Humanities Fields**

The **humanities** are academic disciplines that study the human condition, using methods that are primarily analytical, critical, or speculative, as distinguished from the mainly empirical approaches of the natural sciences.

The humanities include ancient and modern languages, literature, history, philosophy, religion, and visual and performing arts such as music and theatre. The humanities that are also regarded as social sciences include history, anthropology, area studies, communication studies, cultural studies, law and linguistics. Scholars working in the humanities are sometimes described as "humanists". However, that term also describes the philosophical position of humanism, which some "antihumanist" scholars in the humanities reject.

Let us consider the main fields of humanities.

#### **Classics**

The classics, in the Western academic tradition, refer to cultures of classical antiquity, namely the Ancient Greek and Roman cultures. The study of the classics is considered one of the cornerstones of the humanities; however, its popularity declined during the 20th century. Nevertheless, the influence of classical ideas in many humanities disciplines, such as philosophy and literature, remains strong.

#### **History**

History is systematically collected information about the past. When used as the name of a field of study, *history* refers to the study and interpretation of the

record of humans, societies, institutions, and any topic that has changed over time. Knowledge of history is often said to encompass both knowledge of past events and historical thinking skills.

Traditionally, the study of history has been considered a part of the humanities. In modern academia, history is occasionally classified as a social science.

### **Languages**

While the scientific study of language is known as linguistics and is a social science, the study of languages is still central to the humanities. A good deal of twentieth-century and twenty-first-century philosophy has been devoted to the analysis of language and to the question of whether, as Wittgenstein claimed, many of our philosophical confusions derive from the vocabulary we use; literary theory has explored the rhetorical, associative, and ordering features of language; and historical linguists have studied the development of languages across time. Literature, covering a variety of uses of language including prose forms (such as the novel), poetry and drama, also lies at the heart of the modern humanities curriculum. College-level programs in a foreign language usually include study of important works of the literature in that language, as well as the language itself.

### **Economics**

Economics is the study of how a society organizes its money, trade and industry. Money (as represented by finance and accounting) is the language of business, it needs to be controlled and kept secure.

It is important to stress the point that industry is not only the production of goods from raw materials, especially in factories, but also the people and activities involved in producing a particular thing, or in providing a particular service.

Economics also goes under the rubric «Humanities» because it is the subject of study that is concerned with the way people live and behave.

### **Journalism**

Journalism is the investigation and reporting of events, issues and trends to a broad audience. Though there are many variations of journalism, the ideal is to inform the intended audience about topics ranging from government and business organizations to cultural aspects of society such as arts and entertainment. The field includes editing, photojournalism, and documentary.

In modern society, news media have become the chief purveyors of information and opinion about public affairs; but the role and status of journalism, along with other forms of mass media, are undergoing changes resulting from the internet.

### **Politology and Sociology**

Politology (political science) is the term derived from the word «politics» - the activities involved in getting and using power in public life as well as being able to influence decisions that affect a country or a society. It is the matter of this science to consider political processes within a country and in the world around including political conflicts and the ways of their settling.

In its turn sociology is the study of human, especially civilized society and relations between groups in the society – that is social behaviour of its population.

As we see politology and sociology are disciplines in a way related to each other.

## **Psychology: a versatile subject.**

Psychology is one of the fastest-growing University subjects and is quickly becoming more available in schools and colleges. Psychology is the study of people: how they think, react and interact. It is concerned with the aspects of behaviour and the thoughts, feelings and motivation underlying such human aspects as behaviour. Media interest in the subject is mushrooming, and it regularly finds its way into prime time radio and television.

But psychology do not simply explain people's behaviour: they use their understanding to help people with difficulties and bring change for the better.

Psychologists make a valuable contribution to all areas of life today, whether it be with individuals or society as a whole.

## **Law**

In common parlance, law means a rule which (unlike a rule of ethics) is capable of enforcement through institutions. The study of law crosses the boundaries between the social sciences and humanities, depending on one's view of research into its objectives and effects. Law is not always enforceable, especially in the international relations context. It has been defined as a "system of rules" to achieve justice, as an "authority" to mediate people's interests, and even as "the command of a sovereign, backed by the threat of a sanction". However one likes to think of law, it is a completely central social institution. Legal policy incorporates the practical manifestation of thinking from almost every social science and discipline of the humanities. Laws are politics, because politicians create them. Law is philosophy, because moral and ethical persuasions shape their ideas. Law tells many of history's stories, because statutes, case law and codifications build up over time. And law is economics, because any rule about contract, tort, property law, labour law, company law and

many more can have long lasting effects. The noun *law* derives from the late Old English *lagu*, meaning something laid down or fixed and the adjective *legal* comes from the Latin word *lex*.

### **Literature**

"Literature" is a highly ambiguous term: at its broadest, it can mean any sequence of words that has been preserved for transmission in some form or other (including oral transmission); more narrowly, it is often used to designate imaginative works such as stories, poems, and plays; more narrowly still, it is used as an honorific and applied only to those works which are considered to have particular merit.

### **Philosophy**

Philosophy — etymologically, the "love of wisdom" — is generally the study of problems concerning matters such as existence, knowledge, justification, truth, justice, right and wrong, beauty, validity, mind, and language. Philosophy is distinguished from other ways of addressing these issues by its critical, generally systematic approach and its reliance on reasoned argument, rather than experiments (experimental philosophy being an exception).

Philosophy used to be a very comprehensive term, including what have subsequently become separate disciplines, such as physics. (As Immanuel Kant noted, "Ancient Greek philosophy was divided into three sciences: physics, ethics, and logic.") Today, the main fields of philosophy are logic, ethics, metaphysics, and epistemology. Still, there continues to be much overlap with other disciplines; the field of semantics, for example, brings philosophy into contact with linguistics.

Since the early twentieth century, the philosophy done in universities (especially in the English-speaking parts of the world) has become much more *analytic*. Analytic philosophy is marked by a clear, rigorous method

of inquiry that emphasizes the use of logic and formal methods of reasoning, especially symbolic or mathematical logic), as contrasted with the Continental style of philosophy. This method of inquiry is largely indebted to the work of philosophers such as Gottlob Frege, Bertrand Russell, and Ludwig Wittgenstein.

### **Religion**

New philosophies and religions arose in both east and west, particularly around the 6th century BC. Over time, a great variety of religions developed around the world, with Hinduism, Jainism, and Buddhism in India, Zoroastrianism in Persia being some of the earliest major faiths. In the east, three schools of thought were to dominate Chinese thinking until the modern day. These were Taoism, Legalism, and Confucianism. The Confucian tradition, which would attain predominance, looked not to the force of law, but to the power and example of tradition for political morality. In the west, the Greek philosophical tradition, represented by the works of Plato and Aristotle, was diffused throughout Europe and the Middle East by the conquests of Alexander of Macedon in the 4th century BC.

Abrahamic religions are those religions deriving from a common ancient Semitic tradition and traced by their adherents to Abraham, a patriarch whose life is narrated in the Hebrew Bible/Old Testament, where he is described as a prophet (Genesis 20:7), and in the Quran, where he also appears as a prophet. This forms a large group of related largely monotheistic religions, generally held to include Judaism, Christianity, and Islam, and comprises over half of the world's religious adherents.



## **Visual arts**

### **History of visual arts**

The great traditions in art have a foundation in the art of one of the ancient civilizations, such as Ancient Japan, Greece and Rome, China, India, Mesopotamia and Mesoamerica.

Ancient Greek art saw a veneration of the human physical form and the development of equivalent skills to show musculature, poise, beauty and anatomically correct proportions. Ancient Roman art depicted gods as idealized humans, shown with characteristic distinguishing features.

In art of the Middle Ages, the dominance of the church insisted on the expression of biblical and not material truths. The Renaissance saw the return to valuation of the material world, and this shift is reflected in art forms, which show the corporeality of the human body, and the three-dimensional reality of landscape.

Eastern art has generally worked in a style akin to Western medieval art, namely a concentration on surface patterning and local colour (meaning the plain colour of an object, such as basic red for a red robe, rather than the modulations of that colour brought about by light, shade and reflection). A characteristic of this style is that the local colour is often defined by an outline (a contemporary equivalent is the cartoon). This is evident in, for example, the art of India, Tibet and Japan.

Religious Islamic art forbids iconography, and expresses religious ideas through geometry instead. The physical and rational certainties depicted by the 19th-century Enlightenment were shattered not only by new discoveries of relativity by Einstein and of unseen psychology by Freud, but also by unprecedented technological development. Increasing global interaction during this time saw an equivalent influence of other cultures into Western art.

## **Media types**

### **Drawing**

Drawing is a means of making a picture, using any of a wide variety of tools and techniques. It generally involves making marks on a surface by applying pressure from a tool, or moving a tool across a surface. Common tools are graphite pencils, pen and ink, inked brushes, wax color pencils, and markers. Digital tools which simulate the effects of these are also used.

### **Painting**

Painting taken literally is the practice of applying pigment suspended in a carrier (or medium) and a binding agent (a glue) to a surface (support) such as paper, canvas or a wall. However, when used in an artistic sense it means the use of this activity in combination with drawing, composition and other aesthetic considerations in order to manifest the expressive and conceptual intention of the practitioner. Painting is also used to express spiritual motifs and ideas; sites of this kind of painting range from artwork depicting mythological figures on pottery to The Sistine Chapel to the human body itself.

Colour is highly subjective, but has observable psychological effects, although these can differ from one culture to the next. Black is associated with mourning in the West, but elsewhere white may be. Some painters, theoreticians, writers and scientists, including Goethe, Kandinsky, Isaac Newton, have written their own colour theories. Moreover the use of language is only a generalization for a colour equivalent. The word "red", for example, can cover a wide range of variations on the pure red of the spectrum. There is not a formalized register of different colours in the way that there is agreement on different notes in music, although the Pantone system is widely used in the printing and design industry for this purpose.

Modern artists have also extended the practice of painting considerably to include, for example, collage. This began with cubism and is not painting in strict sense. Some modern painters incorporate different materials such as sand, cement, straw or wood for their texture.

Прочитайте текст

### **Qualities in a Scientist**

The word "scientist" often evokes an image of someone lost to the world, working busily in a laboratory. This image is not far from the truth, because being a scientist calls for absolute concentration. Research, however, has no room for absent-mindedness, and scientists need to pay attention to the tiniest detail during the course of their work. Besides a strong grasp of science and math fundamentals, scientists also need to possess certain important qualities.

#### **Passion to Learn**

A scientist has a conspicuous spirit of inquiry that motivates him to study further that which other people either don't notice or take for granted. The curiosity to know how things work, or how to make something work better is an expression of the scientist's passion to learn. Along with this, scientists often possess an intelligence that is above the average of the general population. This is what enables scientists to grasp everything of significance about the topic they are researching, including information from an indirectly related, overlapping field.

#### **Critical and Creative Thinking**

Scientists require the ability to collect information with objectivity, sort through it, and analyze its significance without any bias. It is also important to pay attention to all details -- even those that seem inconsequential -- because

sometimes, it is the minor things that hold the key to important findings. Scientists need to be able to look at a situation with an open mind, without any constraints on their imagination, and study it from several possible angles. They also require the capacity to discard conventional thought about a topic, and think creatively to find new, innovative solutions. This often calls for the courage to step into unexplored areas to test a new hypothesis.

### **Perseverance and Patience**

Scientific research is not about one earth-shattering moment; there are many hours of grueling work that lead to the success of a scientist. This is where hard work and the ability to persevere is often more important than mere genius. Working on a promising area only to reach a dead end and have to begin all over again, and repeating this multiple times, calls for tremendous patience and optimism. Patience is also important when a scientist has to perform repeat runs of the same experiment to prove its repeatability and reproducibility.

### **Communication Skills**

Strong verbal and written communication skills are a must for scientists. It is not enough to perform experiments; researchers need to document their results with accuracy and write papers for publication in scientific journals. Whether it is presenting their findings to their superior to gain access to further resources and funding, or communicating the results of their work at seminars and conferences, scientists need excellent oral communication skills. Besides, they should also possess the ability to interact well with other members on their team, and network with other scientists in the same discipline.

Используя идеи, представленные в тексте, составьте устный портрет ученого, каким он видится Вам, и каким Вы лично хотите стать.

**Изучите структуры, полезные для подготовки рассказа  
о научной работе**

My name is ...

I am a post-graduate student (a probator) of ... faculty.

The topic of my scientific research is ...

It is not easy to present the problem I study in all its complexity but still I should say ...

Really, the aim of my investigation is very interesting because ...

We widely use the method of ...

The obvious advantage of the method we use is in its reliability.

I want to demonstrate ...

My scientific supervisor is ...

He (she) is a well-known scholar in the field of ...

I have got ... publications on the topic of my research.

I took part in scientific conferences devoted to ...

My work is still in progress but I hope ...

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Часть 2

Подготовка к реферированию научного текста и рассказу  
о научной работе

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