



ВЫСШАЯ ШКОЛА ЭКОНОМИКИ  
НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ УНИВЕРСИТЕТ

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# АНГЛИЙСКИЙ ЯЗЫК ДЛЯ АКАДЕМИЧЕСКИХ ЦЕЛЕЙ

## ENGLISH FOR ACADEMIC PURPOSES

УЧЕБНОЕ ПОСОБИЕ  
ДЛЯ БАКАЛАВРИАТА И МАГИСТРАТУРЫ

Под редакцией **Т. А. Барановской**

*Рекомендовано Учебно-методическим отделом высшего образования  
в качестве учебного пособия для студентов высших учебных заведений,  
обучающихся по гуманитарным направлениям*

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Данное учебное пособие разработано коллективом авторов — профессора и преподавателей Департамента английского языка Национального исследовательского университета «Высшая школа экономики» — на основе образовательных стандартов и положений Концепции преподавания иностранных языков, принятых в Высшей школе экономики, с учетом требований ФГОС-3. В книге отражен результат многолетней практики преподавания иностранного языка для студентов академического бакалавриата, реализован компетентностный подход в преподавании английского языка.

Подходит для студентов, обучающихся по различным специальностям, так как освещаемые в пособии темы носят универсальный академический характер. Может быть полезно как преподавателям в аудиторной и внеаудиторной работе, так и учащимся при самоподготовке.

Соответствует актуальным требованиям Федерального государственного образовательного стандарта высшего образования.

*Учебное пособие предназначено для студентов высших учебных заведений, обучающихся по гуманитарным направлениям и специальностям.*

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Unit	Section	Reading	Speaking
<b>1</b> What Is Science?	1. Modern Science: What Is It?	<ul style="list-style-type: none"> <li>• Science: An Overview</li> <li>• Misconceptions about Science.</li> </ul>	<ul style="list-style-type: none"> <li>• Agreeing/disagreeing</li> <li>• Describing things</li> </ul>
	2. Modern Science: How Does It Work?	<ul style="list-style-type: none"> <li>• How Does Science Work?</li> <li>• Research: Young People Migrate to Cities with Good Reputation</li> </ul>	Telling explanatory stories
	3. History of Science	<ul style="list-style-type: none"> <li>• History of Science</li> <li>• Research: Beauty Remains Women's Main Asset</li> </ul>	Giving definitions
<b>2</b> Science for Life	1. Science and Higher Education	The HSE in the Global Academic Space	Oral presentation skills
	2. Science Development and Research University	Without Modern Science, a Country's Prospects for Development Are Uncertain	Making academic presentation
	3. Academic Career	<ul style="list-style-type: none"> <li>• What Is an Academic Career?</li> <li>• To Enjoy Academic Freedom at the HSE</li> </ul>	Summarising
<b>3</b> International Academia	1. Education in Russia	Education in Russia	<ul style="list-style-type: none"> <li>• Arguing/discussing</li> <li>• Asking/answering questions</li> </ul>
	2. Education in the USA	Education in the United States	<ul style="list-style-type: none"> <li>• Learning style</li> <li>• Cause and effect</li> </ul>
	3. Education in the UK	Education in the UK	<ul style="list-style-type: none"> <li>• Classifying/categorizing</li> <li>• Exemplifying</li> </ul>

# MAP

Writing	Vocabulary	Grammar	Study Skills
Guidelines on writing a summary	<ul style="list-style-type: none"> <li>Data, evidence and facts</li> <li>Academic vocabulary</li> </ul>	Genitive: possessive form of nouns	<ul style="list-style-type: none"> <li>Answering questions about research</li> <li>Before reading strategies</li> </ul>
Note-taking and note-making	Commonly misused words: <i>expand/expend</i> , <i>infer/imply</i>	Nouns: plurals, countable, uncountable	Mind mapping
<ul style="list-style-type: none"> <li>Pre-writing strategies</li> <li>Writing an explanatory essay</li> </ul>	Academic vocabulary list	Articles	Critical reading
Definition and academic clarity	<ul style="list-style-type: none"> <li>Academic vocabulary</li> <li>Commonly misused words: <i>assess/access</i></li> </ul>	Relative clauses	Research design (1)
Hedging	<ul style="list-style-type: none"> <li>Prepositions</li> <li>Commonly misused words: <i>very/vary</i></li> </ul>	<ul style="list-style-type: none"> <li>Making connections</li> <li>Linking words</li> </ul>	Questions or hypothesis
Avoiding accidental plagiarism	<ul style="list-style-type: none"> <li>Academic vocabulary</li> <li>Word family</li> </ul>	Reporting verbs	Research design (2)
Writing process	Commonly misused words: <i>issue/problem</i>	Passive voice	Understanding text structure/organization
Academic CV	Nominalisation	Conditionals (I–II types)	Identifying reference in the text
Writing an email	<ul style="list-style-type: none"> <li>Commonly misused words: <i>continual/continuous</i></li> <li>Abbreviations and acronyms</li> </ul>	Relative clauses: defining and non-defining	Proof-reading written English

## Предисловие (Preface)

Данное учебное пособие адресовано прежде всего преподавателям дисциплины «Английский язык». Цель книги — способствовать развитию языковой компетенции для академических целей, которая представляет собой одно из приоритетных направлений языковой подготовки современности. Содержание пособия определяется, с одной стороны, практическими потребностями студентов, связанными с выполнением академических и профессиональных задач, с другой стороны, требованиями, предъявляемыми образовательными программами к качеству языковой подготовки.

Пособие может применяться для обучения английскому языку студентов всех специальностей, поскольку выбранные темы носят универсальный академический характер и способствуют созданию у учащихся целостной картины научного мира, последовательно раскрывая вопросы о современном понимании науки, ее роли в жизни общества. Наряду с решением практической задачи формирования языковой компетенции происходит и формирование академических компетенций, в том числе исследовательских. Таким образом, пособие помогает решить следующие задачи:

1) развитие языковых компетенций (академических интегрированных языковых умений — говорения, чтения, письма, а также навыков — лексических и грамматических);

2) развитие академических компетенций, к которым относятся: эффективная работа с первоисточниками (текстовыми и аудио); составление вторичных документов и документов, востребованных в академической среде, в том числе международной; подготовка и проведение публичных выступлений, участие в дискуссиях и круглых столах;

3) совершенствование академического стиля письменной и устной речи;

4) формирование научного мировоззрения и базовых представлений об исследовательской деятельности.

В результате освоения материала учащиеся должны:

### **знать**

- широкий спектр академической лексики и лексики, связанной с проблематикой научного общения и исследовательской работой;

- правила грамматики, необходимые для грамотной иноязычной коммуникации как в устной, так и в письменной форме;

- ключевые вопросы академической тематики, в том числе: современная наука, ее аспекты и проблемы, организация научной жизни, роль учебного в современном мире, академическая среда, ее особенности, исследовательские университеты, академическая жизнь в зарубежных странах;

### **уметь**

- быстро ознакомиться с текстом, выделить важную информацию, передать его основное содержание, определить актуальность рассматриваемых

положений и найти ответы на вопросы, связанные с содержанием текста (*чтение*);

- в диалоге: давать подробные ответы на интересующие собеседника вопросы академической и профессиональной сферы, описывать явление или ситуацию, а также развивать отдельные мысли, подкрепляя их дополнительными положениями и примерами (*говорение*);

- в монологической речи: строить четкую систему аргументации, высказывать собственную точку зрения, отмечая достоинства и недостатки различных систем или теорий, включаться в дискуссию и выходить из нее, используя необходимую лексику и лексико-грамматические обороты (*говорение*);

- сопоставлять или противопоставлять имеющиеся данные, делать заметки по ходу прочитанного или прослушанного материала, обобщать прочитанный материал и кратко излагать его содержание, составлять академическое резюме, писать электронные письма (*письмо*);

#### ***владеть навыками***

- самостоятельной работы с языковым материалом (с использованием справочной литературы, словарей, информационных сайтов);

- извлечения необходимой информации из оригинального текста на английском языке;

- выражения собственного отношения к изучаемому явлению как при межличностном, так и при академическом общении;

- восприятия, анализа и создания устных высказываний и письменных текстов общеакадемической направленности.

Для успешного освоения материала уровень владения английским языком по шкале IELTS должен быть не ниже 6–6,5.

Книга состоит из трех частей (**Unit**), в каждой из которых раскрываются темы, связанные с организацией и деятельностью научного мира, его основными закономерностями, а также со сферой международного высшего образования. Части состоят из блоков (**Section**), каждый из которых посвящен изучению определенной тематики в рамках основной темы и усвоению языковых навыков и умений, необходимых для общения в научной и академической сфере. Все блоки содержат большое количество аутентичных текстов, а также разнообразные упражнения и задания, направленные на развитие и совершенствование лексических и грамматических навыков, отработку языковых и академических умений. В конце каждой части приводится список вопросов по закреплению изученного материала (**Check Understanding**) и список использованных источников информации (**Sources**).

Ответы к упражнениям даны в разделе «Ключи» (**Keys**) в конце книги. Наличие этого раздела позволит учащимся самостоятельно осваивать материал, проверяя корректность выполнения заданий.

В конце пособия также приводится словарь (**Glossary**), который включает основные научные термины, встречающиеся в текстах, и их толкование на английском языке.

Учебное пособие можно использовать в качестве основного средства обучения в аудиторной и внеаудиторной работе, а также для самоподготовки.

## Short Forms and Labels

### Word Classes

*adj* = adjective

*adv* = adverb

*n* = noun

*v* = verb

### Codes and Labels

*abb.* = abbreviation

*pl.* = plural

*smb* = somebody

*smth* = something



# Unit 1

## WHAT IS SCIENCE?

Objectives of the unit:

- to understand the essentials of science
- to develop language skills: reading (for gist and for detail), speaking (describing objects, explanations, giving definitions, reporting) and writing (a summary, an explanatory essay, making notes)
- to develop crucial study skills (critical reading, designing mind maps, talking about the research)
- to learn the vocabulary related to science and the scientific method
- to practice grammar: genitive, nouns in academic English, articles

### Section 1. Modern Science: What Is It

#### LEAD-IN

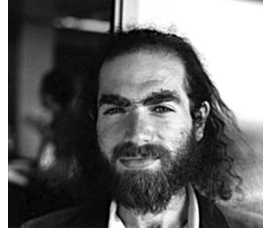
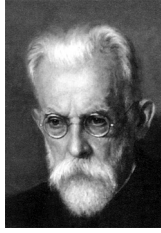
**Exercise 1.** Read the statements about science and decide whether you agree or disagree with them.

Statements	Agree	Disagree
1. Scientific ideas are absolute and unchanging.		
2. Science can only disprove ideas.		
3. The job of a scientist is to find support for his/her hypotheses.		
4. Science is pure. Scientists work without considering the applications of their ideas.		

**Exercise 2.** Use the words below to give your own definition of science.

way testing gathered process behavior natural ideas structure  
evidence organized knowledge study relies built  
world

**Exercise 3. Do you know these scientists? Tell others what you know about them and their scientific careers.**



## READING

### Science: An Overview

The word ‘science’ probably brings to mind many different pictures: a fat textbook, white lab coats and microscopes, an astronomer peering through a telescope, a naturalist in the rainforest, Einstein’s equations scribbled on a chalkboard, the launch of the space shuttle, bubbling beakers... All of those images reflect some aspect of science, but none of them provides a full picture because science has so many facets:

- *Science is both a body of knowledge and a process.* In school, science may sometimes seem like a collection of isolated and static facts listed in a textbook, but that’s only a small part of the story. Just as importantly, science is also a process of discovery that allows us to link isolated facts into coherent and comprehensive understandings of the natural world.

- *Science is exciting.* Science is a way of discovering what’s in the universe and how those things work today, how they worked in the past, and how they are likely to work in the future. Scientists are motivated by the thrill of seeing or figuring out something that no one has before.

- *Science is useful.* The knowledge generated by science is powerful and reliable. It can be used to develop new technologies, treat diseases, and deal with many other sorts of problems.

- *Science is ongoing.* Science is continually refining and expanding our knowledge of the universe, and as it does, it leads to new questions for future investigation. Science will never be ‘finished’.

- *Science is a global human endeavor.* People all over the world participate in the process of science.

Science is complex and multi-faceted, but the most important characteristics of science are straightforward:

- Science focuses exclusively on the natural world, and does not deal with supernatural explanations.

- Science is a way of learning about what is in the natural world, how the natural world works, and how the natural world got to be the way it is. It is not simply a collection of facts; rather it is a path to understanding.

- Scientists work in many different ways, but all science relies on testing ideas by figuring out what expectations are generated by an idea and making observations to find out whether those expectations hold true.

- Accepted scientific ideas are reliable because they have been subjected to rigorous testing, but as new evidence is acquired and new perspectives emerge these ideas can be revised.

- Science is a community endeavor. It relies on a system of checks and balances, which helps ensure that science moves in the direction of greater accuracy and understanding. This system is facilitated by diversity within the scientific community, which offers a broad range of perspectives on scientific ideas.

Many students have misconceptions about what science is and how it works. The most common misconceptions about science are listed below.

Misconception 1: *Science is a collection of facts.*

**CORRECTION:** Because science classes sometimes revolve around dense textbooks, it's easy to think that's all there is to science: facts in a textbook. But that's only part of the picture. Science is a body of knowledge that one can learn about in textbooks, but it is also a process. Science is an exciting and dynamic process for discovering how the world works and building that knowledge into powerful and coherent frameworks.

Misconception 2: *Science is complete.*

**CORRECTION:** Since much of what is taught in introductory science courses is knowledge that was constructed in the 19th and 20th centuries, it's easy to think that science is finished — that we've already discovered most of what there is to know about the natural world. This is far from accurate. Science is an ongoing process, and there is much more yet to learn about the world. In fact, in science, making a key discovery often leads to many new questions ripe for investigation. Furthermore, scientists are constantly elaborating, refining, and revising established scientific ideas based on new evidence and perspectives.

Misconception 3: *There is a single Scientific Method that all scientists follow.*

**CORRECTION:** 'The Scientific Method' is often taught in science courses as a simple way to understand the basics of scientific testing. In fact, the Scientific Method represents how scientists usually write up the results of their studies (and how a few investigations are actually done), but it is a grossly oversimplified representation of how scientists generally build knowledge. The process of science is exciting, complex, and unpredictable. It involves many different people, engaged in many different activities, in many different orders.

Misconception 4: *The process of science is purely analytic and does not involve creativity.*

**CORRECTION:** Perhaps because the Scientific Method presents a linear and rigid representation of the process of science, many people think that doing science involves closely following a series of steps, with no room for creativity and inspiration. In fact, many scientists recognize that creative thinking is one of the most important skills they have — whether that creativity is used to come up with an alternative hypothesis, to devise a new way of testing an idea, or to look at old data in a new light. Creativity is critical to science!

**Misconception 5:** *Experiments are a necessary part of the scientific process. Without an experiment, a study is not rigorous or scientific.*

**CORRECTION:** Perhaps because the Scientific Method and popular portrayals of science emphasize experiments, many people think that science can't be done *without* an experiment. In fact, there are *many* ways to test almost any scientific idea; experimentation is only one approach. Some ideas are best tested by setting up a controlled experiment in a lab, some by making detailed observations of the natural world, and some with a combination of strategies.

[1]

## ACTIVITIES

**Exercise 1. Read the text *Science: An Overview* and answer the questions below.**

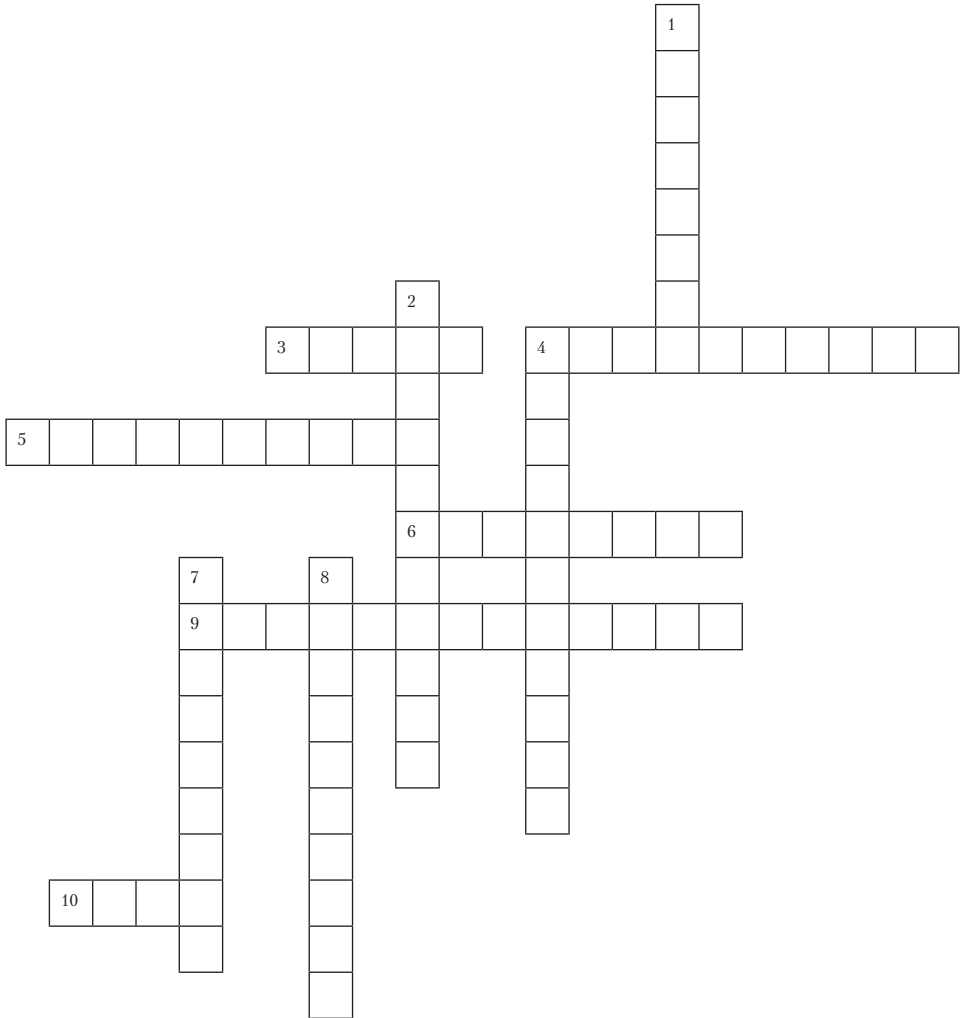
1. What is science?
2. What is the scientific method?
3. Is the scientific method a philosophy?
4. What is the difference between a hypothesis and a theory?
5. Why do scientists often seem tentative about their explanations?
6. What does science have to say about ghosts, ESP, and astrology?

**Exercise 2. Use the on-line dictionary to define the following words.**

**Dictionary:** <http://dictionary.cambridge.org/dictionary/learner-english>

Word	Definition + Example	Collocation(s)
evidence	Something that makes you believe that something is true or exists: <i>There is no scientific evidence that the drug is addictive.</i>	<i>give evidence / be in evidence</i>
experiments		
fact		
hypothesis		
method		
observation		
reliable		
testing		

**Exercise 3. Scan through the text and find words which can help you do the crossword.**



**Across**

- 3.** one part of a subject, situation, etc. that has many parts /n/
- 4.** a test done in order to learn something or to discover if something works or is true /n/
- 5.** an idea or explanation for something that is based on known facts but has not yet been proved /n/
- 6.** a mathematical statement in which you show that two amounts are equal using mathematical symbols /n/
- 9.** the act or process of examining a crime, problem, statement, etc. carefully, especially to discover the truth /n/
- 10.** something that is known to have happened or to exist, especially something for which proof exists, or about which there is information /n/

## Down

1. one or more reasons for believing that something is or is not true /n/
2. a particular way of considering something /n/
4. the details or reasons that someone gives to make something clear or easy to understand /n/
7. the fact that there are many different ideas or opinions about something /n/
8. (the study and knowledge of) the practical, especially industrial, use of scientific discoveries /n/

## SPEAKING

**Exercise 4. Read six famous quotations about science and scientists. Do you agree with the authors of these quotations? Why? / Why not?**

1) *Science is a wonderful thing if one does not have to earn one's living at it.*  
Albert Einstein

2) *Science is the great antidote to the poison of enthusiasm and superstition.*  
Adam Smith, *the Wealth of Nations*

3) *Science is a cemetery of dead ideas.*  
Miguel de Unamuno, *the Tragic Sense of Life*

4) *Science does not know its debt to imagination.*  
Ralph Waldo Emerson

5) *The important thing in science is not so much to obtain new facts as to discover new ways of thinking about them.*  
William Lawrence Bragg

6) *Science has made us gods even before we are worthy of being men.*  
Jean Rostand

**Exercise 5. Read the quotations below. All of them respond to the question "What is the one thing we should learn about science?"**

- a) Whose quotation comes closest to your belief about what science should teach?
- b) Which quotations seem to contradict one another? Which quotations support one another?

1) *Science is about uncertainty. We do not yet know the answers to most of the most important questions.*

Freeman Dyson

2) *I would teach the world that science is the best way to understand the world, and that for any set of observations, there is only one correct explanation.*

Lewis Wolpert

3) *I would teach the world that scientists start by trying very hard to disprove what they hope is true... a scientist always acknowledges the possibility of error, and is less likely to be mistaken than one who always claims to be right.*

Anthony Hoare

4) *I would teach the world that science is imagination plus humility.*  
Michael Baum

5 *Perfect as the wing of a bird may be, it will never enable the bird to fly if unsupported by the air. Facts are the air of science. Without them a man of science can never rise.*

Ivan Pavlov

6 *Science is built up of facts, as a house is built of stones; but an accumulation of facts is no more a science than a heap of stones is a house.*

Henri Poincaré

**Exercise 6. Practice answering questions. You must speak for at least two minutes. Try to use some of the words and phrases from exercises above.**

<b>Describe a science programme or a scientific experiment you have seen and enjoyed.</b>	
You should say:	<p>where and when you saw the programme / experiment</p> <p>what happened in the programme / experiment</p> <p>why the programme / experiment was enjoyable</p> <p>and explain what you learnt from watching it</p>
<b>Describe a famous scientist you have met or know about</b>	
You should say:	<p>how famous that person is</p> <p>why that person is famous</p> <p>what he/she is doing now</p> <p>and say if you think he/she will become more or less famous in the future, and why</p>
<b>Describe a project you had to do in your studies or job.</b>	
You should say:	<p>who asked you to do that project</p> <p>what the main aim of the project was</p> <p>who helped you with it</p> <p>and say if you think that project was a success or not, and why</p>

## WRITING

### SUMMARY

#### How to Write a Summary: Some Guidelines

- 1) **Shorten the text** in such a way that all facts are in the summary. Leave out examples, evaluations and interpretations.
- 2) **Skim** the text. You should know what the **main content** of it is. Read the headline carefully. It is important.
- 3) Read the text again to understand more **details**. You must understand the whole text.
- 4) Make **notes** (use keywords). Underline important words in the text.
- 5) **Form** sentences with the help of your **keywords**. These sentences should reflect the main content of the text.

- 6) **Connect the sentences** using suitable conjunctions. The first sentence should describe the main content of the text.
- 7) Use **Simple Present** or **Simple Past**. Write sentences in Reported speech.
- 8) Sometimes you have to **change the persons**.
- 9) **Check** your summary. Watch out for spelling mistakes.

**Exercise 7. Read the text and write a summary.**

### **Baby's First Research**

A geneticist working at her lab bench and a six-month-old baby playing with his food might seem to have little in common. After all, the scientist is engaged in serious research to uncover the very nature of the physical world, and the baby is, well, just playing... right? Perhaps, but some developmental psychologists have argued that this 'play' is more like a scientific investigation than one might think.

Take a closer look at the baby playing at the table. Each time the bowl of cereal is pushed over the table edge, it falls to the ground — and, in the process, it reveals critical evidence about how physical objects interact: bowls of cereal (as well as pacifiers, blocks, books, bananas, and other physical objects) do not float in mid-air, but require support to remain stable. It is likely that babies are not born knowing this basic fact of the universe; nor are they ever explicitly taught it. Instead, babies may form an understanding of object support through repeated experiments — systematic interactions with the world around them — and then build on this knowledge to learn even more about how objects interact (e.g., how much physical contact is necessary for support, how the shape of the objects affects one's ability to support the other). Though their scales and accoutrements differ, the baby's investigation and the physicist's experiment appear to share the same aim (to learn about the natural world), overall approach (gathering direct evidence from the world), and logic (are my observations what I expected?).

Though the claim is controversial, some psychologists have argued that many of children's ideas of how the world works resemble scientific theories:

- These ideas are relatively coherent explanations for some set of phenomena in the natural world.
- Children use them to generate expectations about how people and objects will behave.
- They can be revised or rejected in favor of a new explanation if the weight of evidence goes against the currently accepted explanation.

Some psychologists propose that young children learn about more than just the physical world in this way — that they investigate human psychology and the rules of language using similar means. For example, it may only be through repeated experiments, evidence gathering, and finally overturning a pet theory, that a toddler will come to accept the idea that other people can have different perspectives and desires than he or she has — that, for example, inappropriate behavior can be hidden from a parent's view by simply moving behind the sofa or that, unlike the child, Mommy actually doesn't *like* graham crackers.



Viewing childhood development as a scientific investigation provides insight into how children learn, but it also offers a provocative perspective on science and scientists. Why do young children and scientists seem to be so much alike? Psychologists Alison Gopnik, Andrew Meltzoff, and Patricia Kuhl have proposed that science as an endeavor — the impulse to explore, explain, and understand our world — is simply a holdover from our infancies. Perhaps evolution endowed human babies with curiosity and a natural drive to explain their worlds — and adult scientists simply tap into the same explanatory drive that served them as infants. The same cognitive systems that make young children feel good about figuring something out may have been unwittingly co-opted by adult scientists. As Gopnik and her colleagues put it, ‘It is not that children are little scientists but that scientists are big children.’

[2]

## VOCABULARY

**Exercise 8. Read the three texts, do the tasks, and answer the questions.**

### Data, Evidence and Facts

#### Data

**Data** is a set of values of qualitative or quantitative variables. Data is **measured, collected** and **reported**, and **analyzed**, whereupon it can be visualized using graphs or images. Data as a general concept **refers to** the fact that some existing information or knowledge is **represented** in some form suitable for better usage or processing.

**Raw data**, i.e. unprocessed data, is a collection of numbers, characters. **Field data** is raw data that is collected in an uncontrolled *in situ* environment. **Experimental data** is data that is generated within the context of a scientific investigation by observation and recording.

The word ‘data’ used to be considered the plural of ‘datum’, and still is by some English speakers. Nowadays, though, ‘data’ is most commonly used in the singular, as a mass noun (like ‘information’, ‘sand’ or ‘rain’).

**A. Translate from English into Russian the words and word combinations in bold.**

**B. Answer the questions:**

- 1) What is data? What type of data do you plan to collect and analyse for your research?
- 2) What is the difference between raw and field data?
- 3) Will you use experimental data in your research?

#### Evidence

**Evidence**, broadly construed, is anything presented in support of an **assertion**. This support may be strong or weak. The strongest type of evidence is that which provides direct proof of the truth of an assertion. At the other extreme is evidence that is merely consistent with an assertion but does not rule out other, contradictory assertions, as in circumstantial evidence.

**Scientific evidence** consists of **observations** and **experimental results** that serve to support, refute, or modify a scientific hypothesis or theory, when collected and interpreted **in accordance with** the scientific method.

In scientific research evidence is **accumulated** through observations of **phenomena** that occur in the natural world, or which are created as experiments in a laboratory or other controlled conditions. Scientific evidence usually goes towards **supporting** or **rejecting a hypothesis**.

One must always remember that the burden of proof is on the person making a contentious **claim**. Within science, this translates to the burden resting on presenters of a paper, in which the presenters argue for their specific **findings**. This paper is placed before a panel of judges where the presenter must defend the **thesis** against all challenges.

**A. Translate from English into Russian the words and word combinations in bold.**

**B. Answer the questions:**

- 1) What is the difference between evidence and scientific evidence?
- 2) How is evidence accumulated in scientific research?
- 3) What is a *claim*? How to prove a claim?

### Facts

A **fact** is something that has really occurred or is actually the case. The usual test for a statement of fact is **verifiability** – that is, whether it can be demonstrated to correspond to experience. Standard **reference works** are often used to check facts. Scientific facts are verified by repeatable careful observation or measurement (by experiments or other means).

**A. Translate from English into Russian the words and word combinations in bold.**

**B. Read the statements below and decide, if they are facts or opinions:**

- 1) The Russian Department of Agriculture recommends that adults consume three to four cups of vegetables per day.
- 2) Playing team sports is the better way to lose weight.
- 3) Research shows that a diet low in salt helps people to lower their blood pressure.
- 4) Home-cooked meal tastes better than meal in restaurants.
- 5) Research indicates that young people who ate meals with their parents did well academically.

**Exercise 9. Choose the word from the box to fill in the gaps. Explanation of the missing word is given in brackets.**

conflicting; empirical; accurate; reliable; comprehensive

1. Unfortunately, there is scarce ..... **data** (*can be trusted*) to suitably determine the various internal commercial links.

2. A substantial amount of ..... **data** (*based on observation rather than theory*) was required for the verification of assumptions, estimation of parameters, fitting of distributions and validation of output.

3. The apparatus used in the experiment is simpler than that which would be desirable to obtain fully ..... **data** (*correct, exact, without any mistakes*).

4. The design of semi-structured interviews enables interviewees to elaborate on their answers, and the interviewer to ask probing questions, so ..... **data** (*full, complete*) can be obtained.

5. The present essay is a comment on Nagel's 'Brain Bisection and the Unity of Consciousness' (1971) in which he argues that the data relating to patients who have undergone corpus callosotomy constitute ..... **data** (*contradictory*) with regard to the idea of the necessary unity of consciousness of a person or mind, and of mind being something numerically absolute.

**Exercise 10. From the following list use one word to complete the sentences. You may need to change the form of some words.**

assign /v/; context /n/; criterion /n/; data /n/; denote /v/; devise /v/;  
formulate /v/; impact /n/; impact /v/

1. The Health Service should not be judged by financial ..... alone.
2. In this example 'X' ..... the time taken and 'Y' denotes the distance covered.
3. The data was/were ..... by various researchers.
4. The report ..... the blame for the accident to inadequate safety regulations.
5. Businesses are beginning to feel the full ..... of the recession.
6. It is important to see all the fighting and bloodshed in his plays in historical .....
7. She has lots of good ideas, but she has difficulty ..... them.
8. Falling export rates have ..... on the country's economy quite considerably.
9. A new system has been ..... to control traffic in the city.

**Exercise 11. Read the two parallel texts in Russian and English. Translate the missing words (phrases).**

<p>Образование, и в частности высшее образование, представляет собой путь к (1) <i>расширению прав и возможностей людей</i> и развитию наций.</p>	<p>Education, or more specifically, higher education, is the pathway to 1..... and the development of nations.</p>
<p>В наше время (2) <i>источником роста и преуспевания</i> стало производство знаний, а не владение средствами производства и не производительность труда.</p>	<p>Knowledge generation has replaced ownership of capital assets and labor productivity as the 2..... .</p>