

## **CONTENTS**

**CHAPTER I. LEGAL SCIENCE AND TERMINOLOGY**

**CHAPTER II. ACADEMIC DEGREES AND LEGAL RESEARCH**

**CHAPTER III. SCIENTIFIC COMMUNICATION AND MASTER'S  
DISSERTATION**

## CHAPTER I

### LEGAL SCIENCE AND TERMINOLOGY

#### Vocabulary

1. legal science/ science of law – юридическая наука
2. controversy – разногласия
3. legal-positive standards – стандарты в области правового позитивизма
4. dogmatics – догматика
5. canon law – каноническое право, церковное право
6. legacy – наследие
7. normativist model – нормативистская модель

1. **Read the text. Give a title to the text and make up its plan in the form of the questions.**

- 
1. \_\_\_\_\_ ?
  2. \_\_\_\_\_ ?
  3. \_\_\_\_\_ ?
  4. \_\_\_\_\_ ?

**Legal Science** is one of the social sciences which deals with the institutions and principles that particular societies have developed for defining the claims and liabilities of a person against one another in various circumstances, and for peacefully resolving disputes and **controversies** in accordance with principles accepted as fair and right in the particular community at a given time.

**Science of law** is the knowledge that tries to describe the **legal-positive standards** and has traditionally been called legal **dogmatics** or jurisprudence.

Legal science is one of the main components in the civil law tradition after Roman Civil law, **canon law**, commercial law, and the **legacy** of the revolutionary period. It is primarily the creation of German legal scholars of the middle and late nineteenth century.

The **normativist model** is the most classical in the theory of legal science. According to normativist authors, legal scholars should be devoted to describing the set of rules that belong to a legal system, and its further systematization.

**2. Read definitions and match them with the terms in the box. Give Russian equivalents to them and answer the question: "What term is defined twice?"**

**JURISPRUDENCE, LAW, LEGAL SCIENCE, LEGAL  
PHYLOSOPHY, LEGAL RESEARCH**

1. The area of knowledge concerning the evaluative theories of law.
2. The system of rules which a particular country or community recognizes as regulating the actions of its members and which it may enforce by the imposition of penalties.
3. The Latin word means the study, knowledge or skill with regards to the law.
4. One of the main components in the civil law tradition (after roman law, canon law, commercial law, and the legacy of the revolutionary period).
5. The branch of philosophy that is concerned with law and the principles leading courts to make decisions.
6. The process of finding an answer to a legal question or checking for legal precedent that can be cited in a brief or at trial.

**3. Read the text and fill in the gaps with the words from the box.**

a) professions   b) founded   c) law   d) oldest   e) systems   f) teach  
g) body   h) the UK and Ireland   i) qualifications   j) science

The Society of Legal Scholars (SLS) is the learned society for those who  
1) \_\_\_\_\_ law in a university or similar institution or who are otherwise

engaged in legal scholarship. As at the beginning of 2017 the SLS had nearly 3000 members consisting primarily of academic lawyers in 2) \_\_\_\_\_. The SLS (formerly called The Society of Public Teachers of Law) was 3) \_\_\_\_\_ in 1908 and has charitable status. It is the 4) \_\_\_\_\_ as well as the largest learned society in the field of 5) \_\_\_\_\_. The Society is the principal representative 6) \_\_\_\_\_ for legal academics in the UK as well as one of the larger learned societies in arts, humanities and social 7) \_\_\_\_\_.

The Society of Legal Scholars aims to promote equality, diversity and inclusion across legal academia.

Members of the senior judiciary and members of the legal 8) \_\_\_\_\_ also participate regularly in the work of the SLS. Some members themselves have professional legal 9) \_\_\_\_\_ and have links with, or are active in, legal practice. The Society's membership is drawn from all jurisdictions in the UK and Ireland and also includes some affiliated members typically working in other common law 10) \_\_\_\_\_.

#### **4. Read definitions of the word “law” and guess their Russian equivalents through their area of application (закон, право, правоведение).**

1. The system of rules which a particular country or community recognizes as regulating the actions of its members and which it may enforce by the imposition of penalties. *"Shooting the birds is against the law".*
2. A rule defining correct procedure or behavior in a sport. *"The laws of the game".*
3. A rule, usually made by a government, that is used to order the way in which a society behaves. *There are laws against drinking in the street.*
4. The system of rules of a particular country, group, or area of activity. *They have to provide a contract by law.*
5. The area of knowledge or work that involves studying or working with the law. *She's going to study law at university.*

#### **5. Read the text and decide if the following statements are true or false.**

In the first half of the nineteenth century, a model of legal education called “legal science” became prominent in American universities. The idea of teaching law as a science was not new in American education. James Kent and Joseph Story, Francis Hilliard and Silas Jones all thought of themselves as approaching law as a science, but what they meant was that law was an outgrowth of the moral sciences. Writers in this school asserted that the study of law represented an

extension of the methods and reasoning of scientific investigation and claimed for their project all the promise that model entailed. This “natural legal science” was to be profoundly influential.

The American model of law as a natural science was quite different from Continental legal science, as well as from the moral scientific tradition. In Europe, faced with the decline in authority of traditional certainties, rationalist writers such as Leibniz and the Port Royal logicians had earlier undertaken their own project of finding a basis for certain knowledge unconnected to religious presuppositions, including an attempt to deduce principles of law by the application of reason to known axioms. Others, such as Locke and Grotius, appealed to the historical legacy of an initial social contract and a secularized natural law derived from reason. In the eighteenth century, positive doctrines of law as a system of artificial arrangements made the efficient accomplishment of social goods the basis for reordering the system of laws in new and allegedly more rational forms. These three broad streams of jurisprudential thinking—rationalism, historicism, and positivism—culminated in the nineteenth century in debates between the historical jurisprudence of Friedrich von Savigny and the German Pandectists, who sought a restored version of the Roman *jus compendium*; rationalist deductivists such as Christian Wolff; and Napoleonic proposals for codification championed by writers such as Anton Friedrich Justus Thibaut. Each of these approaches contained the claim that they were creating a “science” of law.

1. The idea of teaching law as a science was not new in American education by the first half of the nineteenth century.
2. James Kent, Joseph Story, Francis Hilliard and Silas Jones didn't teach law.
3. Writers in this school asserted that the study of law represented an extension of the methods and reasoning of criminal investigation.
4. The American model of law as a natural science was similar with the Continental legal science.
5. Locke and Grotius appealed to the historical legacy of an initial social contract.
6. In the eighteenth century positive doctrines of law didn't reorder the system of laws.
7. Rationalism, historicism and positivism culminated in the eighteenth century.
8. Christian Wolff was a rationalist deductivist.

**6. Work in pairs. Ask each other direct questions.**

1. **Ask when** “legal science” became prominent in American universities.

2. **Ask if** the idea of teaching law as a science was new in American education.
3. **Ask how** James Kent and Joseph Story, Francis Hilliard and Silas Jones all thought of themselves.
4. **Ask whether** the American model of law as a natural science was quite different from Continental legal science.
5. **Ask who in Europe** undertook their own project of finding a basis for certain knowledge unconnected to religious presuppositions.

## 7. Render the text in English.

Что такое юриспруденция? Это совокупность теоретических знаний о законах, разного рода правах и обязанностях, отношениях – как между гражданами, так и с государством. Она подразумевает умение применять полученные знания на практике, с её помощью ведутся разбирательства, прения, разрешаются споры. В числе функций юриспруденции можно выделить основные направления теоретического постижения права. Её система состоит из совокупности наук, всесторонне изучающих закон. К тому же эти доктрины образуют характерную статическую структуру. В общих чертах она выглядит следующим образом:

1. Отраслевые науки – право конституционное, административное, гражданское, уголовное, трудовое и др.
2. Общетеоретические – теория и история государства и права, история политических и правовых дисциплин.
3. Межотраслевые – экологическое право, судоустройство и др.
4. Наука сравнительного права.
5. Дисциплины международного права – международного публичного, международного частного и др.
6. Прикладные юридические доктрины – юридическая психология, криминалистика, криминология, судебная медицина и др.

## 8. Translate the following parts of the Vienna Convention on the Law of Treaties, 1969 from English into Russian.

### *Article 1*

#### *Scope of the present Convention*

The present Convention applies to treaties between States.

## *Article 2*

### *Use of terms*

1. For the purposes of the present Convention:

(a) “treaty” means an international agreement concluded between States in written form and governed by international law, whether embodied in a single instrument or in two or more related instruments and whatever its particular designation;

(b) “ratification”, “acceptance”, “approval” and “accession” mean in each case the international act so named whereby a State establishes on the international plane its consent to be bound by a treaty;

(c) “full powers” means a document emanating from the competent authority of a State designating a person or persons to represent the State for negotiating, adopting or authenticating the text of a treaty, for expressing the consent of the State to be bound by a treaty, or for accomplishing any other act with respect to a treaty;

(d) “reservation” means a unilateral statement, however phrased or named, made by a State, when signing, ratifying, accepting, approving or acceding to a treaty, whereby it purports to exclude or to modify the legal effect of certain provisions of the treaty in their application to that State;

(e) “negotiating State” means a State which took part in the drawing up and adoption of the text of the treaty;

(f) “contracting State” means a State which has consented to be bound by the treaty, whether or not the treaty has entered into force;

(g) “party” means a State which has consented to be bound by the treaty and for which the treaty is in force;

(h) “third State” means a State not a party to the treaty;

(i) “international organization” means an intergovernmental organization.

2. The provisions of paragraph 1 regarding the use of terms in the present Convention are without prejudice to the use of those terms or to the meanings which may be given to them in the internal law of any State.

## *Article 3*

### *International agreements not within the scope of the present Convention*

The fact that the present Convention does not apply to international agreements concluded between States and other subjects of international law or between such other subjects of international law, or to international agreements not in written form, shall not affect:

(a) the legal force of such agreements;

(b) the application to them of any of the rules set forth in the present Convention to which they would be subject under international law independently of the Convention;

(c) the application of the Convention to the relations of States as between themselves under international agreements to which other subjects of international law are also parties.

#### *Article 5*

#### *Treaties constituting international organizations and treaties adopted within an international organization*

The present Convention applies to any treaty which is the constituent instrument of an international organization and to any treaty adopted within an international organization without prejudice to any relevant rules of the organization.

### **9. Make presentations on the following topics.**

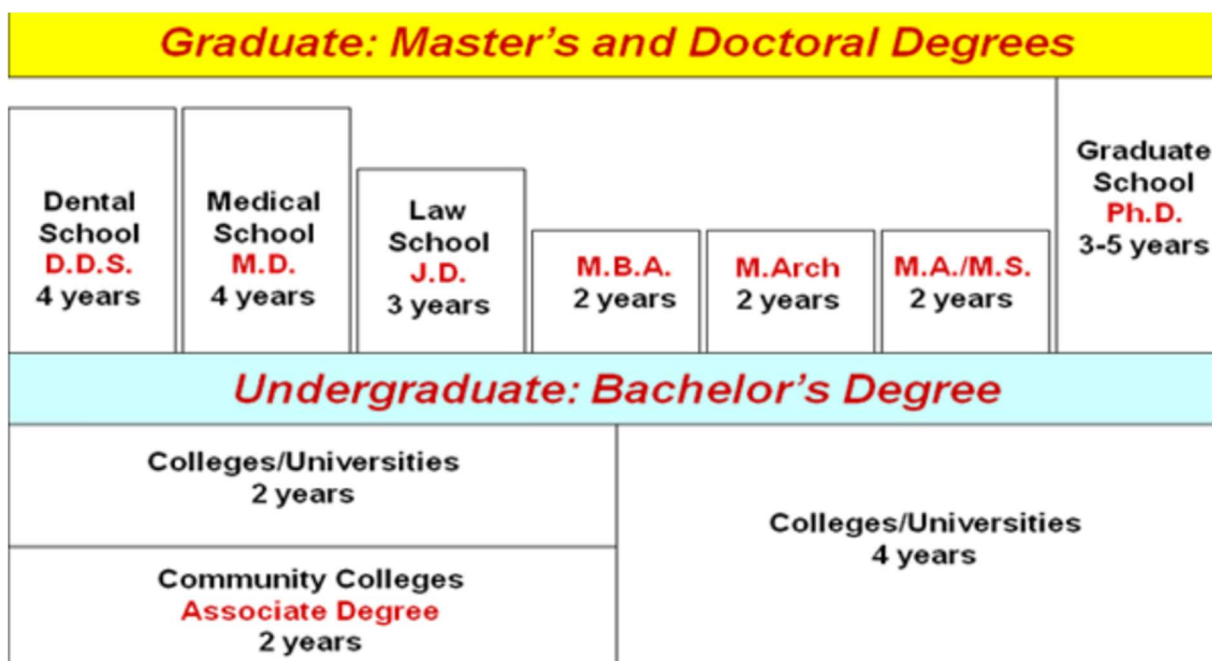
1. Role of the legal science in modern jurisprudence
2. Legal science in Russia
3. Prospective of the legal science



## CHAPTER II

### ACADEMIC DEGREES AND LEGAL RESEARCH

Look at the chart and tell what you know about the system of higher education. Do you know what abbreviations used here mean?



U.S. Higher Education Structure and Pathways to a Degree

#### 1. Read the text.

### Emergence of the doctor's and master's degrees

#### Vocabulary

1. doctorate – докторантура
2. allegiance – верность
3. magister – зд. магистратура
4. apprenticeship to a guild – подготовка перед вступлением в гильдию
5. honorary degrees – почетная степень
6. Renaissance conviction – убеждение в эпоху Ренессанса
7. empirical observation – эмпирическое наблюдение

8. humanities – гуманитарные науки
9. to confer – присуждать

The **doctorate** (Latin: *doceo* “I teach”) appeared in medieval Europe as a license to teach. Its roots can be traced to the early church when the term “doctor” referred to the Apostles, church fathers and other Christian authorities who taught and interpreted the Bible. The right to grant a *licentia docendi* was originally reserved to the church which required the applicant to pass a test, to take oath of **allegiance** and pay a fee. However, while the *licentia* continued to hold a higher prestige than the bachelor’s degree (*Baccalaureus*), it was ultimately reduced to an intermediate step to the **Magister** and doctorate, both of which now became the exclusive qualification for teaching.

At the University, doctoral training was a form of **apprenticeship to a guild**. Originally the terms “master” and “doctor” were synonymous, but over time the doctorate came to be regarded as a higher qualification than the master degree.

Today the terms “Master”, “Doctor” (from the Latin – meaning literally: “teacher”) and “Professor” signify different levels of academic achievement, but in the Medieval university they were equivalent terms, the use of them in the degree name being a matter of custom at a university.

The earliest doctoral degrees (theology – *Divinitatis Doctor* (D.D.), law – *Legum Doctor* (LL.D., later D.C.L.) and medicine – *Medicinæ Doctor* (M.D., D.M.)) reflected the historical separation of all higher University study into these three fields. Over time, the D.D. has gradually become less common outside theology and is now mostly used for **honorary degrees**, with the title “Doctor of Theology”. Studies outside theology, law and medicine, were then called “philosophy” due to the **Renaissance conviction** that real knowledge could be derived from **empirical observation**. The degree title of Doctor of Philosophy is a much later time and was not introduced in England before 1900. Studies in what once was called philosophy are now classified as sciences and **humanities**.

The University of Bologna in Italy, regarded as the oldest university in Europe, was the first institution to **confer** the degree of Doctor in Civil Law in the late 12<sup>th</sup> century; it also conferred similar degrees in other subjects, including medicine.

The University of Paris used the term “master” for its graduates, a practice adopted by the English universities of Oxford and Cambridge, as well as the ancient Scottish universities of St Andrews, Glasgow, Aberdeen and Edinburgh.

2. Write out all abbreviations used in the text and fill in the table with the necessary information. Present your story to the colleagues in the form of a short report.

Abbreviation	Meaning	History and Usage

3. Fill in the gaps with the words from the box.

a) scholars b) dissertation c) law d) “doctor” e) status f) present g) degrees
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### The evolution of the terminology of degrees

The naming of 1) \_\_\_\_\_ eventually became linked with the subjects studied. 2) \_\_\_\_\_ in the faculties of arts or grammar became known as “master”, but those in theology, medicine and 3) \_\_\_\_\_ were known as “doctor”. As study in the arts or in grammar was a necessary prerequisite to study in subjects such as theology, medicine and law, the degree of doctor assumed a higher 4) \_\_\_\_\_ than the master degree. This led to the modern hierarchy in which the Doctor of Philosophy (Ph.D.), which in its 5) \_\_\_\_\_ form as a degree based on research and 6) \_\_\_\_\_ is a development from 18<sup>th</sup>- and 19<sup>th</sup>-century German universities, is a more advanced degree than the Master of Arts (M.A.). The practice of using the term 7) \_\_\_\_\_ for PhDs developed within German universities and spread across the academic world.

4. Translate the following sentences into Russian.

- I got my first degree in physics and then I switched over to the field of law.
- I have a master’s degree in law.
- I left England to go to the USA to be a student of advanced mathematics. In the USA I earned the degree of Master of Science and also Doctor of Philosophy.

4. I studied at a college in California for my bachelor's degree and my master's degree. Then I got my doctoral degree at the University.
5. I am twenty-six years old and have just completed my master's degree in science. And I'm going to begin my PhD program next September in the UK.
6. I got my doctorate in economics two years ago.
7. Now I am a doctoral candidate in law.
8. The Russian Doctor of Science degree is the highest research degree in this country. Many scientists having that degree are professors.

## 5. Render the text in English.

Система образования англоязычных стран отличается от русской. Поэтому при переводе научных статусов часто возникает путаница.

В англоязычных странах успешное окончание трех-, четырехлетнего курса обучения в высшем учебном заведении, как правило, приводит к получению степени бакалавра Bachelor's degree:

Bachelor of Science, сокр. B.Sc./B.S. (естественные науки)

Bachelor of Arts, сокр. A.B./B.A. (гуманитарные науки)

Bachelor of Fine Arts, сокр. B.F.A. (искусство)

Bachelor of Business Administration, сокр. B.B.A. (управление)

Степень бакалавра часто называется в англоязычных странах первой степенью (first degree).

Студенты, продолжающие обучение после получения первой степени (graduate/postgraduate students), могут претендовать на степень магистра (master's degree):

Master of Science, сокр. M.S.

Master of Arts, сокр. M.A.

Master of Fine Arts, сокр. M.F.A.

Для получения этой степени студент должен в течение года или двух посещать лекционные занятия и участвовать в исследовательской работе, после чего сдать еще ряд экзаменов и, как правило, представить диссертацию (thesis).

Следующая степень в англоязычных странах – это степень доктора философии Doctor of Philosophy, сокр. PhD. Она присуждается как в области естественных, так и гуманитарных наук. Слово Philosophy изначально имело более общее значение в английском языке («наука вообще»), поэтому в данном случае и сохранилось до настоящего времени.

Претендент на эту степень проводит оригинальное научное исследование, как правило, в рамках специальной учебной программы (PhD program/studies), сдает экзамены и представляет диссертационную работу (doctoral thesis/dissertation). Обычно к работе над докторской диссертацией исследователь приступает после получения степени магистра.

Степени магистра и доктора нередко называют advanced/graduate/higher degree.

Принято считать, что степень доктора философии соответствует русской ученой степени кандидата наук.

Наряду со степенью доктора философии в англоязычных странах есть ряд почетных докторских степеней (honorary/higher/senior doctorates, Honor Doctor, Honor degree или Doctor honoris causa), присуждаемых за долголетнюю и плодотворную научную деятельность. Среди них степени: Doctor of Science, сокр. D.Sc. (естественные науки); Doctor of Letters, сокр. Lett.D. (гуманитарные науки); Doctor of Laws, сокр. L.L.D. (юриспруденция). Они не требуют проведения специальных исследований или написания диссертации и присуждаются по совокупности заслуг известным деятелям науки.

## **6. Read and translate the text.**

### **Scientific databases**

#### **Vocabulary**

1. reference data bases – реферативные базы данных, справочные базы данных
2. referencing – зд. цитирование
3. article of review – обзорная статья
4. conference thesis – тезисы конференции
5. scientometric – наукометрический
6. abstract – аннотация
7. citation index – индекс цитирования
8. legal capacity – правоспособность, дееспособность
9. Hirsch Index – индекс Хирша
10. impact factor – импакт-фактор
11. proxy – приблизительный показатель

Nowadays scientific or bibliographic **reference data bases** are available online. These data bases provide wide possibilities to search and filter information on any research. Search, studying, **referencing** and publishing of original scientific articles is an important part of scientific work. Any other scientific literature, for example **articles of review, conference thesis** or books is also useful.

Here are the most famous international **scientometric** databases used by legal scholars all over the world: Scopus, Web of Science, WestLaw, ScienceDirect, Research Gate, Academia.edu, Google Scholar.

Each of them is a large bibliographic reference data base which includes **abstracts** from reviewed scientific literature – journals, books and conference materials. In every article its key words are usually indicated. An abstract is a short summary — one to three paragraphs — of an article.

The data bases contain publications that correspond to determined quality criteria. They offer tools for searching, analysing, visualising and saving the information about articles the user is interested in.

Some data bases provide the easiest way to share papers with millions of people across the world for free.

**Citation index** is the scientific work of a scientist or research team accepted in the scientific world. An excellent citation index indicates the number of links to the publication or surname of the author in other sources. SCI (Science Citation Index) is one of the most common scientometric indicators. The presence in the scientific and educational organizations of scientists who have a high citation index indicates the high efficiency and effectiveness of **legal capacity** in general.

The **Hirsch Index** (h-index) is a quantitative characteristic of a scientist based on the number of his publications and the number of citations of his publications. It is calculated by a special formula.

**Impact factor** (IF) of an academic journal is a scientometric index that reflects the yearly average number of citations that recent articles published in a given journal received. It is frequently used as a **proxy** for the relative importance of a journal within its field; journals with higher impact factors are often deemed to be more important than those with lower ones.

## 7. Look through the text again and put your short answers into the table.

Questions	Answers
1. What is the text about?	

2. What are the most famous international scientometric databases?	
3. What do they include?	
4. What is citation index used for?	
5. What are the key words for the text?	

**8. Match the equivalents.**

1. articles of review	a) аннотация
2. conference thesis	b) индекс цитирования
3. scientometric	c) Индекс Хирша
4. abstract	d) материалы конференции
5. citation index	e) обзорные статьи
6. academic journal	f) импакт-фактор
7. Hirsch Index	g) наукометрический
8. impact factor	h) научный журнал

**9. Write down an abstract to the text using some of the following standard phrases.**

**Remember:**

*Abstracts must include sufficient information for reviewers to judge the nature and significance of the topic, the adequacy of the investigative strategy, the nature of the results, and the conclusions. The abstract should summarize the substantive results of the work and not merely list topics to be discussed.*

The article is devoted/ dedicated to...  
The author/article analyzes...  
The article contains author's views on...  
The key point of the paper is...  
The author poses the question of...  
A brief account is given of....  
The author refers to ...  
Reference is made to ....  
The author gives a review of....

**10. Look through the pieces of texts and find abstracts. Sum up the main characteristic features of the notion “abstract”.**

- a. In many situations, the family may need to consider options carefully before deciding on the plan of action. Both spouses going through the divorce can end things amicably and seek to create a plan that works for them. This could include extended family members, new spouses, moving to a different location and working together through processes such as bird nesting. Whatever option the two or more parents decide, it is up to the lawyers to help present the matter appropriately for approval. The judge will need to consider the factors and how the option is best for the children as well.
  
- b. In the article priority activities of The Federal Service for the Oversight of Consumer Protection and Welfare on improvement of standard legal support of safety of foodstuff and control of compliance of foodstuff to legislation requirements are reported. The main documents directed on harmonization of the international requirements with national ones and requirements of the Customs union on safety of foodstuff are submitted. Work within a framework of Russian Federation's accession to the WTO is described. And data on control of quality and safety of foodstuff are provided also.

Key words: standard legal support, safety of foodstuff, compliance of foodstuff to legislation requirements

- c. The author assesses the impact of the negative gearing provisions. He examines the applicable legislative provisions and makes a few recommendations.



- d. While civil cases may be smaller and less formal than a criminal courtroom, it is often vital to obtain a lawyer to assist with these matters. The burden of proof is on the person seeking compensation, and he or she must provide evidence that supports the case. A legal representative is the best advocate to present examinations, documentation and to process the legal channels correctly. This legal professional may also provide a means of seeking all possible compensation that may be obtained. While medical procedures may be expensive, therapy may be equally financially crippling. In the event that sessions are required with a therapist to return to daily living, the victim may lack a way to provide for himself or herself.
- e. To deal with base erosion and profit shifting, there should be a robust implementation of the BEPS Action Plans. This article highlights the potential benefits when developing countries adopt Country-by-Country Reporting. The authors argue that despite the problems associated with implementing CbCR, it could be an effective tool to increase tax revenue in Indonesia.
- f. Histories of equal rights for women in international law normally begin with post-World War II initiatives. Such an approach leaves out two treaties signed at the 1933 Montevideo Pan-American Conference, the Equal Nationality Treaty and the Equal Rights Treaty, which remain forgotten among international lawyers. By reconstructing their inception and intellectual background, this article aims to raise awareness about debates on international law among feminist activists in the interwar years. In turn, the focus on activist work allows for the recovery of the contribution of women to the development of the discipline in that seminal period, a contribution usually obfuscated by men's predominance in diplomatic and academic roles. By outlining the contribution of two key promoters of the Montevideo treaties – Doris Stevens and Alice Paul of the National Woman's Party – the article takes a step towards the re-inclusion of women's rights activists.
- g. According to the National Floor Safety Institute, slip and falls account for over 1 million hospital visits per year. Slip and falls are the most common worker's compensation claim. While slip and falls are often associated with the elderly, they are the leading occupational injury for people aged 15 to 24 years old. Fifty-five percent of slip and falls are caused by floor surfaces and 24 percent of slip and falls are caused by footwear. Falls occur when safety in the workplace is neglected in businesses like manufacturing, service,

maintenance, construction, and trucking industries. heritage of international law and its history.

**11. Agree or disagree with the following statements. Give your grounds.**

1. Scientometric databases are useless for writing a master's degree thesis.
2. Plagiarism is an integral part of any academic research.
3. Abstract and key words serve for better searching and identification of an article.

**12. Make presentations on the following topics.**

1. Russian scientific citation index
2. Hirsch index
3. Scientometric databases

## **CHAPTER III**

### **SCIENTIFIC COMMUNICATION AND MASTER'S DISSERTATION**

**1. Read the text.**

#### **Master's dissertation**

#### **Vocabulary**

1. secondary data – вторичные данные
2. to devise - разрабатывать
3. primary data – первичные данные
4. to draw conclusions – делать выводы
5. 'bigger picture' – более полное представление о чем-либо
6. to make comparisons – проводить сравнения

The dissertation is the final stage of the Master's degree and provides you with the opportunity to show that you have gained the necessary skills and knowledge in order to organise and conduct a research project. It should demonstrate that you are skilled in identifying an area, or areas, suitable for research: setting research objectives; locating, organising and critically analysing the relevant **secondary data**

and authoritative literature; **devising** an appropriate research methodology; analysing the **primary data** selected and drawing on the literature in the field; **drawing conclusions**; and if appropriate making relevant recommendations and indications of areas for further research.

A dissertation is a formal document and there are rules that govern the way in which it is presented. It must have chapters that provide an introduction, a literature review, a justification of the data selected for analysis and research methodology, analysis of the data and, finally, conclusions and recommendations. Where the subject is based around a business or an applied situation recommendation for action may also be required. Advice on the range of suitable topics which relate to the subject area of your Master's degree will be approved by your Programme Director or course dissertation co-ordinator. But the student is ultimately responsible for the content of the Master's dissertation.

The Master's level dissertation is distinguished from other forms of writing by its attempt to analyse situations in terms of the '**bigger picture**'. It seeks answers, explanations, **makes comparisons** and arrives at generalisations which can be used to extend theory. As well as explaining what can be done, it addresses the underlying why. The most successful dissertations are those which are specific and narrowly focused.

## 2. Match the equivalents.

1. research project	a) первичные данные
2. secondary data	b) более полное представление о чем-либо
3. primary data	c) проводить сравнения
4. to draw conclusions	d) узконаправленный
5. introduction	e) научный руководитель
6. literature review	f) расширить теорию
7. justification of the data selected	g) делать выводы
8. research methodology	h) обобщение
9. dissertation co-ordinator	i) методы исследования
10. 'bigger picture'	j) обоснования для выбора данных
11. to make comparisons	k) обзор литературы
12. to extend theory	l) исследовательский проект
13. generalisation	m) введение
14. narrowly focused	n) вторичные данные

**3. Fill in the gaps with the words from the box.**

- a) disadvantages   b) results   c) study   d) introduction  
 e) research methodology   f) literature survey

In the 1) \_\_\_\_\_ to the dissertation you describe the context of the research. In the 2) \_\_\_\_\_ you analyse the work of previously published authors and derive a set of questions needed to be answered to fulfil the objectives of this 3) \_\_\_\_\_. In the 4) \_\_\_\_\_ section, you show the reader what techniques were available, what their advantages and 5) \_\_\_\_\_ were, and what guided you to make the choice you did. In the 6) \_\_\_\_\_ section, you present to the reader the outcome of the research exercise.

**4. Match different types of academic paper with their definitions.**

1. <b>Note</b>	a) A piece of research, either individual or group work, with the topic chosen by the student(s)
2. <b>Report</b>	b) The longest piece of writing normally done by a student (20,000+ words) often for a higher degree, on a topic chosen by the student
3. <b>Project</b>	c) A written record of the main points of a text or lecture, for a student's personal use
4. <b>Essay</b>	d) A general term for any academic essay, report, presentation or article
5. <b>Dissertation/ Thesis</b>	e) A description of something a student has done e.g. conducting a survey
6. <b>Paper</b>	f) The most common type of written work, with the title given by the teacher, normally 1000–5000 words

**5. Choose the right answer.**

**1. A journal article may have:**

- a) an abstract
- b) a list of contents
- c) appendices

**2. An integral part of a dissertation is:**

- a) a discussion
- b) a literature review
- c) an impact factor

**3. Bibliographical part of the paper is called:**

- a) conclusion
- b) acknowledgements
- c) references

**6. Put the words in brackets in the Passive form.**

Applicants to the University of Edinburgh whose first language is not English (require) to provide evidence of adequate proficiency in English, which in most cases (take) in the form of a certified score on a recognised measure of academic English, such as IELTS or TOEFL. Acceptance level for most Faculties at Edinburgh is now set at IELTS 6.5 overall, with no module score below 6.0; candidates who choose to take TOEFL also (expect) to take the supplementary Test of Written English. After acceptance, students (suppose) to take TEAM as part of their matriculation at Edinburgh; in some Faculties, individuals (exempt) if they have achieved IELTS 7.0 or higher for acceptance.

**7. Rewrite the text with proper punctuation marks.**

***Remember some tips:***

- When using commas, pay attention whether you could split the sentence into two shorter ones instead of dividing it with a comma.
- Aim to avoid question and exclamation marks in an academic assignment, you should keep a serious tone.
- Minimize the use of dashes – that doesn't mean you shouldn't utilize them at all, but try to limit their use.
- Colons can be useful to optimize the structure of your assignment.

the university of edinburgh unlike other scottish universities is composed of colleges there are three of them sciences and engineering humanities and social sciences and medicine and veterinary medicine each college covers both undergraduate and graduate programmes of study although students are generally admitted to one college only they may have the opportunity to study subjects of another undergraduate programmes generally last three years or four for honours there is an extensive variety of postgraduate programmes of study including a 9 month diploma a 12 month masters and doctoral research programmes lasting at least 36 months

### **8. Make presentations on the following topics.**

1. The most famous dissertations
2. Types of academic papers
3. My future master's dissertation

### **9. Read the text.**

#### **Scientific discussion**

#### **Vocabulary**

1. workshop – мастер-класс, научный семинар
2. to be peer reviewed – подвергаться рецензированию
3. time span – регламент
4. conference proceedings – сборник материалов конференции
5. keynote lecture – выступление на открытии конференции
6. panel – зд. президиум
7. panel discussions – панельная дискуссия
8. poster sessions – представление стендовых докладов на конференции
9. Call For Papers – информационное письмо
10. venue – место проведения (конференции)

An academic conference or scientific conference (also: symposium, **workshop**, meeting, etc.) is an event for researchers (not necessarily academics) to present and

discuss their work. Together with academic or scientific journals conferences provide an important channel for exchange of information between researchers.

Prospective presenters are usually asked to submit a short abstract of their presentation, which **is peer reviewed** by members of the organizing committee.

Conferences usually encompass various presentations. They tend to be short and concise, with a **time span** of about 10 to 30 minutes; presentations are usually followed by a discussion. The work may be bundled in written form as academic papers and published as the **conference proceedings**.

Usually a conference will include keynote speakers (often, scholars of some standing, but sometimes individuals from outside academia). The **keynote lecture** is often longer, lasting sometimes up to an hour and a half, particularly if there are several keynote speakers on a **panel**.

In addition to presentations, conferences also feature **panel discussions**, round tables on various issues, **poster sessions** and workshops.

The meeting is announced by way of a **Call For Papers** or a Call For Abstracts, which is sent to prospective presenters and explains how to submit their abstracts or papers. It describes the broad theme and lists the meeting's topics and formalities such as what kind of abstract (summary) or paper has to be submitted, to whom, and by what deadline. Contributions are usually submitted using an online abstract or paper management service.

The place of event is called **venue**.

The chairperson plays an important role. He needs to ensure the event flows smoothly, to introduce speakers, to manage questions from the floor, and keep an eye on the time. Accordingly, the chairperson should be a good speaker.

### 10. Match the equivalents from the text.

1. to submit an abstract	a) рецензирование
2. registration fee	b) открытие конференции
3. accommodation	c) мастер-класс, научный семинар
4. conference venue	d) информационное письмо
5. poster presentations	e) вопросы из зала
6. to hold	f) место проведения конференции
7. panel discussion	g) представить тезисы
8. keynote speaker	h) стендовые доклады
9. peer review	i) размещение

10. Call for Papers	j) основной докладчик
11. opening session	k) проводить
12. questions from the floor	l) организационный взнос
13. workshop	m) панельная дискуссия

**11. Match the types of scientific meetings with their definitions.**

Type	Definition
<b>1. Conference</b>	a) The first meaning of this term refers to a group of students studying under a professor with each doing research and all exchanging results through reports and discussions. Its second definition is 'debating special issues'. It preserves the conversational character of the term.
<b>2. Symposium</b>	b) This activity clearly symbolizes the equality of all participants. Each of them will have the same right to take the floor. Discussion nevertheless plays the leading role in this kind of meeting.
<b>3. Seminar</b>	c) This term means a type of meeting where one or two people share their innovative experience in some area with the other participants organizing it in the form of a training session.
<b>4. Colloquium</b>	d) This term indicates both a traditional conference and a conversational seminar. This type of meeting tends to privilege the aspect of debate.
<b>5. Workshop</b>	e) The most general term to indicate a meeting for discussion - most commonly adopted by associations and organizations for their regular meetings. It is usually associated with the most traditional type of presentation, that is, papers followed by questions.
<b>6. Round table</b>	f) Nowadays, this describes a meeting to discuss a particular subject, but its original meaning defines it as a drinking party devoted to conversation and following a banquet. This activity, thus, has a slightly more informal character than a conference.

**12. Fill in the gaps with the words from the box.**

<ul style="list-style-type: none"> <li>a) panel discussion</li> <li>b) keynote speakers</li> <li>c) abstracts</li> <li>d) session</li> </ul>
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- e) academic papers
- f) deadline
- g) networking
- h) venue

1. The final list of accepted \_\_\_\_\_ will be emailed when available.
2. Most \_\_\_\_\_ should be written in academic voice.
3. There were a number of participants at the conference dinner, several of them were \_\_\_\_\_.
4. A number of social events will be organised to facilitate \_\_\_\_\_.
5. A great interactive \_\_\_\_\_ is definitely an ice breaker.
6. The day will conclude with a \_\_\_\_\_ during which the debate will be thrown open to the audience.
7. A cosy cocktail lounge is the perfect \_\_\_\_\_ for a quiet drink.
8. Submission \_\_\_\_\_ for articles for the next issue is 10 December 2017.

**13. You're at a reception at an international conference in Boston. Make questions using the words offered below and then think of possible answers.**

***Example:***

***Mind/ join you?***

***Question: (Do you) Mind if I join you? Answer: Please, do.***

1. giving a talk?
2. So, what/ you do?
3. What/ your field of research?
4. Can/ get/ drink?
5. So, where/ staying?
6. Would/ like/ get/ anything/ buffet?
7. know/ people here?
8. first visit to the USA?
9. enjoying the conference?
10. excuse me a moment?

**14. Put steps of the conference presentation in the right order.**

Presentation parts	Logical Order
<ol style="list-style-type: none"> <li>1. Describe the structure of the presentation.</li> <li>2. Welcome the audience.</li> <li>3. Signpost the main part of the presentation.</li> <li>4. Main body</li> <li>5. Explain your policy on questions.</li> <li>6. Give out handouts, if any.</li> <li>7. Give the title of the presentation.</li> <li>8. Introduce yourself.</li> <li>9. Explain why your talk is relevant.</li> <li>10. Make acknowledgements.</li> </ol>	

**15. Complete the sentences with the correct prepositions.**

1. Thank you all \_\_\_\_\_ coming all this way.
2. I've divided my presentation \_\_\_\_\_ several parts.
3. First of all, I'll give you an overview \_\_\_\_\_ the current situation in the sphere related.
4. In the second part of my presentation I'll focus \_\_\_\_\_ the project status.
5. Point three deals \_\_\_\_\_ court decisions that might create a precedent later.
6. After that I'll move on \_\_\_\_\_ the next point.
7. The purpose of my talk today is to update you \_\_\_\_\_ new developments in the sports law sphere.
8. What I want to do is to present alternatives \_\_\_\_\_ existing procedures.
9. According \_\_\_\_\_ the survey, our clients are not happy \_\_\_\_\_ the range of services they are currently provided.
10. We just have time \_\_\_\_\_ a few questions.
11. So, that was the plan of further development. Now it's time to put it \_\_\_\_\_ practice!

**16. Make up a short story using the following words and word combinations:**

Congress on, to be held, contribution, to be used in conjunction with, abstracts, to submit, miscellaneous, accommodation, to book (booking), social events, to be scheduled, registration fee, venue, to promote international collaboration, to share achievements.

**17. Write an essay on one of the following topics.**

1. The most famous international legal conferences

2. Kutafin Moscow State Law University scientific conferences
3. Types of conference sessions

## **APPENDIX**

### **Writing abstracts**

Еще раз обратим внимание на основные грамматические и лексические особенности оформления аннотаций, резюме, тезисов и т.д. Итак, особого внимания требуют:

#### **1. Порядок слов и использование страдательного залога (Passive voice):**

Было проведено экспериментальное исследование. – Experimental research was made.

Установлена прямая зависимость между... – Direct relationship was found between...

#### **2. Инверсия:**

Strange was his idea to check all the results again.

#### **3. Глаголы со значением «ПОЛУЧАТЬ» (часто указывается способ получения данных или результатов):**

- to derive – получать что-то из чего-то
- to produce – производить, вырабатывать
- to create – производить что-то новое, оригинальное, ранее неизвестное
- to generate – создавать, генерировать, производить, образовывать
- to calculate – подсчитывать, вычислять, калькулировать
- to reckon – производить менее сложный процесс подсчета, часто в уме
- to estimate – приблизительно подсчитывать, сделать приблизительную оценку
- to evaluate – оценивать что-то в цифрах

### **Academic writing**

Хороший стиль письменной научной коммуникации предполагает правильное использование служебных слов.

Кроме того, следует учитывать фактор частотности: например, самым употребительным в реальной научной коммуникации для обозначения русскоязычного выражения «несмотря на» является *despite*, а самым редким – *notwithstanding*.

Рассмотрим, на основе рекомендаций словаря *Macmillan English Dictionary for Advanced Students*, правила применения служебных слов в научном тексте более подробно.

1. Добавление существенной информации, «усиление»: *moreover*, *furthermore*, *besides* (более того, к тому же, кроме того).

Наиболее важные мысли, положения, факты, решающие аргументы и т.д. приводятся в тексте статьи, тезисов, выступления и пр. с помощью указанных наречий. Первые два из них типично используются в начале предложения, отделяются запятой, но иногда и в середине предложения, выделяясь запятыми с обеих сторон. Например:

*Science cannot provide that kind of certainty (высказана первая мысль). Furthermore, it is often overlooked that we can only apply scientific method to a tiny fraction of the impressions upon which we act (ее дополнение и подкрепление).*

## **2. Описание сходства.**

Для описания сходства и различий процессов, явлений, тенденций и т.д. в английской научной литературе используется широкий спектр выражений, однако, они не всегда точно представлены в англо-русских словарях. Кроме того, следует обратить внимание на некоторые клишированные выражения и запомнить их.

а) употребление существительных *resemblance*, *similarity*, *parallel*, *analogy*.

*Resemblance*, *similarity* (*parallel*) – между явлениями, предметами и т.д. есть определенное сходство, но лишь в некоторых чертах, т.е. оно не является полным:

*There is a remarkable similarity of techniques, of clothes and weapons. We cannot but notice certain resemblance between these two approaches. It is possible to draw some parallels between American and European systems of measures.*

Analogy применяется при сравнении двух процессов, ситуаций и т.д., которые имеют несколько сходных признаков, часто – для объяснения или облегчения понимания. Например:

A useful analogy for understanding Piage's theory is to view the child as a scientist who is seeking a 'theory' to explain complex phenomena.

Когда мы пишем по-русски, мы часто употребляем прилагательные для определения описываемых предметов и явлений (ср.: “существенное сходство”, “явная аналогия”, “определённый параллелизм” и т.д.) Так же и в английском языке. Запомните следующие устойчивые словосочетания:

Resemblance, similarity / certain, close, remarkable, striking, strong, superficial  
Analogy, parallel / close, interesting, obvious

б) употребление прилагательных similar, same, analogous, common, comparable (сопоставимый), identical, parallel для подчеркивания имеющегося сходства между двумя или более точками зрения, ситуациями, процессами и т.д.:

Animals possess thoughts, feeling and social systems which are analogous, if not identical, to those of humans.

The procedure is identical to that of any other experimental analysis.

Устойчивые словосочетания:

comparable/broadly, directly, roughly  
similar/ fairly, quite, remarkably, roughly, somewhat same/essentially, exactly,  
much, precisely, quite, roughly

От этих же прилагательных могут быть образованы наречия: similarly, likewise, in the same way. Самым часто употребляемым из них является similarly:

This substance similarly can also be used to modify the reaction process.

### **3. Описание различий.**

С целью сравнения полученных данных, используемых методов, применяемых методик и т.д. можно использовать на английском языке несколько различных выражений, например, contrast, difference, distinction:

Moreover, there was an important contrast between theoretical and experimental forecasts.

Table 1 shows significant differences in average temperatures. There is a sharp distinction between import and export rates.

Устойчивые словосочетания:

Difference: considerable, essential, clear, crucial distinction: crucial, major, fundamental, marked, sharp

#### **4. Обобщение и выводы.**

Для представления выводов часто используется выражение *in conclusion* или глагол *conclude* (без личных конструкций – *we can conclude that...*, *I would like to conclude...*).

It is possible/reasonable to conclude that ...

It could be concluded that ...

One can conclude that ...

Существительное *conclusion* может сочетаться с глаголами *come to*, *draw*, *lead to*, *reach*, *support*:

No definite conclusion can be drawn because of irregularities of ...

Hubble reached the conclusion that the universe was expanding.

Наиболее типичные определения со словом *conclusion*:  
*logical*, *obvious*, *preliminary*.

#### **5. Некоторые полезные слова-связки и выражения:**

Таким образом, .....

Therefore: Differences in performance can therefore be measured, employees can be rewarded differently and appropriately. Не рекомендуется начинать предложение с этого английского наречия.

Thus: The charity does not pay tax on its income. Thus, the given price is reduced for taxpayers.

Hence: The objective is to modernize and refurbish our laboratory, hence creating a pleasant working atmosphere.

В частности, особенно...

In particular: Information technology is constantly and dynamically developing. In particular, analyzing the development of computer systems, one can easily differentiate subsequent stages of their development.

Вследствие ...

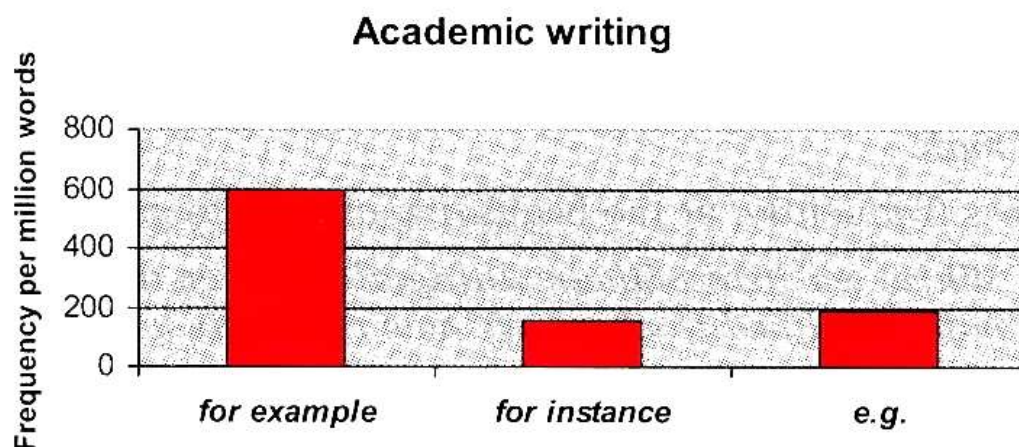
Due to, because of: Many environmental changes are due to the impact of industry and agriculture. Job opportunities can vastly decrease due to the lack of quotas and minimum wages for imported professionals.

Because of the global crisis, the profits of our company fell by 15% during 2009.

Например ...

For example, for instance, e.g. (лат. *exempli gratia*).

Частота их употребления в научном тексте представлена ниже:



Informational support is an integral part of transport operation, therefore its defects can cause accidents, for example, by failure to detect signals, their misperceptions, incorrect assessment, inadequacy of conclusions made from the information received.

### Abstract samples

## EXPERTS AND EXPERT EVIDENCE IN INTERNATIONAL ARBITRATION

**Abstract.** The article analyzes important issues of the arbitration process in particular experts and expert evidence problems — both in common and civil law

jurisdictions. It covers legal proceedings and arbitrations as well as the limits to the use of expert evidence. The overall objective of this paper is to provide the reader with an appreciation of expert evidence, some of the current debates on its use, and how to challenge it when it is used. The paper also contributes to the current debates on expert evidence. The key point here is that it is an opinion — what the expert thinks — which is of evidentiary value. Ordinarily, evidence is fact based, not opinion based. Such opinions, therefore, have to reach a very high standard in proceedings where they are used. If judgments and decisions are to use, and be based upon such opinions, they have to be sound, and be anchored in a real expertise.

**Keywords:** Arbitration process, common law jurisdiction, civil law jurisdiction, evidence, expert

### **THE CONCEPT OF WORKER IN EU-LABOUR LAW – STILL FIT FOR PURPOSE?**

**Abstract.** The growth of the number of persons working in the grey zone between traditional workers and those genuinely self-employed poses the question if EU labour law is still fit for purpose, i.e. providing those in need with the protection they require. Changes either refining the concept of the worker as well as the introduction of a third, intermediary category between workers and self-employed on the EU-level do not seem too realistic in the near future though. Therefore, one is guided towards the possible activities of the ECJ when called upon to interpret the concept of “worker” in EU labour law.

**Keywords:** EU law, labour law, employee, worker

### **ECONOMIC IMPACT OF TECHNOLOGY AND CORPORATE LAW DEVELOPMENTS IN THE USSR/RUSSIA AND CHINA FROM THE MID-1970s TO MID-2010s**

**Abstract.** When the author began practicing law relating to the USSR/ Russia in 1975, the Soviet Union was significantly more advanced economically than China. This was still the situation when he began practicing law relating to China in 1983. When he retired from legal practice in 2006, however, this situation reversed. This article contains his views based on his extensive experience in both countries, on what may have contributed to this remarkable reversal in these countries’ relative economic positions during this short time period.

**Keywords:** China, comparative economic development, law, technology, USSR/Russia



## Useful Phrases for making a conference presentation

### Introductions and outline

#### Introducing institute/department

Hi. Thanks for coming . . .

I am a PhD student/researcher/technician at . . .

I am doing a PhD/a Masters/some research at . . .

I am part of a team of 20 researchers and most of our funding comes from. . .

The work that I am going to present to you today was carried out with the collaboration of the University of . . .

#### Giving a general outline (formal)

In this presentation I am going to/I would like to

I will discuss some findings of an international project examine/analyze/bring to your attention

introduce the notion of/a new model of review/discuss/describe/argue that address a particular issue, which in my opinion, ..

give an analysis of/explore the meaning of

#### Giving your agenda (traditional)

I will begin with an introduction to . . .

I will begin by giving you an overview of . . . Then I will move on to . . .

After that I will deal with . . .

And I will conclude with . . .

#### Giving your agenda (more dynamic)

This is what I'm planning to cover.

I've chosen to focus on X because I think it has massive implications for . . .

it is an area that has been really neglected . . .

I'm hoping to get some ideas from you on how to . . .

that what we've found is really interesting

I think we have found a

radically new solution for . . .

truly innovative approach to . . .

novel way to ..

We are excited about our results because this is the first time research has shown that . . .

Why is X is so important? Well, in this presentation I am going to give you three

good reasons . . . What do we know about Y? Well, actually a lot more/less than you might think. Today I hope to prove to you that . . .

### **Referring to handout**

I've prepared a handout on this, which I will give you at the end - so there's no need to take notes. Details can also be found on our website. The URL is on the handout.

### **Transitions**

**Moving on to the main body of the presentation** Okay, so let me start by looking at . . .

So first I'd like to give you a bit of background. So why did we undertake this research? Well, . . . So what were our main objectives? Well, . . .

### **Introducing a new element or topic**

With regard to x . . .

As far as x is concerned . . . Regarding x . . .

### **Signaling that the topic is about to change**

Before I give you some more detailed statistics and my overall conclusions, I am just going to show you how our results can be generalized to a wider scenario. In a few minutes I am going to tell you about X and Y, which I hope should explain why we did this research in the first place. But first I want to talk to you about . . .

### **Showing where you are in the original agenda**

Okay so this is where we are ..

This is what we've looked at so far.

So, we're now on page 10 of the handout.

### **Referring to previous topic to introduce next topic**

Before moving on to Z, I'd just like to reiterate what I said about Y. Okay, so that's all I wanted to say about X and Y. Now let's look at Z. Having considered X, let's go on and look at Y.

### **Direct transition**

Let me now move onto the question of . . .

This brings me to my next point . . .

Next I would like to examine . . .

Now we're going to look at Z. // Now I'd like to show you Z. // Now I'd like to talk about Z. Okay, let's move on to Z.

Now we are going to do X. X will help you to do Y.

### **Emphasizing a point**

I must emphasize that ..

What I want to highlight is . . .

At this point I would like to stress that . . .

What I would really like you to focus on here is . . . These are the main points to remember:

The main argument in favor of/against this is .. The fact is that . . .

This is a particularly important point.

This is worth remembering because . . .

You may not be aware of this but . . .

### **Communicating value and benefits**

So, the key benefit is. . .

One of the main advantages is. . .

What this means is that . . .

We are sure that this will lead to increased . . . What I would like you to notice here is . . .

What I like about this is . . . The great thing about this is . . .

### **Expressing surprise in order to gain interest**

To our surprise, we found that . . . We were surprised to find that . . . An unexpected result was . . . Interestingly, we discovered that . . .

### **Qualifying what you are saying**

Broadly speaking, we can say that . . .

In most cases/In general this is true.

In very general terms . . .

With certain exceptions, this can be seen as . . .

For the most part, people are inclined to think that . . . Here is a broad outline of . . .

### **Giving explanations**

As a result of . . . Due to the fact that . . . Thanks to . . . This problem goes back to . . .

The thing is that . . .

On the grounds that . . .

### **Giving examples**

Let's say I have . . . and I just want to . . .

Imagine that you . . .

You'll see that this is very similar to . . .

I've got an example of this here . . . *show slide*

I've brought an example of this with me . . . *show object*

There are many ways to do this, for example/for instance you can . . . There are several examples of this, such as . . .

### **Diagrams**

**Making initial reference to the diagram** Here you can see . . .

I have included this chart because . . .

This is a detail from the previous figure . . . This should give you a clearer picture of . . . This diagram illustrates . . .

### **Explaining what you have done to simplify a diagram**

For ease of presentation, I have only included essential information.

For the sake of simplicity, I have reduced all the numbers to whole numbers.

This is an extremely simplified view of the situation, but it is enough to illustrate that . . .

### **Indicating what part of the diagram you want them to focus on**

Basically, what I want to highlight is . . .

I really just want you to focus on . . .

You can ignore/Don't worry about this part here.

This diagram is rather complex, but the only thing I want you to notice is . . .

### **Explaining the lines, curves, arrows**

On the x axis is . . . On the y axis we have . . .  
I chose these values for the axes because . . .  
In this diagram, double circles mean that . . . whereas black circles mean . . .  
dashed lines mean . . . continuous lines mean . . .  
Time is represented by a dotted line.  
Dashed lines correspond to . . . whereas zig-zag lines mean . . .  
The thin dashed gray line indicates that . . .  
These dotted curves are supposed to represent . . .  
The solid curve is . . .  
These horizontal arrows indicate . . .  
There is a slight/gradual/sharp decrease in . . .  
The curve rises rapidly, then reaches a peak, and then forms a plateau.  
As you can see, this wavy curve has a series of peaks and troughs.

### **Explaining positions**

on the left is . . . on the left side here . . . in the middle . . .  
here, at the top . . .  
down in this section . . .

over here is a . . .  
the upper/lower section . . .

### **Making reference to parts of the presentation**

#### **Referring forward**

I'm going to do X, Y, and Z.

I'm not going to cover this aspect now, I'm just going to . . . I'll go into a bit of detail for each concept.

I'll explain this in a moment/I'll talk about that later. As we will see later . . .

#### **Referring backward**

As I said before . . .

Remember I said that . . .

The concept I mentioned earlier . . .

As I mentioned a moment ago . . .

To return to my earlier point . . .

If we go back to this slide . . . (*shows an earlier slide*)

#### **Referring to current slide**

Here you can see . . . Notice that it has . . . As you can see . . .

### **Discussing results, conclusions, future work Very strong affirmations**

These results definitely prove that . . .

We are convinced that our results show that . . . What these results prove is . . .

### **Tentative affirmations**

Our results would seem to show that . . . What these findings seem to highlight is .

. . I think that these results may indicate that . . . It seems probable from these results that . . . I think it is reasonable to assume that . . . This may indicate that . . .

A possible explanation is . . .

I believe this is due to . . .

### **Future work**

So, we've still got quite a long way to go. What we need to do now is . . . Given these results, it seems to us that the best thing to do now is . . .

A promising area for future research would probably be . . .

What we are planning to do next is . . .

### **Ending**

#### **Warning audience that presentation is near the end**

Well, that brings me to the end of the presentation. So, just to recap . . .

I am afraid that I don't have time to go into this in any further detail. But you can find more information about it on this website (which is on the back page of your handout).

If you would like more information on this, then please feel free to email me.

My address is on the back page of the handout./ My address is in the congress notes.

Thanks very much for coming.

Thank you for your attention.

### **Questions and answers**

#### **Beginning a Q&A session**

Does anyone have any questions on this?

I'd be really interested in hearing your questions on this.

If you ask any questions I would be grateful if you could ask them slowly and clearly, as - my English is a bit rusty

- many attendees here today are not native speakers of English

## **Handling the session**

Okay, could we start with the question from the gentleman/lady at the back?  
Do you mind just repeating the question because I don't think the people at the back heard you?

I think we have time for just one more question.

Okay, I am afraid our time is up, but if anyone is interested in asking more questions I'll be in the bar and at the social dinner tonight.

## **What to say when you don't understand a question from the audience**

Sorry, could you repeat the question more slowly please? Sorry, could you speak up please?

Sorry, I didn't hear the first/last part of your question.

## **Interpreting the questions**

If I'm not wrong, I think what you are asking is . . .

Can I just be sure that I understand? You are asking me if . . . So what you are saying is . . .

So your question is . . .

## **Avoiding difficult questions**

I'm not familiar with the details regarding that question.

I can't give you an exact answer on that, I am afraid.

That's a very interesting question and my answer is simply I really don't know!

I would not like to comment on that.

I am sorry but I am not in a position to comment on that.

I am not sure there really is a right or wrong answer to that. What I personally believe is . . .

## **Asking for time or deferring**

I think it would be best if my colleague answered that question for you. Can I get back to you on that one?

Could we talk about that over a drink?

Offhand, I can't answer that question but if you . . .

## **Commenting on audience questions**

I know exactly what you mean but the thing is . . .  
I take your point but in my experience I have found that . . .  
You're quite right and it is something that I am actually working on now.  
I'm glad you raised that point, in fact one of my colleagues will be able to answer that for you. Yes, the additional experiments you suggest would be very useful.  
Maybe we could talk about them over lunch.

## **Posters**

### **Getting the person interested**

Hi, would you like some more information?  
Would you like me to take you through the process?  
I have a short demo here if you would like to look at it.  
Would you like to hear some more details on the methodology?

### **Offering further help**

Would you like a copy of this handout/brochure/document? It basically says the same as the poster but in a lot more detail.  
Here is my paper, if you would like a copy.  
You can find more details on my website, which is written on my card here.

### **Asking questions about the person's research** May I ask what field you are in?

Where are you based?  
How long have you been working in this field?

### **Opening up possibilities for further contact**

Would you like to give me your email address?  
Are you giving a presentation yourself?  
Are you going to be at the dinner tonight?  
Might you be interested in setting up a collaboration?

### **Saying goodbye**

Thank you very much.  
It was very nice to meet you. Hope to see you around.



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