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ОСНОВИ НАУКОВОЇ КОМУНІКАЦІЇ ІНОЗЕМНОЮ МОВОЮ

Навчальний посібник

для здобувачів другого (магістерського) рівня вищої освіти

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Навчальний посібник «***Основи наукової комунікації іноземною мовою»*** висвітлює роль науки та наукових досліджень у сучасному світі, представляє види та форми науково-дослідної діяльності, виокремлює лінгвостилістичні особливості англомовних наукових текстів, визначає вимоги й основні правила написання наукової продукції, характеризує стандарти сучасного англомовного наукового дискурсу. Зміст посібника відповідає програмі навчальної дисципліни «Основи наукової комунікації іноземною мовою», яка передбачає вивчення тем, що дають змогу сформувати у здобувачів вищої освіти сучасні знання з методології, методів, аналітичних технологій у наукових дослідженнях, основ організації наукової діяльності. Посібник призначено для магістрантів, викладачів, наукових співробітників, а також для всіх, хто бажає удосконалити знання з ведення наукової комунікації англійською мовою.

CONTENTS

ПЕРЕДМОВА

Навчальний посібник «Основи наукової комунікації іноземною мовою» передбачає систематизацію знань з основ наукового та офіційного стилів мовлення з метою орієнтації майбутнього спеціаліста в широкому колі загальних проблем комунікації в сучасному суспільстві. Курс спрямовано на набуття здобувачами вищої освіти знань у сфері сучасного англомовного наукового дискурсу, які їм необхідні не тільки під час навчання у закладі вищої освіти, але й в умовах самостійної професійної діяльності, і формуванні англомовної комунікативної компетентності у сфері професійного спілкування.

Посібник створено згідно законодавства України про вищу освіту, де найважливішим завданням закладів вищої освіти є підготовка наукових кадрів вищої кваліфікації, а також конкурентоспроможних фахівців, здатних здійснювати професійну діяльність на демократичних та гуманістичних засадах. Зміст навчального посібника відповідає програмі навчальної дисципліни «Основи наукової комунікації іноземною мовою», що передбачає вивчення тем, які дають змогу сформувати у здобувачів вищої освіти сучасні знання щодо методології та методів наукових досліджень, наукових принципів, основ організації наукової діяльності. Книгу адресовано здобувачам освіти другого (магістерського) рівня вищої освіти.

У змісті курсу вивчаються такі теми: *Мова як засіб комунікації; Мова, мовлення, текст і дискурс; Наукова проза та популярна наукова проза; Наука і суспільство; Наукові школи, видатні вчені, види наукової продукції; Лексичні особливості наукового стилю; Граматичні та стилістичні особливості наукового стилю; Наукове писемне мовлення; Наукове усне мовлення; Види і форми науково-дослідної роботи; Дослідницькі проекти, гранти; Наукові журнали; Міжнародні екзамени з англійської мови*. До кожної теми підібрано автентичні наукові тексти з розробленими до них завданнями, що охоплюють вивчення та закріплення термінологічної лексики, роботу з понятійно-термінологічним апаратом наукової комунікації,

аналіз теоретичних наукових джерел з проблеми англомовного наукового дискурсу, обговорення питань наукової комунікації та специфіки організації наукової діяльності. Крім того, подані завдання передбачають пошук, опрацювання й аналіз значного обсягу нової інформації із різних наукових джерел за темою, що вивчається, її систематизацію й інтерпретацію, усну презентацію та подальше критичне обговорення представлених доповідей. Посібник чітко структуровано: він включає три модулі, кожен з яких охоплює два змістових модулі. Кожен змістовий модуль, у свою чергу, складається з трьох тем.

Після опрацювання курсу «Основи наукової комунікації іноземною мовою» за даним посібником здобувачі освіти повинні ***знати:***

- особливості наукового та офіційного стилів мовлення;
- базові теоретичні положення курсу, що вивчається;
- головні вимоги щодо реферування наукових джерел, написання анотацій, тез, статей на наукову конференцію, оформлення наукового дослідження (магістерської роботи) та бібліографії, резюме;
- фахову та наукову термінологічну лексику, професійні вирази, контекстуальні значення багатозначних лексичних одиниць у процесі читання текстів за спеціальністю, наукові клішовані звороти;
- правила складання, структурування та жанрову організацію сучасного англомовного наукового дискурсу відповідно комунікативного наміру в межах професійного науково-педагогічного спілкування.
- сучасні інформаційно-комунікаційні технології для здійснення пошуку, опрацювання та аналізу професійної інформації із різних наукових джерел.

Після опрацювання курсу здобувачі вищої освіти повинні ***вміти:***

- розрізняти науковий та офіційний стилі мовлення;
- визначати базові поняття курсу, класифікувати основні положення теорії;
- анотувати та реферувати тексти англійською мовою, готувати тези / статті на наукову конференцію, правильно оформляти науково-дослідницький проект;

- вільно оперувати професійною та науковою термінологією англійською мовою, а також загальнонауковими термінами;
- читати та перекладати з англійської мови на рідну мову автентичні наукові тексти за фахом, інтерпретувати отриману інформацію;
- складати власне судження стосовно ідей певної наукової статті, виражати згоду чи незгоду з думкою автора наукової статті та аргументовано підтверджувати власну точку зору;
- здійснювати пошук, опрацювання та аналіз професійної інформації із різних наукових джерел із використанням сучасних інформаційно-комунікаційних технологій.
- аналізувати і впроваджувати у практику результати наукових і прикладних досліджень.

Отже, представлений у посібнику курс формує цілісне уявлення про сутність, характер, структуру, закономірності і методологію наукових досліджень у фаховій галузі та вміння організовувати, проводити і представляти власні наукові дослідження.

Зазначимо, що посібник можна використовувати, як під час аудиторних, так і під час позааудиторних занять для самостійної роботи здобувачів освіти другого (магістерського) рівня вищої освіти.

Бажаємо успіхів!

UNIT 1. LANGUAGE OF SCIENCE AND EDUCATION

Theme 1. Language as a means of communication

"*Language is the armory of the human mind, it at once contains the trophies of its past and the weapons of its future conquests"*

(**Samuel Taylor Coleridge**)

LESSON I

Theoretical and applied linguistics. Research Methods in linguistics.

Basic concepts of linguistics

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1. Theoretical linguistics – теоретична лінгвістика	9. to connect – з'єднуватися
2. applied linguistics – прикладна лінгвістика	10. to focus – зосередитися
3. to deal with – мати справу з	11. in particular – зокрема
4. a branch – галузь	12. in general – загалом
5. laws – закони	13. relationship – відношення
6. to govern – керувати	14. arrangement – розміщення (слів)
7. to affect – впливати	15. area – сфера, галузь
8. application – застосування	16. definite – певний

2. Read the word combinations and sentences with the new words and translate them.

Theoretical linguistics journal, introduction to *theoretical linguistics*, the goal of *theoretical linguistics*. Many scientists write articles to the *theoretical linguistics* journals. The educational course for philology students is called "Introduction to *theoretical linguistics*". The goal of *theoretical linguistics* is to focus on developing linguistic knowledge and describing linguistic phenomena.

Applied linguistics journal, the goal of *applied linguistics*, a course in *applied linguistics.* There are many international *journals of applied linguistics* in the world. The goal of *applied linguistics* is to deal with practical applications of language studies. The students are going to attend the course in *applied linguistics.*

To deal with the scientific study of a language, *to deal with* the analysis of every aspect of language, to *deal with* practical applications of language studies. Linguistics *deals with the scientific study of a language*. Linguistics *deals with the analysis of every aspect of language*. Linguistics which *deals with practical applications of language studies.*

A branch, *a branch of linguistics, a branch of science*. Theoretical linguistics is *a branch* that deals with developing linguistic knowledge in general. Phonology is a *branch* of linguistics. The scientists develop a new *branch of science.*

Laws, *laws of science,* to *investigate the new laws*. Phonology is a branch of linguistics that studies speech sounds and *the laws* of the language. There are many different *laws* of the linguistic *science*. The scientists discover and *investigate the new laws* of the Universe.

To govern, to govern the laws, to govern the society. There are special institutions that *govern* the international community. Phonology is a branch of linguistics that studies speech sounds of a language and *the laws governing* them. We deal with the theory how *to govern* the people and *the society.*

To affect, *to affect the situation, to affect the process*. The political process in the country *affects* the development of a new vocabulary. Pragmatics is a branch of linguistics that studies how language is *affected by the situation* in which it is used. We are aware that it *affects the process* of development.

Application, *practical applications, application of knowledge.* It is a systematic *application* of the some basic concepts. Linguistics which deals with *practical applications* of language studies. This integration helps students to have interdisciplinary *application of knowledge* and skills.

To connect, *to connect two branches, to connect the parts of the sentences.* All goals of applied linguistics *are connected.* Syntax learns how the words in the sentences are connected. To *connect the parts of the sentences* we need special conjunctions.

To focus, *to focus on the development, to focus on application*. The scientists *focus* on the definite linguistic models. Theoretical linguistics is a branch that is *focused on developin*g linguistic knowledge. The teachers *focus* their attention *on* developing the exercises connected with *application of knowledge* into practice.

In general / in particular, *to learn something in general / in particular, to speak about something in general / in particular*. Theoretical linguistics is a branch that is focused on developing linguistic knowledge *in general* and definite linguistic models *in particular*. The students will learn linguistic subjects in general and theoretical linguistics in particular. At our lecture I am going to speak about linguistics *in general* and about applied linguistics *in particular*.

Relationship, *relationship to other words, relationship of different parts*. The linguists must know the *relationship* between the words in the sentences. Morphology is a branch of linguistics that studies words and their *relationship to other words* in the same language. Syntax is a branch of linguistics that studies the arrangement of words in sentences, clauses, and phrases, and the formation of sentences and the *relationship of their parts.*

Arrangement, *arrangement of words, arrangement of synonyms*. Logical *arrangement* is the meaningful placement of words in accordance with the natural laws and universally accepted concepts. Syntax is a branch of linguistics that studies the *arrangement of words* in the sentences. To create an interesting composition you should know the rules of *arrangement of synonyms* in the sentences.

Area, *different areas, many areas*. Linguistics can help understand real-life problems in *areas* such as psychology, sociology and education. This integration

helps students to establish a relationship between the *different areas* of knowledge. Applied linguistics deals with *many areas* of knowledge.

Definite, definite methods, definite linguistic models. University graduators mush have *definite* knowledge in the linguistic area. Linguistics is the scientific study of a language which deals with the *definite method*s for studying every aspect of language. Theoretical linguistics is a branch that is focused on developing linguistic knowledge in general and *definite linguistic models* in particular.

3. Read and translate the text and answer the questions to it.

Theoretical and applied linguistics

Linguistics is the scientific study of a language which deals with the analysis of every aspect of language, as well as the methods for studying and modeling them.

Theoretical linguistics is a branch that is focused on developing linguistic knowledge in general and definite linguistic models in particular.

Theoretical linguistics studies several branches:

Phonology – a branch of linguistics that studies speech sounds of a language and the laws governing them.

Graphemics – a branch of linguistics that studies particular writing systems and their basic units – graphemes.

Morphology - a branch of linguistics that studies words, how they are formed, and their relationship to other words in the same language.

Lexicology – a branch of linguistics that studies vocabulary of a language.

Semantics - a branch of linguistics that studies meanings of words in a language.

Syntax – a branch of linguistics that studies the arrangement of words in sentences, clauses, and phrases, and the formation of sentences and the relationship of their parts.

Pragmatics – a branch of linguistics that studies how language is affected by the situation in which it is used.

Applied linguistics is the branch of linguistics which deals with practical applications of language studies. It looks at how linguistics can help understand real-life problems in areas such as psychology, sociology and education. It deals with many points: language learning, language teaching, professional communication, media studies, translation studies, gender studies, speech therapy, discourse analysis.

Theoretical linguistics deals with an abstract understanding of how language functions; applied linguistics looks for the answers to the questions: *"so what?", "so why", "so how"* and *"now what?"*.

To sum up, theoretical linguistics deals with the language itself, applied linguistics deals with the language connected with people who are using it.

***Questions to the text*:**

1) What does the word "Linguistics" mean?

2) What types of linguistics exist?

3) What is theoretical linguistics focused on?

4) What branches does theoretical linguistics study?

5) What is phonology? What is graphemics? What is morphology? What is lexicology? What is semantics? What is syntax? What is pragmatics?

6) What does applied linguistics deal with?

7) What areas does applied linguistics touch?

8) What is the difference between theoretical linguistics and applied linguistics?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. to deal with *theoretical linguistics*	
2. to investigate *applied linguistics*	
3. to *focus* on the *definite* branch of	

linguistics	
4. to have *practical applications* of language units	
5. to study the meanings of *definite* words in a language	
6. to study the *laws governing* speech sounds of a language	
7**.** understanding of *definite* language functions	
8**.** *arrangement of words* in sentences, clauses, and phrases	
9. to develop linguistic knowledge *in general* and to learn definite linguistic models *in particular*	
10. Applied linguistics deals with *many areas* of knowledge.	

b) Read the following word combinations and sentences and translate them into English.

1. розділ мовознавства, що вивчає мовні звуки та закони	
2. зв'язок одних слів з іншими	
3. розташування слів у реченні	
4. вивчати взаємозв’язок частин речень та фраз	
5. розвивати лінгвістичні знання загалом та вивчати певні лінгвістичні моделі зокрема	
6. мати справу з прикладною лінгвістикою	

7. вивчати різні галузі знань	
8. мати справу з законами, що керують одиницями мови	
9. зосередитися на певній галузі знань	
10. зв'язувати частини речень за допомогою сполучень	

5. Discuss the following questions on the topic under study.

1. What is a language? What is its main function? How does human language differ from animal communication systems?

2. Why should people learn the laws of languages?

3. What other sciences is linguistics connected with?

4. What is the linguistic analysis of the text? What should it include?

5. What is the main concern of applied linguistics and how does it differ from theoretical linguistics in its aims, methods and approaches?

6. Find and present in class different definitions of the terms "theoretical linguistics" and "applied linguistics" given by foreign and Ukrainian scholars.

7. Translate the following sentences.

1. Теоретична лінгвістика є розділом мовознавства. Теоретична лінгвістика досліджує мовні закони і мовні теорії.

_____

_____

2. Лінгвістика - це наука, яка вивчає мову взагалі і окремі аспекти мови зокрема, а також здатність спілкуватися цією мовою.

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3. Мовні зміни можуть відбуватися з різних причин: внутрішніх і зовнішніх. До зовнішніх причин належать економічний та суспільно-

політичний розвиток, вплив різних історичних подій, прогрес у науці та техніці, розвиток культури. Внутрішні причини закладені в самій мові, в її внутрішній системі, в її можливостях і тенденціях.

4. Прикладна мова є наукою, яка вивчає мову та різні мови, крім того, вона сприяє розумінню всіх комунікаційних систем, їх вивченню, внутрішній структурі, граматиці, соціальним та психологічним аспектам використання мови.

5. Теоретичні лінгвісти мають справу з науковою структурою мови, включаючи граматику, синтаксис, морфологію та семантику. Вони пояснюють мову згідно з різними теоретичними правилами .

6. Загальне мовознавство вивчає загальні особливості мови як людського засобу спілкування, структуру, закономірності функціонування всіх мов світу.

8. Prepare an oral summary of the text "Theoretical and applied linguistics" which you have read. Be ready to present it in class.

LESSON II

Language and speech. Language functions. Speech functions

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1. language functions – функції мови	9. to persuade – переконувати
2. speech functions – функції мовлення	10. to direct – спрямовувати
3. sign – знак	11. a statement - твердження
4. phenomenon – явище	12. an offer – пропозиція
5. significance – важливість	13. to depend on – залежати від
6. cognitive – пізнавальні	14. to investigate – досліджувати
7. perception – сприйняття	15. aims – цілі
8. perform – виконувати	16. conditions – умови

2. Read the word combinations and sentences with the new words and translate them.

Language functions, *to analyse language functions, to focus on the language functions. Language* serves 2 *functions*: communicative and cognitive. During her Master research the student analysed the *language functions.* During the lecture we will *focus* our attention on the *language functions*.

Speech functions, to *analyse* s*peech functions*, to describe s*peech functions. Speech function* is to deliver the information to the listeners. *Analysing* s*peech functions,* we can divide them into four kinds: statement, question, command and offer. Describe the *functions* of the *speech* to your student-fellows.

Sign, complex signs, international signs. There are *sign* language dialects. Language is a system of mental associations of elementary and *complex signs*. With *international* signs you can learn how to communicate with deaf people.

Phenomenon, *social phenomenon, psychological phenomenon.* Human language is a unique *phenomenon.* Language is a *social phenomenon*. Language is a *psychological phenomenon* of social significance.

Significance, *social significance, cultural significance*. This term has a historical *significance.* Language is a psychological phenomenon of *social significance*. These sightseeings have a *cultural significance*.

Cognitive, *cognitive function, cognitive process*. Language serves 2 functions: communicative and *cognitive*. *Cognitive function* includes the areas of memory, learning, attention, decision making, and language abilities. *Cognitive* processes are a function of the brain.

Perception, *perception of the world, perception of the reality*. Cognitive function includes the areas of *perception*, memory, learning, attention, decision making, and language abilities. His *perception of the world* is different from mine. Her *perception of the reality* has changed recently.

To perform, *to perform the actions, to perform the tasks.* Speech function is *to perform* many different speech acts. They had to *perform the necessary actions.* The students *performed all the tasks* the teacher had given them at the previous lesson.

To persuade, *to persuade the public, to persuade the scientists*. Speech function is to perform many different speech acts: informing, declaring, asking, *persuading*, directing. The scientist showed the results of his experiments *to persuade the public.* They prepared the presentation *to persuade the scientists* in their achievements.

To direct, *to direct the public attention, to direct the thoughts*. Speech function is to perform many different speech acts: informing, declaring, asking, persuading, *directing*. While the presentation he directed the public attention to the slides. *He directed his thoughts* towards more positive aims.

Statement and offer, *the difference between a statement and an offer, terms: offer and statement.* Speech function itself can be divided into four kinds:

statement, question, command and *offer*. Do you know the difference between a statement and an offer? *Offer* is a related term of *statement.*

To depend on, *to depend on numerous factors, to depend on social conditions.* The linguistic process will *depend on* definite conditions. Presentation of one theme can *depend on numerous factors*: when, who, for whom one speaks. The life of many people *depend on social conditions.*

To investigate, *to investigate the result of the speech, to investigate the language phenomena.* As speech is momentary, it can not be *investigated* by a system-hunting linguists. The linguists can *investigate the result of the speech* – the text. The scientists constantly *investigate the language phenomena.*

Aims, *to reach the aims, the aim of the article.* This possibility of choosing a suitable form for our idea is connected with the aims of communication. The scientist *reached the aim* to get a grant for his new investigations. *The aim of the scientific article* is to investigate the definite problem.

Conditions, *conditions of communication, new conditions.* The *conditions* needed to be explained. This possibility of choosing a suitable form for our idea is connected with the aims and *conditions of communication*. There are three *new conditions* that are required to create productive relationships through communication.

3. Read and translate the text and answer the questions to it.

Language and speech

Language is a system of mental associations of elementary and complex signs (speech sounds, morphemes, words, word-combinations) with our mental picture of objective reality.

Language is a psychological phenomenon of social significance. It exists in individual minds, but serves the purpose of social communication through speech. Language serves 2 functions: communicative and cognitive. Communicative function means that language arises from the needs of communication and social regulation. Cognitive function includes the areas of perception, memory, learning,

attention, decision making, and language abilities. Language as a system of associations exists in human minds, but it shows itself in acts of speech.

As a distinct from language, **speech** is not a purely mental phenomenon, not a system, but a momentary psycho-physiological action, a process of sending acoustic signals, perceptible to anyone within hearing. **Speech function** is to deliver the information to the listeners, to make them understand the ideas well, to perform many different speech acts: informing, declaring, asking, persuading, directing. Speech function itself can be divided into four kinds: statement, question, command and offer.

As speech is momentary, it can not be investigated by system-hunting linguists, what they really can investigate is the result of the speech – the text.

It is universally known that identical themes can find different realization in the language. Presentation of one theme can depend on numerous factors: when, who, for whom one speaks. This possibility of choosing a suitable form for our idea is connected with the aims and conditions of communication. Here we speak about styles of speech.

***Questions to the text*:**

1) What is “language”?

2) What phenomenon is language?

3) How many functions does language have? What are they?

4) What is a communicative function?

5) What is a cognitive function?

6) What is “speech”?

7) What is “speech function”?

8) How many kinds can speech function be divided?

9) Can system-hunting linguists investigate speech?

10) What can they really investigate?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. *to investigate* language functions	
2. *to deal with definite* speech functions	
3. *to depend on* numerous factors:	
4. to be *connected* with the *aims* and conditions of communication	
5. *to investigate* the result of the speech	
6. *to perform* many different speech acts	
7. *Cognitive* function includes the areas of *perception*.	
8**.** Language serves 2 functions: communicative and *cognitive*.	
9. Language is a system of mental associations of elementary and complex *signs.*	
10. Language is a psychological *phenomenon* of social *significance*	

b) Read the following word combinations and sentences and translate them into English.

1. *досліджувати явища* мови і мовлення	
2. *виконувати* мовні дії загалом, а вивчати звуки мовлення *зокрема*	
3. вивчати *пізнавальні* функції мови	
4. *залежати від* соціальних явищ	
5. мати справу з *певними* мовленнєвими *пізнавальними* функціями	

6. бути пов'язаними з *цілями і умовами* спілкування	
7. процес *сприйняття* звукових сигналів	
8. Мовленнєву функцію можна розподілити на 4 види: *твердження, пропозиції,* запитання і наказ.	
9. Мова – це система розумових асоціацій, елементарних і складних *знаків.*	
10. Мова – це психологічне *явище* соціального значення.	

5. Discuss the following questions on the topic under study.

1. How many languages exist in the world? Which of them are considered to be the most popular in the world?

2. Does one unique language for people's communication exist in the world? Were there attempts to create it?

3. What is the difference between the adult language and the child language?

4. What research methods can the scientists use to investigate the languages?

5. What are the main variants of the English language besides Standard English / British English?

6. Find and present the information about: different theories on the origin of language and language evolution.

7. Translate the following sentences.

1. Мова - це система розумових асоціацій елементарних та складних знаків (звуків мови, морфем, слів, словосполучень) з психічною картиною об’єктивної реальності.

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2. Мова виконує дві важливі функції: комунікативну і когнітивну. Кожна з них має певну значущість.

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3. Мовленнєву функцію можна розподілити на 4 види: твердження, пропозиції, запитання і наказ.

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4. Когнітивна функція включає сфери сприйняття, пам’яті, уваги, навчання, прийняття рішень і мовних здібностей.

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5. Комунікативна функція виникла внаслідок потреб спілкування і соціального регулювання.

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6. Стиль мовлення залежить від багатьох факторів: хто розмовляє, з ким розмовляє, з якої метою розмовляє і які умови цього спілкування.

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8. Prepare the oral summary of the text "Language and speech" which you read. Tell in class about the difference between language and speech.

LESSON III

Text and discourse

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1. discourse – дискурс	9. peculiarities – особливості
2. cohesion – згуртованість, зчеплення	10. circumstances – обставини
3. coherence – узгодженість	11. paralinguistic features – пара лінгвістичні ознаки
4. distinction – розрізнення	12. transaction – операція (мовна)
5. utterance – висловлювання	13. according to – відповідно до
6. interaction – взаємодія	14. interpretation – тлумачення
7. behavior patterns – зразки поведінки	15. notion – поняття
8. interlocutor – співрозмовник	16. to constitute – становити

2. Read the word combinations and sentences with the new words and translate them.

Discourse, *discourse competence, discourse under study.* The notion "*discourse*" is the subject of heated discussions nowadays. *Discourse competence* refers to the ability to participate effectively in conversations. It is recommended to teach students to learn the standard rules of English verbal and non-verbal behavior which are characteristic of the *discourse under study.*

Coherent / cohesive, *coherent / cohesive text, coherent / cohesive techniques*. Text is characterized by such principles as *cohesion, coherence* and informativeness. Discourse means a collection of connected language units – such

as sentences and paragraphs – that together make up a *coherent, cohesive text*. *Cohesion techniques* include choosing certain words and constructing sentences that stick together.

Distinction, *distinction between the notions, a great distinction*. This *distinction* can not be general or absolute. The linguists make a *distinction between the notions* "text" and “discourse”. There is a great distinction between spoken and written language.

Utterances, *a set of utterances, the lecturer’s utterances*. Every utterance presents a complete thought. Discourse means *a set of utterances* which constitute any recognizable speech event. The *lecturer’s utterances* affected the students greatly.

Interaction, *proper interaction, interaction between different cultures*. The *interaction* between these two categories of people was difficult. Discourse includes knowledge of body language, eye contact, communicative situations, unwritten rules for *proper interaction*. The scientists try to make *interaction between different cultures* easier.

Behaviour patterns, *definite behavior patterns, special behavior patterns*. *Behavior patterns* are also referred to as chains of behavior. Discourse also includes knowledge of body language, eye contact, communicative situations, unwritten rules for proper interaction and definite *behavior patterns*. Every country has *special behavior patterns*.

Interlocutor, to be an interesting *interlocutor,* to act as interpreter and *interlocutor* for our group. An i*nterlocutor* is one who takes part in a dialogue or conversation. Your *interlocutor* is the person with whom you are having a conversation. Text is a set discourse, it’s a discourse without living conditions, without *interlocutors*.

Peculiarities, *social peculiarities, language peculiarities*. The scientists learn the *peculiarities* of unwritten rules for proper interaction and behavior patterns. Text is a discourse without living conditions, without interlocutors with

their psychological, psychic, cognitive, social *peculiarities.* The topic of today's lecture is *language peculiarities* of modern English scientific style.

Circumstances, *circumstances of the situation, circumstances* of *communication.* Today we are going to work under very unusual *circumstances.* In communication, context refers to the *circumstances of the situation.* Text is a set discourse, it's a discourse without living conditions, without interlocutors with their psychological, psychic, cognitive, social peculiarities, without time, place and *circumstances of communication*.

Paralinguistic features, *paralinguistic features of oratory, analysis of paralinguistic features.* There are no *paralinguistic features* in a text. Preparing for the conference a person should take into account *paralinguistic features* of oratory. This famous scientist conducted the *analysis of paralinguistic features* of lecture discourse.

Transaction, a *speech transaction, to conduct transactions*. Speaker is a person who initiates a *speech transaction*. Speaking about discourse we should remember about *speech transactions*. While speaking we *conduct speech transactions.*

According to, *according to the words, according to the linguistic laws. According to t*he given information the conference will take place next week. *According to the words* of L. Trimble, "discourse means a collection of connected language units". Any language functions *according to the linguistic laws.*

Interpretation, *interpretation, many interpretation.* Discourse is viewed as a dynamic process of expression and *interpretation. Interpretation* is an explanation or opinion of what something means. The text was a subject to *many* interpretations.

Notion, *a definite notion, to explain the unknown notion***.** Please, define the *notion* "text". The linguists make a distinction between definite notions: "text" and "discourse". At the lecture a teacher usually explains the *unknown notions.*

To constitute, *to constitute a speech event, to constitute a unit*. The word "discourse" means a set of utterances which *constitute* any recognizable speech

event. *To constitute* means to form, to make up something. Any language *constitutes* many different units.

3. Read, translate the text and answer the questions to it.

Text and discourse

According to the words of famous linguist Davis Crystal, text is defined as a language unit which has a definite communicative function and characterized by such principles as cohesion, coherence and informativeness.

Literary text means "a piece of writing". The term "text" is used so as to concentrate attention on the object being studied, rather than its author. The linguists make a distinction between the notions "text", viewed as a physical "product", and "discourse", viewed as a dynamic process of expression and interpretation.

The word "discourse" came from the French language. It means a set of utterances which constitute any recognizable speech event. According to the words of L. Trimble, "discourse means a collection of connected language units – such as sentences and paragraphs – that together make up a coherent, cohesive text". It also includes knowledge of body language, eye contact, communicative situations, unwritten rules for proper interaction and behavior patterns.

The difference between text and discourse

Text	Discourse
Language unit	Speech act
Utterance	Communication
Dialogue unit	Interaction
Paragraph	Speech transaction
macrotext	macrodialogue

1. Text is a set discourse, it's a discourse without living conditions, without interlocutors with their psychological, psychic, cognitive, social peculiarities, without time, place and circumstances of communication.

2. There are no paralinguistic features in a text.

3. Text is a unit of linguistic study, discourse – of communication. This opposition is like the one of "sentence – utterance".

4. Discourse is a sociolingual unit.

5. We can't use the term discourse speaking about ancient texts as there are no direct connections with the time being.

***Questions to the text*:**

1) How is "text" defined according to the words of Davis Crystal?
2) What principles is a language characterized by?
3) What distinction do the linguists make?
4) How is text viewed? How is discourse viewed?
5) What language did the word "discourse" come from?
6) What knowledge does the notion "discourse" include?
7) What are the differences between a text and a discourse?
8) What is static and what is dynamic?
9) Can we use the word discourse speaking about the ancient texts? Why?
10) Where can we find paralinguistic features: in a text or in a discourse?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. To define the text *according to* the words of …	
2. Sentences and paragraphs together make up *a coherent, cohesive* text.	
3. Discourse means a set of *utterances*	
4. to learn *paralinguistic features*	
5. *circumstances* of communication	
6. to conduct *speech transaction*	
7. The text has *cohesion and coherence* principles.	

8. Discourse includes knowledge of body language, eye contact, communicative situations, unwritten rules for proper *interaction and behavior patterns.*	
9. Text has a *definite* communicative function.	
10. The linguists make *a distinction* between the notions “text” and “discourse”.	

b) Read the following word combinations and sentences and translate them into English.

1. вивчати поняття «текст» і «дискурс»	
2. принципи тексту – згуртованість і узгодженість	
3. слухати висловлювання лектора	
4. залежати від співрозмовника	
5. відповідно до слів видатного науковця	
6. дискурс – це лінгвістичний феномен	
7. проводити тлумачення різних понять з тексту	
8. вивчати зразки поведінки іноземців	
9. Слово «дискурс» означає набір висловлювань, які складають певну мовленнєву подію.	

10. Лінгвісти розрізняють два поняття: текст і дискурс, які мають свої певні характеристики.	

5. Discuss the following questions on the topic under study. Search for some information on the Internet.

1. Define the notion “discourse” according to the words of foreign scholars.

2. How do Ukrainian researchers determine the concept “discourse”?

3. Point out typical discourse features. In what way do they influence discourse construction?

4. What affects the choice of specific discourse?

5. Define the notion “discourse markers”. Point out the aim of their usage. Give examples.

6. Find and present in class different definitions of the terms “text” and “discourse” given by foreign and Ukrainian scholars.

7. Translate the following sentences.

1. Дискурс – це багатозначний термін, що означає процеси мовної діяльності та системи їх понять.

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2. Дискурс – це єдність тексту і комунікативної ситуації. Є такі види дискурсу, де розуміння варіативно і залежить від індивідуальної інтерпретації.

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3. Текст визначається як мовна одиниця, яка має певну комунікативну функцію і характеризується такими принципами, як згуртованість, узгодженість та інформативність.

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4. Дискурс також включає знання мови тіла, зорового контакту, комунікативних ситуацій, неписаних правил належної взаємодії та моделей поведінки.

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5. Текст – це дискурс без умов життя, без співрозмовників з їх психологічними, психічними, когнітивними, соціальними особливостями, без конкретного часу, місця та обставин спілкування.

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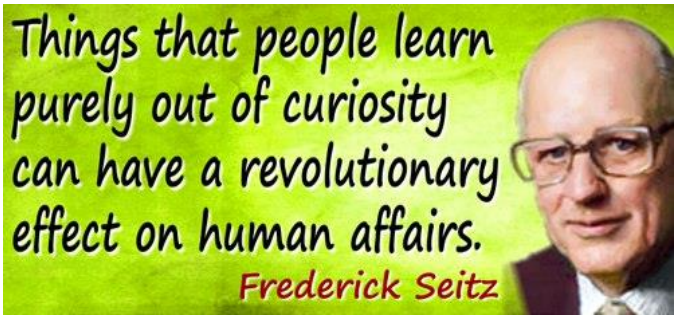
8. Prepare the summary of the text which you have read. Speak about the notions “text” and “discourse”, their common features and their differences.

Theme 2. Scientific style. The peculiarities of scientific style



LESSON I

Features of Scientific Style. Scientific prose / Popular scientific prose

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1. Scientific prose – наукова проза	9. layout – розташування тексту
2. popular scientific prose – науково-популярна проза	10. connectives – сполучні слова
3. features – особливості	11. footnotes – виноски
4. hypothesis – гіпотеза	12. quotations – цитування
5. to disclose – розкрити	13. to allow – дозволяти
6. abstract – анотація, тези	14. to distinguish – розрізняти
7. persuasive – переконливий	15. average – середній, звичайний
8. bold type / petite – жирний шрифт / маленький шрифт	16. impersonal constructions – безособові конструкції

2. Read the word combinations and sentences with the new words and translate them.

Scientific prose / **popular scientific prose**, *the aim of scientific prose / popular scientific prose, scientific prose style / popular scientific prose style.* The *scientific prose style* and *popular scientific prose style* contain both written and spoken utterances. *The aim of the scientific prose* is to describe a phenomenon of science, to prove a hypothesis, to disclose different scientific questions. *The scientific prose* style is mainly the written style used by scientists and students who work in the research area.

Features, *characteristic features, features of the scientific style*. These features of the popular scientific prose are general. We can consider the *features of the scientific style* on the graphical, morphological, lexical and syntactical levels. *The characteristic features of the scientific style* are given in the text.

Hypothesis, *to prove a hypothesis, research hypothesis*. The scientists proved that their h*ypothesis was correct.* Scientific style is a functional style, the

aim of which is *to prove a hypothesis*. *Hypothesis* is a statement which needs to be proven.

To disclose, *to disclose information, to disclose the internal law.* The lecturer *disclosed* the definitions of the professional terms. The student *disclosed information* about the peculiarities of the scientific style. Scientific style is a functional style, the aim of which is to prove a hypothesis and *to disclose the internal law* of existence.

Abstract, *abstract to the article, English abstract*. The following texts belong to the scientific style: articles, monographs and *abstracts*. It is necessary to write *an abstract to the article*. *The English abstract* should be not more than 1800 words.

Persuasive, *persuasive speech, persuasive information*. The scientific style should be *persuasive* and informative. The orator's speech should be *persuasive.* The presented information should be *persuasive* under any circumstances.

Bold type / petite, *to print in bold type / petite, to use bold type / petite*. The key-words and material for memorizing are printed in *bold type*. Sometimes *the petite* is used in the scientific books. *The petite* is used for the illustration of the main thing which is presented in a usual print.

Layout, *special layout, layout of the page. The layout* of this monograph is unusual. The *layout i*s *special* in scientific texts: there is no dialogue and there are many signs. The student changed the *layout* of the page in order to add one more column.

Connectives, *important connectives, many connectives*. *Connectives* are often used to persuade a person through logical argumentation. In any language there are *important connectives* that help to constitute the phrases. Lexical level of the scientific style is characterized by the presence of *many connectives.*

Footnotes / quotations, *necessary footnotes / quotations, definite footnotes / quotations*. In the scientific texts there are a lot of *footnotes, quotations* and references. In the monograph the writer often uses *necessary footnotes*. *Definite footnotes* are situated at the bottom of the page.

To allow, *to be allowed, not to be allowed*. *To allow* means to give permission to do something. The scientific reports were *allowed* to defend on Monday. The author's individuality is absent in the style because personal feelings and emotions are *not allowed here*.

To distinguish the notions, *to distinguish the style, must be distinguished*. We should *distinguish these notions.* The linguists *distinguish* also popular-scientific *style.* Scientific prose and popular scientific prose *must be distinguished*.

Average, *average points, average person. An average scientist* can deal with this problem. *Average points* are shown on the sport table. The linguists distinguish also popular-scientific style which tells about scientific problems but on the level of an *average person*, not a specialist

Impersonal constructions, *common impersonal constructions, examples of the impersonal constructions*. Syntactical level is characterized by complex sentences, passive and *impersonal constructions. Impersonal constructions* are quite *common* in the passive voice. The *examples of the* "impersonal" constructions have been discussed at the seminar.

3. Read and translate the text and answer the questions to it.

The characteristic features of the scientific style

Scientific style is a functional style, the aim of which is to prove a hypothesis, to create new concepts, to disclose the internal law of existence, development, relations between different phenomena.

The following texts belong to it:

1) Articles in a journal;
2) Monographs;
3) Theses and dissertations;
4) Abstracts;
5) Scientific reports;
6) Textbooks.

The style is: informative, persuasive. It comes to us through logic and intellect. It is formal, professional, prepared, mainly written.

The features of the scientific style:

1. The graphical level:

a) types of print (the definitions are printed in bold type. The key-words and material for memorizing are printed in bold type too. Sometimes the petite is used. It is for the illustration of the main thing which is presented in a usual print);

b) layout (There is no dialogue and there are many signs).

2. Morphemic level:

a) Latin affixes;

b) long words of many morphemes.

3. Lexical level:

a) terms, many of them are international;

b) foreign words: i.e. – id est (то есть), apriori – posteriori;

c) connectives (to persuade a person through logical argumentation);

d) colloquial words or emotive words are very few.

4. Syntactical level:

a) complex sentences;

b) passive and impersonal constructions.

5. Textual level:

a) division into parts (subdivisions);

b) a lot of footnotes and commentary to the text, use of quotations and references;

c) bibliography.

The author's individuality is absent in the style because personal feelings and emotions are not allowed here.

The linguists distinguish also popular-scientific style which tells about scientific problems but on the level of an average person, not a specialist. The function of this style is communication. It has pragmatic aim of communication. Popular-scientific articles are written by journalists or writers who may or may not

have expertise on the article's subject. They rarely have an abstract or bibliography. They do not follow a specialized format; use language understandable by the general public; have a limited editorial review.

Questions to the text:

1) What is the notion "scientific style"?
2) What is the aim of the scientific style?
3) What texts belong to the scientific style?
4) What are the main features of the scientific style?
5) What features are characteristic of the scientific style on the graphic level?
6) What features are characteristic of the scientific style on the morphemic level?
7) What features are characteristic of the scientific style on the lexical level?
8) What features are characteristic of the scientific style on the syntactical level?
9) What features are characteristic of the scientific style on the textual level?
10) What is the popular-scientific style?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. to deal with some *features* of the *scientific prose*	
2. definite characteristics of the *scientific style*	
3. to distinguish *scientific prose and popular-scientific style*	
4. to prove a *hypothesis* and to create new concepts	

5. The style is informative, *persuasive*.	
6. The definitions are printed *in bold type.*	
7. The *footnotes* are printed *in petite*.	
8. to *persuade* a person through logical argumentation	
9. to be written on the level of an *average* person	
10. *to disclose* relations between different phenomena	

b) Read the following word combinations and sentences and translate them into English.

1. *Науковий стиль* - інформативний та *переконливий.*	
2. мати справу з *науково-популярною прозою*	
3. відповідно до основних *характеристик науково-популярного стилю*	
4. розрізняти *особливості* наукових текстів: монографій, дисертацій, рефератів, тез, *анотацій.*	
5. *розкрити* відношення між різними лінгвістичними явищами	
6. доказувати *гіпотезу* та аналізувати певні поняття	
7. *розкрити* ціль наукової комунікації	
8. некоректне *розташування* тексту	

9. надавати приклади *жирним шрифтом*	
10. писати *виноски маленьким шрифтом*	

5. Discuss the following questions on the topic under study.

1. What other functional styles except scientific style do you know? What texts belong to them?

2. What is the difference between an everyday and a science communication?

3. What spheres of life can you meet a science communication?

4. What linguistic phenomena are characteristic of the scientific texts?

5. What does the term “general scientific vocabulary” mean?

6. What are the general features of the popular-scientific style? Where can you meet texts written in such style?

7. What audience is the popular-scientific style aimed at?

8. What is the difference between purely scientific texts and popular-scientific texts?

6. Find and present in class different definitions of the terms “scientific style” and “popular-scientific style” given by foreign and Ukrainian scholars.

7. Translate the following sentences.

1. Мета наукового стилю – повідомити, проаналізувати, пояснити, розтлумачити, довести гіпотезу, створити нові концепції, розкрити відносини між різними явищами.

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2. Характерними особливостями наукового стилю є його інформативність, логічність, точність, переконливість і об'єктивність.

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3. Науковий стиль мовлення використовується в наукових працях, для викладення результатів наукової та дослідницької діяльності. До наукових текстів належать: монографія, наукова стаття, дисертація, анотація, рецензія, підручник, лекція.

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4. У науковому стилі виокремлюють такі підстилі: власне науковий , науково-популярний , науково-навчальний.

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5. Індивідуальність автора відсутня в науковому стилі, оскільки тут не дозволяються особисті почуття та емоції. Тому для наукового стиля характерні безособові конструкції, пасивні конструкції та складні речення.

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6. Тексти написані в науково-популярному стилі, орієнтовані на широку аудиторію; вони повинні бути зрозумілими для звичайного читача, не мати великої кількості термінологічної лексики чи детальних професійних пояснень.

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8. Prepare the information about the style of scientific prose: its aims, the texts belonging to it, its language. Be ready to present it in class.

LESSON II

The difference between English scientific prose and Ukrainian scientific prose

1. Read the new words and word combinations with their translations and write them down into your vocabularies

1. difference – різниця	9. to coincide – співпадати
2. definition – визначення	10. clusters – скупчення, групи
3. interrelated – взаємопов'язані	11. frequent – часто
4. to convey – передавати, виражати	12. impersonal sentences – безособові речення
5. to obtain – отримувати	13. imperative sentences – наказові речення
6. stylisticians – стилісти	14. to tend – мають тенденцію, тяготять до
7. to single out – виокремлювати	15. content – зміст
8. polysemantic – багатозначний	16. to misrepresent – зображувати невірно, представляти не так, як прийнято

2. Read the word combinations and sentences with the new words and translate them.

Difference, *difference between two languages, difference in minds*. The most noticeable *difference* between American and British English is vocabulary. Today we are going to speak about the *difference between* English scientific prose and Ukrainian scientific prose. Different nations have *difference in minds*.

Definition *of the functional style, definition of the text, different definitions*. The *definition of the functional style* is given by I. Galperin. The *definition of the*

text is given by Davis Crystal. Present in class *different definitions* of the terms "text" and "discourse" given by foreign and Ukrainian scholars.

Interrelated, *interrelated language means, interrelated things.* The scientists have been working in the *interrelated* areas. A functional style is a system of *interrelated language means* which serves a definite aim in communication. *Interrelated things* depend on each other.

To convey, *to convey knowledge, to convey feelings*. The leading scientist will *convey* these recommendations to the educational department. The main function of the scientific style is *to convey knowledge*, facts, results and data received by means of experiments and hypothesis. These words failed *to convey my feelings*.

To obtain, *to obtain, to obtain information*. This scientific report *obtained* the first prize at the students' conference. The main function of the scientific style is to convey knowledge, facts, results and data *obtained* by means of experiments and hypothesis. The scientists *obtained* the upgraded *information*.

Stylisticians, *Ukrainian stylisticians, British stylisticians*. *Stylisticians* deal with the issues such as the relationship between literary and non-literary language. The *Ukrainian stylisticians* deal with definite substyles of the scientific style. In this work the *British stylisticians* focused on the phonetic and grammatical structures.

To single out, *to single out the stylistic phenomena, to single out constructions.* The Ukrainian stylisticians *single out* definite substyles of the scientific style. You should *single out the stylistic phenomena* from the text. While analyzing the text, *single out* the gerundial *constructions.*

Polysemantic, *polysemantic words, polysemantic*. English terms are more *polysemantic* than Ukrainian ones. *Polysemantic words* possess the ability to have more than one meaning. Sometimes you can have problems while translating *polysemantic words.*

To coincide, *coincide completely, coincide in the definite area*. Many terms are metaphoric though metaphors don't often *coincide*. These two categories don't *coincide completely*. The aims of two groups of scientists *coincided in this area.*

Clusters, *noun clusters, clusters standards*. *Cluster* is a group of similar things that are close together in a small area. *Noun clusters* include not only two but also three, four components. The scientific report is organized into 5 *clusters of standards*.

Frequent, frequent *in the scientific prose*, frequent. The linking words and summarizing words are *frequent* in scientific texts of both languages. The use of terminology is *frequent in the scientific prose*. Quotations are frequent in the scientific articles.

Impersonal sentences / imperative sentences. Another difference, according to O. Dubenko, is absence of *imperative sentences* in English scientific texts which are so typical for Ukrainian. A peculiar characteristic feature of Ukrainian scientific style is the *impersonal sentences.* Grammar deals with *impersonal sentences and imperative sentences.*

Tend, *tend to conversational style, tend to official style.* The scientists *tend to* emphasize their main idea in their scientific works. Sometimes English scientific texts *tend to conversational style*. Ukrainian scientific texts *tend to official style.*

Content, *content summary, significance of content*. The *content* of this textbook is presented at the very beginning. The *content summary* of this book is one more bright example of Mr. Black's political views. Everybody understands the *significance of content* for the reader.

To misrepresent, *to misrepresent the facts, to misrepresent English*. There was an attempt *to misrepresent* the conditions. He tried to *misrepresent the historical facts* in his book. His political views have led him *to misrepresent "English* as a global language".

3. Read and translate the text and answer the questions to it.

English and ukrainian scientific prose

The scientists distinguish different functional styles: belles-lettres, scientific, official, publicist, newspaper. The definition of the functional style is: "A functional style is a system of interrelated language means which serves a definite aim in communication" (I. Galperin). Every style is characterized by a peculiar use of various language means and some definite features.

The main function of the scientific style is to convey knowledge, facts, results and data obtained by means of experiments and hypothesis; to give data about a person, society, phenomena of a nature, argumentation of hypothesis, classification of knowledge. The main features are*:* clearness of concepts, logical order, generalization of concepts and phenomena, objective analysis, argumentation and persuasiveness, detailed conclusions.

The Ukrainian stylisticians single out such substyles: the scientific proper (monograph, article, scientific report, abstract, dissertation); scientific-popular (non-special books, articles), scientific-educational (textbooks, manuals for schools, universities, lectures).

The vocabulary of scientific texts includes terminology, special lexis and words peculiar for certain field of science and technology. Stylistically neutral words are also used. The scientific vocabulary is characterized by set phrases and clichés which add to cohesion of the text. For example, "*In connection with; as it was mentioned above; we can make the conclusions, etc".*

English terms are more polysemantic than Ukrainian ones. Many terms are metaphoric though metaphors don't often coincide: *face of the clock – циферблат годинника; face of the crystal – грань кристалу*.

The linking words and summarizing words are frequent in scientific texts of both languages, for example, *therefore - отже, in fact – фактично, thus – таким чином, on the contrary - навпаки, according to - відповідно до, to sum up – підсумовуючи.*

The main tense forms are Past Simple, Present Simple, Present Perfect and Passive Voice. Noun clusters include not only two but also three, four components.

Infinitive and gerundial constructions are frequent in English scientific texts. A peculiar characteristic feature of Ukrainian scientific style is the impersonal sentences, the use of plural pronoun *ми/we* for one author as a sign of modesty. Whereas the British and American scholars use the pronoun *I* more often. For example, Davis Crystal writes: "I know that I am beaten. Even linguists have their limitation".

Another difference, according to O. Dubenko, is absence of imperative sentences in English scientific texts which are so typical for Ukrainian: *Визначимо; Розглянемо; Порівняймо*… Their function is often fulfilled by rhetoric questions in English: "*How do we explain this phenomenon? What can we say about this linguistic phenomenon?"*

English scientific works are more emotional and colourful. Sometimes they tend to conversational style. For example, "The content summary of this book is just one more bright example of the way Mr. Black's political views have led him to misrepresent 'English as a global language'. Don't be fooled. He is just playing for public."

In general, both languages have many common features in scientific prose; however the specific features also have place.

Questions to the text:

1. What is the definition of the functional style given by I. Galperin?
2. What functional styles can you name?
3. What is the main aim of the scientific style?
4. What substyles do the Ukrainian stylisticians single out?
5. What is the scientific vocabulary characterized by?
6. What are the main tense forms used in the scientific style?
7. What language has the absence of imperative sentences in the scientific style?
8. Where are the scientific works more emotional and colourful?
9. What are the main differences in the scientific prose of the English and Ukrainian languages?

10. What are the common things in the scientific prose of the English and Ukrainian languages?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. to deal with the *scientific prose*	
2. to investigate the *scientific vocabulary*	
3. *to focus* on the polysemantic words	
4. *to single out* the stylistic phenomena	
5. to study the *impersonal sentences*	
6. to study the *imperative sentences*	
7. the *difference* between the Ukrainian and English scientific style	
8. *Stylisticians* deal with *interrelated language means.*	
9. *to convey* knowledge, facts, results and data *obtained* by means of experiments	
10. Sometimes English scientific works *tend to* conversational style.	

b) Read the following word combinations and sentences and translate them into English.

1. зосереджуватися на вивченні *різниці* між англійською і українською науковою прозою	
2. *отримувати* нові знання щодо *багатозначних слів*	
3. *стилісти* передають різні відтінки	

слів	
4. надавати різні *визначення* термінів	
5. вивчати *безособові речення і наказові речення*	
6. *співпадати* за значенням	
7. *передавати* різні значення *багатозначних* слів	
8. деякі наукові праці *тяжіють до* розмовного стилю.	
9. *часто* використовувати в науковому стилі герундіальні конструкції	
10. *Групи* іменників включають не лише два, а й три, чотири компоненти	

5.Complete the table. What characterises: a) the English scientific prose; b) the Ukrainian scientific prose; c) both languages.

1) A lot of polysemantic words in the texts, 2) more emotional, 3) a lot of impersonal constructions, 4) a lot of terminology, 5) a lot of imperative sentences, 6) presence of quotations and footnotes, 7) the main tense forms are Past Simple, Present Simple, Present Perfect and Passive Voice, 8) presence of linking words and summarizing words, 9) absence of imperative sentences, 10) set-phrases and clichés.

English scientific prose	**Ukrainian scientific prose**

6. Find and present in class different definitions of the term “functional style” given by foreign and Ukrainian scholars. What functional styles are differentiated by different scholars?

7. Translate the following sentences.

1. Функціональний стиль - це система взаємопов’язаних мовних засобів, яка служить певній меті у спілкуванні. Кожен стиль характеризується своєрідним використанням різних мовних засобів та певними рисами.

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2. Групи іменників включають не лише два, а й три, чотири компоненти, як потребують додаткового вивчення.

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3. Словник наукових текстів включає термінологію, спеціальні стійкі фрази та слова, властиві певній галузі науки і техніки. Також використовуються нейтральні в стилістичному плані слова.

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4. Своєрідними характерними рисами українського наукового стилю є безособові речення та вживання займенника множини «ми» для одного автора.

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5. Науковий словниковий запас характеризується набором фраз та кліше, які додають узгодженість і згуртованість тексту. Виноски у наукових текстах надають тлумачення незрозумілих термінів.

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6. Основними ознаками наукових текстів є: чіткість понять, логічний порядок, узагальнення понять і явищ, об'єктивний аналіз, аргументованість та переконливість, детальні висновки.

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8. Prepare an oral summary of the text "English and Ukrainian scientific prose" which you have read. Be ready to present it in class.

LESSON III

Genres of academic style. Compositional forms of academic style

1. Read the new words and word combinations with their translations and write them down into your vocabularies

1. academic writing – академічне письмо	9. dash – тире
2. nonfiction – наукова література (нехудожня)	10. compound words – складені слова
3. precise – точний	11. hyphen – дефіс
4. to enable – давати змогу	12. curriculum vitae – автобіографія
5. vague – розпливчастий	13. evidence – докази, довіди
6. to rely on – покладатися на	14. findings – одержані дані
7. narrative tone – розповідний тон	15. to accept – приймати

8. exclamation – вигук	16. relevance – актуальність

2. Read the word combinations and sentences with the new words and translate them.

Academic writing, c*haracteristics of academic writing, to analyse academic writing*. *Academic writing* is a nonfiction part of academic work, including scientific reports, researches, monographs, etc. *Characteristics of academic writing* include a formal tone, a clear focus on the research problem under investigation, and precise word choice. Analysing academic writing, the scientists include different genres into it.

Nonfiction, *nonfiction, nonfiction*. Academic writing is a *nonfiction* part of academic work.

Precise, *precise word choice, precise summary*. Your language should be formal and express in a *precise* way what you want it to mean. Characteristics of academic writing include a formal tone, a clear focus on the research problem and a *precise word choice*. Abstract is included at the beginning of academic journal articles and is a *precise* summary of the article.

To enable, *to enable a reader, to enable a scholar*. The educators should be trained *to enable* them to integrate new IT approaches into the curriculum. Well-structured paragraphs and clear topic sentences *enable a reader* to follow your line of thinking without difficulty. New educational requirements *enable a scholar* to publish his articles in the foreign journals.

Vague, *vague expressions, vague language*. Your language should be formal and not *vague*. Do not use *vague expressions* that are not specific enough for the reader. V*ague language* can't be present in scientific works.

To rely on, *to rely on the analyses, to rely on the precise data*. Scholars rely on precise words and language. We prefer *to rely on* the analyses performed by Ukrainian scientific experts. *Rely on the precise data* which you obtained during the experiment.

Narrative tone, *to establish* a *narrative tone, narrative tone*. Academic writing has a *narrative tone*. Scholars rely on precise words and language to establish the *narrative tone* of their work. The *narrative tone* represents the specific serious atmosphere of the scientific works.

Exclamation, *unnecessary exclamation, exclamation points*. Do not use vague expressions, emotional words or exclamations in the scientific texts. Your language should be formal, express precisely what you want to say, without any emotional words or *unnecessary exclamations*. *Exclamation points* are rarely used to express a heightened tone.

Dash / hyphen, *dash / hyphen marks, dash / hyphen signs*. *Dashes* should be limited only to the explanatory comment in a sentence, while *hyphens* should be limited to connecting prefixes to words. Speaking about punctuation marks, it is necessary to distinguish *dash and hyphen marks. Dash and hyphen signs* should be used very carefully.

Compound words, *to form compound words, to make compound words. Compound words are* two or more words linked together to produce a word with a new meaning. Hyphens should be limited to connecting prefixes to words or when forming compound words [e.g., commander-in-chief]. There are many ways in grammar to make a *compound word.*

Curriculum vitae, *to create a curriculum vitae, a complete curriculum vitae*. The following genres belong to academic writing: abstract, argument / persuasive essay, book review, business article analysis, *curriculum vitae/CV*, etc. To get a good place in an international company you should *create* a perfect functional *curriculum vitae at first.* Present me *a complete curriculum vitae*, please.

Evidence, *precise evidence, evidence of the scientific work*. The body of the essay provides *evidence* used to prove and persuade the reader to accept the writer's particular point of view. Present me the *precise evidence* of his fault. You can see the *evidence of his scientific work* in his numerous publications.

Findings, *to describe the findings, findings of the essay*. Single out your *findings*, please. A scientific report *describes the findings* of the conducted scientific experiment. The final part of the essay summarizes the content and *findings of the essay*.

To accept, to *accept to publication*, *to accept the writer's point of view.* The Publishing House *accepts* scientific articles on the educational topics. His monograph was *accepted to publication* by the famous international book company – Lambert Academic Publishing. The body of the essay provides evidence to persuade the reader *to accept the writer's particular point of view.*

Relevance, *relevance of the problem, relevance of the question*. The purpose of an abstract is to allow the reader to make an informed decision about *the relevance* and nature of the research before investing the time to examine the research. At the beginning of the article you have to outline the *relevance of the problem*. In academic writing you have to show the *relevance of the question*.

3. Read, translate the text and answer the questions to it.

Academic writing. Genres of academic style

Academic writing is a nonfiction part of academic work, including reports on scientific topics or researches in definite fields, monographs in which scholars analyze a special problem, propose new theories, or develop interpretations of the existing notions, terms.

Characteristics of academic writing include a formal tone, use of the third-person rather than first-person presentation, a clear focus on the research problem under investigation, and precise word choice. Well-structured paragraphs and clear topic sentences enable a reader to follow your line of thinking without difficulty. Your language should be formal and express precisely what you want it to mean. Do not use vague expressions that are not specific enough for the reader, unknown abbreviations or use of emotional words ("super", "incredible", "huge", etc.).

Punctuation. Scholars rely on precise words and language to establish the narrative tone of their work and, therefore, punctuation marks are used very carefully. For example, exclamation points are rarely used to express a heightened tone because it can be considered as over-excited. Dashes should be limited only to the explanatory comment in a sentence, while hyphens should be limited to connecting prefixes to words (e.g., multi-disciplinary) or when forming compound words (e.g., commander-in-chief).

Academic writing includes different genres. **Genre** is any type of communication characterized by a particular style, form, or content. Each "genre" (type of document) involves specific features that are different from other genres. Therefore, writers must understand the format and writing style of the document.

The following genres belong to academic writing: abstract, annotated bibliography, argument / persuasive essay, book review, business article analysis, curriculum vitae / CV, dissertation / thesis, research paper, scientific report, presentation, resume, etc. Have a look at some of them.

Essay

An essay is a structured argument about a particular topic. It is typically written to try to persuade the reader using selected research evidence. In general, an academic essay has three parts: a*n introd*uction that gives the reader an idea of what they are about to learn and presents an argument in the form of a thesis statement; a *body, or middle section*, that provides evidence used to prove and persuade the reader to accept the writer's particular point of view; a *conclusion* that summarizes the content and findings of the essay.

Scientific Report

A scientific report is a document that describes the process, progress, and results of technical or scientific research or the state of a research problem. A report is similar to an essay in content and tone, but is typically organised under headings and sub-headings. These may vary according to the discipline - for example, a scientific report will look quite different from a company report in a Business subject.

Abstract

Abstract is included at the beginning of academic journal articles and is a precise summary of the article, including the research findings. The purpose of an abstract is to provide material for indexing in library collections, and to allow the reader to make an informed decision about the relevance and nature of the research before investing the time to examine the research that the article reports.

***Questions to the text*:**

1. What is academic writing?
2. What characteristics of academic writing can you name?
3. What kind of language should prevail in the academic writing?
4. What punctuation marks are preferable in the academic writing?
5. What genres does the academic writing include?
6. What is an essay?
7. What is a scientific report?
8. What is an abstract?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. to deal with *academic writing*	
2. to investigate the characteristics of *nonfiction*	
3. *to focus* on the *relevance* of the article	
4. to single out the *relevance* of the article	
5. to present the *vague findings* to the scientific committee	
6. to present *the findings* of the foreign scholars	
7. *to accept precise evidence* of his	

statement	
8. *to enable* the students to write their *curriculum vitae* without teacher's help	
9. to distinguish where to put *a dash or a hyphen* in the article	
10. *to rely on the narrative tone* of the article	

b) Read the following word combinations and sentences and translate them in English.

1. вивчати *наукову літературу* і звертати увагу на *актуальність* статей і тез	
2. представляти *наукові докази*	
3. мати справу *з академічним письмом*	
4. *приймати докази* після проведення експерименту	
5. *давати змогу* студентам представити свої презентації на конференції	
6. розрізняти *складені фрази* і складні дієслова	
7. *покладатися на розповідний тон* наукової статті	
8. розрізняти *дефис і тире* в наукових статтях	
9. досліджувати *актуальність*, цілі статті, тлумачення певних термінів	
10. представляти *здобутки*	

іноземних науковців	

5. Match the words with their definitions.

1. a scientific report	a) a precise summary of the article, including the research findings.
2. an abstract	b) a document submitted to get an academic degree or professional qualification, it presents the author's research and findings.
3. a dissertation	c) a document that describes the process, progress and results of technical or scientific research or the state of a research problem.
4. a book review	d) a structured argument about a particular topic. It has an introduction, a body and a conclusion.
5. an essay	e) a description, critical analysis or evaluation of the quality, meaning, and significance of a book, often written in relation to prior research on the topic.

6. Find and present in class the information about the following academic writing genres. What is: 1) *Annotated bibliography*, 2) *Research proposal*, 3) *Summary, 4) Book review, 5) Curriculum vitae.*

7. Translate the following sentences.

1. Академічне письмо – це діяльність дослідника чи викладача зі створення спеціалізованих фахових наукових чи навчальних текстів.

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2. Основними стильовими ознаками наукового стилю є узгодженість, зчеплення, логічність, точність, ясність і об'єктивність, оцінність, переконливість, аналіз, синтез, аргументація, розповідний тон.

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3. Мова академічного письма повинна бути офіційною і чітко виражати те, що науковець хоче сказати. Не використовуйте розпливчатих виразів, невідомих скорочень чи емоційних слів.

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4. Кожен «жанр» академічного письма передбачає специфічні ознаки, які відрізняються від інших жанрів. Тому автори повинні розуміти формат і стиль написання документа і чітко слідувати їм.

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5. Академічне есе складається з трьох частин: вступ, який дає читачеві уявлення про те, що вони збираються вивчити, і представляє аргумент у формі викладу тези; середня частина, що забезпечує докази, які використовуються для доведення та переконання читача прийняти певну точку зору письменника; висновок, який узагальнює зміст та висновки есе.

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6. Монографія – це наукова праця, в якій вчений аналізує особливу проблему, пропонує нову теорію або розробляє інтерпретацію існуючих понять чи термінів.

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8. Prepare an oral summary of the text “Academic writing / Genres of academic style” which you have read. Be ready to present it in class.

UNIT 2. SCIENCE. SCIENTIFIC METHODS, DIRECTIONS. INNOVATIONS OF THE XX-XXI CENTURIES

Theme 3. Science and society

"Society lives by faith and develops be science"

(Henry Frederic Amiel)

LESSON I

Science in modern world. Motivation in science

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1. to cognize – пізнавати	9. driving force – рушійна сила
2. to provide – забезпечувати	10. complicated – складний
3. consciousness – свідомість	11. a concept – концепція, поняття
4. society – суспільство	12. a branch – галузь
5. to reflect – відображати	13. continuous – безперервний
6. activity – діяльність	14. development – розвиток
7. to arise – виникати	15. to divide – розділяти
8. needs – потреби	16. a direction – напрямок

2. Read the word combinations and sentences with the new words and translate them

To cognize something useful, *to cognize* the new standards of modern pedagogical science, *to cognize* the world of science. *To cognize* means know or become aware of something. Philosophy helps *to cognize* the world existence. To become a good professional, a person should cognize the reality of the job.

To provide with better services, *to provide* someone, *to provide* with something. This article *provides* with the best teaching methods. The author *provides* no references to support his statement. Scientific libraries *provide* the researchers with the information for their studies.

National **consciousness,** to lose *consciousness, consciousness* of one's guilt. He experienced a momentary loss of *consciousness. Consciousness* refers to individual awareness. There's a growing *consciousness* about environmental issues among young people.

Sectors of **society,** democratic s*ociety*, information *society*. *Society* is a large group of people who live in the same country or area and have the same laws and traditions. The future of *society* is in the hands of young people. The development of the state depends on the national consciousness of *society*.

To reflect the principals, *to reflect* a good experience, *to reflect* the priority directions. The statistics *reflect* a change in people's spending habits. Mass media *reflect* the different views on a special problem. This conference with participants *reflects* the unity of our nation.

Activity of a person, physical *activity*, an extraordinary level of *activity. Activity* is a situation in which a lot of things are happening. The centre offers a range of *activities*, such as cycling, swimming, and tennis. *The activity* of a scientist is determined by the number of scientific publications.

To arise from a particular situation, *to arise* suddenly, *to arise* out of nowhere. Most conflicts *arise* from ignorance or uncertainty. If a situation or problem *arises*, it begins to exist and people start to become aware of it. The whole problem *arises* from a lack of communication.

Needs of fans, the special *needs* of the disabled, *to meet* the needs. *Needs* is something that is necessary for an organism to live a healthy life. Every person feels the *needs* of communication. Children with special educational *needs* can get the help they need to get an education.

To become a **driving force,** *a driving force* for economic prosperity, an important *driving force. A driving force* is a person or thing that has a very strong

effect and makes something happen. She was the *driving force* behind the project. Trade is definitely a *driving force* in the industry.

Complicated instructions, *a complicated* process, to fill in a *complicated* form. It all sounds a bit *complicated* to me. The design of the room was too *complicated*. This here case may be a lot more *complicated* than you think.

A new **concept,** *concepts'* classification, a basic *concept.* She knows the basic *concepts* of psychology. This course will acquaint you with the main *concepts* of pedagogical science. Research theses highlighted the *concepts* of the issue under study.

A branch of knowledge, to consist of several *branches*, to include some *branches*. This *branch* of science may not receive any grants. Neurology is a *branch* of medicine. *A branch* is a subdivision or a section of something larger or more complex.

Continuous pain, *continuous* service, on a continuous basis. To understand the laws of this *continuous* movement is the aim of history. *Continuous* improvement leads to progressive results. Regular and *continuous* exercises help to improve health.

The **development** of new branches, to be suitable for *development*, a *development* agency. *Development* is the process of making something new. Education is central to a country's economic *development*. Psychologist is a specialist in child *development*.

To divide into parts, *to divide* the prize between the winners, *to divide* rapidly. *To divide* means to separate into parts or groups. Each school year is *divided* into two semesters. The war *divided* children from their parents.

A wrong **direction,** to have no *direction* in the life, to be ready to take a new *direction*. *A direction* is the general way in which something develops or progresses. Science is developing in very different *directions*. The only *direction* in life that matters is forward.

3. Read and translate the text and answer the questions to it.

Science in modern world. Motivation in science

Science is a specific form of social consciousness, the basis of which is a system of knowledge, the process of **cognizing** the laws of the objective world, developing knowledge and using it in practice as a certain type of social division of labor. That is, science is a certain type of knowledge, which is characterized by theoreticality and rationality.

Modern science is not only the main form of **c**ognition of nature and society which **provides** a person with scientific knowledge, but also the most important instrument of their life. As a form of social **consciousness**, it is a system of knowledge about nature, **society** and thinking. It **reflects** the world in scientific **concepts**, laws and theories. It is tested and verified by subject-practical **activity**.

Science **arises** from practical **needs** and develops on their basis. Its main **driving force** is social needs and, first of all, the material needs. Over time, they all grow, become more **complicated** and differentiate.

Modern science is a collection of hundreds of sciences that explore different areas of reality. It is structured and disciplined. Modern science consists of various **branches** of knowledge. Natural sciences study nature, social sciences study society. Thus, physics, chemistry, astronomy, biology, physiology, etc. Are classified as natural sciences; history, sociology, political economy, political science, philosophy, etc., belong to social sciences. More detailed classifications are possible within each classification block. Modern development of science shows the **continuous development** of differential processes. Therefore, in the structure of traditional sciences there is a constant **dividing** into new **directions**.

New scientific directions arise under the influence of certain motivational influences. Among the most significant motives for the development of science are: economic, political, moral and scientific interest.

***Questions to the text*:**

1) What is science?

2) What is science characterized by?

3) What is the role of science for a person?

4) Why does science arise?

5) What is its main driving force?

6) What characterizes modern science,

7) What does modern science consist of?

8) What are the most significant motives for the development of science?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. the process of *cognizing* the laws of the objective world	
2. to *provide* someone with scientific knowledge	
3. a form of social *consciousness*	
4. *to reflect* scientific *concepts*	
5. to perform practical *activity*	
6. to be *driving force* for *continuous development*	
7. social and practical *needs*	
8. to consist of various *branches*	
9. The views on this problem were *divided*.	
10. New scientific *directions arise* because of social and practical needs.	

b) Read the following word combinations and sentences and translate them into English.

1. пізнавати сучасне мистецтво	
2. забезпечувати доказами	
3. бути частиною наукової свідомості	
4. відображати чиюсь точку зору	
5. бути рушійною силою в науковій діяльності	
6. відображати соціальні та практичні	

потреби	
7. характеризуватися постійним розвитком	
8. досліджувана концепція	
9. Кожна галузь відображає певні наукові погляди.	
10. Мистецтво ділиться на кілька напрямків.	

5. Discuss the following questions on the topic under study.

1) What is science characterized by?

2) What is modern science characterized by?

3) Why do different branches in science arise?

4) What is the structure of science?

5) What motivational influences in science exist?

6. Find and present in class the information about motivational influences in science (economic, political, moral and scientific interest). Justify each of them.

7. Translate the following sentences.

1. Сучасна наука забезпечує людину науковим знанням та є основною формою пізнання природи та суспільства.

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2. Наука відображає світ у наукових концепціях, законах і теоріях.

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3. Рушійною силою розвитку науки є соціальні та матеріальні потреби.

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4. Сучасна наука складається з різних галузей знань.

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5. Сучасний розвиток науки показує постійний розвиток диференційних процесів.

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6. Серед найбільш значних мотивів розвитку науки виділяють: економічні, політичні, моральні та наукова цікавість.

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8. Prepare an oral summary of the text "Science in modern world. Motivation in science" which you have read in class. Be ready to present it in the class.

LESSON II

Science and technology

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1. to evolve – еволюціонувати, розвивати, створювати	9. a device – пристрій
2. convenient – зручний	10. to be capable of – бути здатним
3. a prospect – перспектива	11. a breakthrough – прорив
4. an investigation – дослідження	12. to broaden – розширювати
5. a phenomenon – феномен	13. to connect – поєднувати
6. a purpose – ціль	14. alternative – альтернативний
7. a discovery – відкриття	15. a source – джерело
8. to invent – винаходити	16. a disease – захворювання

2. Read the word combinations and sentences with the new words and translate them.

To evolve over time, *to evolve* a new concept, *to evolve* rapidly. *To evolve* means to develop from other forms of life over millions of years. New ways and methods of teaching *evolve* and improve. Science and technology *evolve* in different directions.

Convenient time, a *convenient* method of doing something, to use a *convenient* tool. To be *convenient* means to be easy to use. It is convenient to use the Internet in studying. Online learning allows doing the tasks at a *convenient* time.

A prospect of success, to get a *prospect* of improvement, to face the *prospect*. There is a real *prospect* to win these competitions. People's *prospects* are their chances for success, especially in the career. There's no *prospect* for such an agreement.

An independent **investigation** to conduct *an investigation*, a science *investigation*. The tolerance was the subject of the *investigation*. *An investigation* is a process in which someone tries to discover all the facts about something. This study was a small part of a large *investigation* of people's physical activity and health.

A phenomenon of nature, the greatest literary *phenomenon*, scientific explanations of a natural *phenomenon*. Language is a social and cultural *phenomenon*. A number of theories have been proposed to explain the *phenomenon*. *A phenomenon* is something that is observed to happen or exist.

A useful **purpose,** to achieve a *purpose*, to serve a purpose. The main *purpose* of the meeting is to discuss the future study. The teachers are enthusiastic and have a sense of *purpose*. *A purpose* is the feeling of knowing what someone wants to do.

A discovery of objects, an incredible *discovery*, to make a discovery. Scientists have made some important *discoveries* about the influence of art on people's life. If someone makes a *discovery*, they are the first person to find scientific fact that no one knew about before. Research at the university focuses on scientific *discovery*.

To invent a concept, in order *to invent* a new method, an attempt to invent an explanation. *To invent* means to design or create something that has never existed before. Scientists *invented* a lot of things that changed the world. It took decades *to invent* a vaccine.

A device maker, to invent *a device*, *a device* for a particular purpose. *A device* is an object that has been invented for a particular purpose. A smartphone is a small, electronic *device* for sending messages, making calls and surfing the internet. The *device* meets safety standards.

To be capable of improvement, *to be capable* of sympathy, to train *to be capable of* speaking English. Artists *aren't* usually capable of singing. Scientists *are capable of* studying the problem and find the solution of it. Students are capable of multitasking.

A breakthrough technology, to make a *breakthrough* discovery, to achieve a breakthrough. One *breakthrough* is what we need to change the world. *A breakthrough* is an important discovery or development that helps to solve a problem. *A breakthrough* may be possible next year.

To broaden one's outlook, *to broaden* cooperation, to broaden women's role in the government. Researchers *broadened* the discussion to other aspects of the problem. His interests *broadened* to include art and music, not just sports. They need *to broaden* their understanding of other cultures.

To connect a device to, *to connect* directly with, *to connect* emotionally. The Internet *connects* people from all over the world. This issue isn't *connected* with the study. Architecture is *connected* with art.

Alternative employment, to have an *alternative* approach, to propose an *alternative* choice. There were *alternative* methods of training available. Alternative measures are used to describe something that is different from the usual things. *Alternative* energy uses natural sources of energy such as the sun, wind, or water for power and fuel.

A source of information, to become *a source* of power, *a source* of income. Renewable *sources* of energy must be used where possible. Success in culture is *a source* of national pride. The only source of knowledge is a book.

An infection **disease,** to diagnose *a disease*, the rapid spread of *disease. A disease* is an illness which affects people, animals, or plants, for example one which is caused by bacteria or infection. Dirt and *disease* usually go together.

3. Read and translate the text and answer the questions to it.

Science and technology

The world does not stand still. It continues to **evolve** and improve. People are looking for new ways and methods to make life more **convenient**, comfortable and easy, so science and technology is a branch that has great **prospects**.

Science and technology is an interdisciplinary topic which includes science, technology, and their interactions. Science is the study of nature and behaviour of the physical and natural world through the scientific methods. They are observation, identification, description, experimental, **investigation**, and theoretical explanation of natural **phenomena**.

Technology is the collection of techniques and processes which are used in the production of goods or services. Technology refers to methods, systems, and devices which are the result of scientific knowledge used for practical **purposes**.

Nowadays people live in the challenging world of science. The humanity has made many **discoveries** and **invented** lots of mechanisms and **devices** which made life simpler.

One of the greatest inventions of the 20th century is computer. A computer is an electronic device that stores information and allows changes in it through the use of instructions. A modern computer **is capable of** doing various tasks.

The most important **breakthrough** in technology is the Internet. It has **broadened** people's abilities and opened new horizons. People from other countries **connect** with each other without any problems, search for any

information and get it in one click, and have many other opportunities with smartphones, tablets, and computers.

But there are some problems scientists are still working at: finding and using **alternative sources** of energy, creating highly effective systems of communication, creating new materials, climatic changes, serious **diseases**.

***Questions to the text*:**

1) What is the role of science and technology in social evolution?

2) Why is science and technology an interdisciplinary topic?

3) What the term «science» refer to? What are the scientific methods?

4) What does the term «technology» refer to?

5) What is the greatest invention of the 20th century?

6) What is the most important breakthrough in technology?

7) What are the advantages of using the Internet?

8) What problems are scientists still working at?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. to make life more *convenient*	
2. to have great *prospects* in the future	
3. to prepare an *investigation* report	
4. theoretical explanation of natural *phenomena*	
5. to *invent* lots of mechanisms and *devices*	
6. to be an important *breakthrough* in technology	
7. *to be capable of* doing various tasks	
8. the *purpose* of the meeting	
9. Scientists insist at using *alternative*	

sources of energy.	
10. One of the most significant advantages of the development of science and technology is the possibility to cure serious *diseases.*	

b) Read the following word combinations and sentences and translate them into English.

1. здійснювати ґрунтовне дослідження у сфері історії мистецтва	
2. історичні відкриття стали основою сучасних наукових винаходів	
3. зв'язок науки і техніки з появою сучасних пристроїв	
4. бути здатним зберігати інформацію	
5. розширювати людську свідомість у напрямку науки і технологій	
6. пов’язувати активний розвиток науки і технологій із матеріальними потребами людства	
7. запропонувати альтернативне вирішення питання	
8. бути надійним джерелом наукової інформації	
9. Сучасний світ мистецтва продовжує активно еволюціонувати та удосконалюватися.	
10. Розвиток науки і технологій відкриває перед людством нові перспективи.	

5. Discuss the following questions on the topic under study.

1) What role has scientific and technological development played in people's life?

2) What proves that science and technology are closely related today?

3) What are the advantages of science and technology development? Give reasons for your opinion.

4) What are the disadvantages of science and technology development? Give reasons for your opinion.

5) What are the prospects of science and technology development?

6. Find and present in class the information about the problems which scientists are working at.

7. Translate the following sentences.

1. Сучасні технології залежать від досягнень в області чистої науки.

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2. Розвиток науки уможливлює використання відкриттів для задоволення потреб людини і поліпшення її життя.

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3. Технології відносяться до методів, систем та пристроїв, які є результатом наукових знань, що використовуються в практичних цілях.

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4. Людство винайшло безліч механізмів та пристроїв, які спростили життя.

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5. Найважливіший прорив у технологіях – Інтернет.

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6. Історія людського суспільства – це, у певному розумінні, історія розвитку науки та техніки.

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8. Prepare an oral summary of the text "Science and technology" which you have read in class. Be ready to present it in class.

LESSON III

Priority directions of Ukrainian science

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1. a pace – темп	9. to substantiate – обґрунтовувати
2. a priority – пріоритет	10. support – підтримка
3. funding – фінансування	11. long-term – довготривалий
4. fundamental sciences – фундаментальні (теоретичні) науки	12. to ensure – забезпечувати
5. data – дані	13. competitiveness – конкурентноспроможність
6. applied sciences – прикладні науки	14. energy-efficient – енергоефективний
7. an innovation – інновація	15. to prevent – запобігати
8. an implementation – застосування	16. treatment – лікування

2. Read the word combinations and sentences with the new words and translate them.

To live at a fast **pace,** the *pace* of life, at a snail's pace. People have to keep *pace* with the changing times. Many people were not satisfied with the *pace* of change. The *pace* of the society development differs from times to times.

A priority of invention, to be the first *priority*, *priority* directions. The children are our first *priority*. Education is this government's top *priority*. The main *priority* is to keep fit.

Funding arrangement, *funding* of a project, the government *funding* for the scheme. This project is in urgent need of *funding*. The program can be closed due to the lack of *funding*. *Funding* is money which a government or organization provides for a particular purpose.

Fundamental sciences, a journal of *fundamental sciences,* the main concepts of *fundamental science*s. Some scientists devote their lives to understanding and describing key experimental phenomena in the fields of *fundamental sciences.* The university has significant achievements in the field of *fundamental sciences.* Researchyi in the field of *fundamental sciences* have a great value for the development of the state economy.

Data processing, initial *data*, a scientific analysis of the *data*. The study was based on *data* from 500 participants. *Data* is the information presented in numbers, letters, or other forms. The following *data* were collected by several researches.

Applied sciences, *applied science* laboratory, *Applied sciences* are the sciences that are put to practical use. Students study *applied sciences* at college. *Applied science* is the use of the scientific method and knowledge to have practical goals.

An innovation in technology, the rapid pace of technological *innovation*, the latest *innovation* in computer technology. We need to encourage *innovation* in industry. *An innovation* is a new thing or a new method of doing something. The nineteenth century was an era of technical and engineering *innovation* in many fields.

An implementation period, budget *implementation*, *the implementation* of the contract. The *implementation* of the program is not available due to high costs.

The agency was created for the *implementation* of the policy. Innovation *implementation* is one of the main characteristics of modern science.

To substantiate an idea through actions, to *substantiate* the findings, *to substantiate* a statement. *To substantiate* means to provide facts that prove that something is true. They must to *substantiate* the directions of scientific and technical development. Our ideas must be *substantiated* into actions.

To support a conclusion, *to support* a belief, *to support* a candidate. There's no evidence *to support* his theory. We need *to support* our teachers. If you *support* someone or their ideas, you agree with them.

Long-term investments, a *long-term* arrangement, *long-term* effects. A new training scheme to help the *long-term* unemployed is expected. Something that is *long-term* has continued for more than a year or will continue for more than a year. The state provided a *long-term* support of the program.

To ensure a balance, *to ensure* a project success, *to ensure* maximum reliability. *To ensure* means to make certain that something is done or happens. The quality of the study is *ensured* by the methods used during its implementation. The research hypothesis is *ensured* by the obtained results.

To raise **competitiveness,** *competitiveness* of industry, *competitiveness* of goods and services. Quality training will increase the *competitiveness* of future professionals. The *competitiveness* of future teachers is determined by their theoretical and practical training.

Energy-efficient system, *energy-efficient* technology, *energy-efficient* process. Lighting is now more energy-efficient. People all over the world need to become more *energy-efficient* so that we don't generate power just to waste it. To be *energy-efficient* means to use only as much energy as is needed without wasting it.

To prevent something from happening, *to prevent* a catastrophe, *to prevent* someone from doing something. Vaccination will *prevent* the spread of the disease. *To prevent* someone from doing something means to make it impossible for them to do it. This will help to prevent accidents.

A long-term **treatment,** free dental *treatment*, a *treatment* of an illness. Perhaps it's time to try a new course of *treatment*. The best *treatment* for a cold is to rest and drink lots of fluids. Many patients are not getting the medical *treatment* they need.

3. Read and translate the text and answer the questions to it.

Priority directions of Ukrainian science

World experience shows that the **pace** of development of the state largely depends on the correct choice of **priority funding** and support for science development.

In the structure of science in the XXI century, the role of theoretical and **fundamental sciences** is raising. These sciences enrich society with new approaches, **data**, technologies, operational knowledge for their use.

The fundamental sciences must develop at a faster pace, creating a theoretical basis for the **applied sciences**. Modern science is characterized by the following cycle of development: fundamental sciences – applied sciences – **innovation** development – innovation **implementation**.

The priority directions of science and technology development are scientifically, economically and socially **substantiated** directions of scientific and technical development. They are provided with the state **support** for a **long-term** period (over 10 years). This is done in order to form effective research and scientific and technical developments.

The priority directions for the development of science and technology in Ukraine in the XXI century are:

- the fundamental scientific research on the most important problems of the development of scientific and technical, social and economic, social and political, as well as human potential to **ensure** the **competitiveness** of Ukraine in the world and to develop society and the state;
- information and communication technologies;
- energy and **energy efficiency**;

- rational use of nature;
- life sciences, new technologies for **prevention** and **treatment** of the most common diseases;
- new substances and materials.

***Questions to the text*:**

1) What does the pace of the state development depend on?

2) What way does the science development influence the development of the state?

3) What is the role of fundamental sciences?

4) What is the role of applied sciences?

5) What is the cycle of modern science development?

6) What way are priority science directions identified?

7) Why do scientists identify priority science directions for a certain period?

8) What are the priority directions for the development of science and technology in Ukraine in the XXI century?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. fast or slow *pace* of events	
2. to be a very high priority of *funding* the school	
3. agency for *innovation* by science and technology	
4. to be a branch of *fundamental science*	
5. to be a *support* for a *long-term* period	
6. *to prevent* an economic crisis	
7. to improve *energy efficiency* while modernizing national economics	
8. the safety of the country takes	

priority over any other matter	
9. Interdisciplinary approaches and *applied science* are realized in cooperation with the industry.	
10. *To substantiate* these findings, two alternative structural models were examined.	

b) Read the following word combinations and sentences and translate them into English.

1. бути пріоритетом у виборі тематичного напрямку дослідження	
2. застосування інноваційних підходів у науці і техніці	
3. обґрунтувати науковий підхід до вивчення певного явища	
4. довготривалий період лікування небезпечних захворювань	
5. запобігати появі негативних наслідків	
6. підтримувати конкурентоспроможність національного виробництва	
7. забезпечувати розвиток суспільства і держави	
8. розвиток енергозберігаючих виробничих процесів	
9. Порівняльні дані проведеного дослідження свідчать про його ефективність.	
10. У багатьох країнах світу	

фундаментальні науки фінансуються з державного бюджету, а прикладні науки – приватними та комерційними структурами.	

5. Discuss the following questions on the topic under study.

1) What are the conditions for appearance of new priority directions in science?

2) How does the state support the development of new science directions?

3) What is the connection between fundamental and applied sciences?

4) What are the indicators of the priority direction in science?

5) What are the priority directions in your field of study?

6. Find and present in class the information about one of the six priority directions for the development of science and technology in Ukraine in the XXI century.

7. Translate the following sentences

1. Темпи розвитку держави залежать від правильного вибору пріоритетного фінансування та підтримки розвитку науки.

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2. Фундаментальні науки збагачують суспільство новими підходами, даними, технологіями та оперативними знаннями.

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3. Фундаментальні науки створюють теоретичну базу для прикладних наук.

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4. Пріоритетними напрямками розвитку науки і техніки є науково, економічно та соціально обґрунтовані напрями науково-технічного розвитку.

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5. Науки про життя, нові технології профілактики та лікування найпоширеніших захворювань є одним із пріоритетних напрямків розвитку науки і техніки в Україні в XXI столітті.

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6. Серед найважливіших напрямків прикладних розробок у всьому світі є раціональне природокористування.

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8. Prepare an oral summary of the text "Priority directions of Ukrainian science" which you have read in class. Be ready to present it in class.

Theme 4. Schools of pedagogical thoughts, outstanding scientists, types of scientific products

"If I have seen further it is by standing on the shoulders of Giants"

(Isaac Newton)

LESSON I

Schools of pedagogical thoughts

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1. school of pedagogical thought – наукова школа у сфері педагогіки	9. a layer – шар
2. achievements – досягнення	10. outstanding – видатний
3. to preserve – зберігати	11. a research institution – науково-дослідна установа
4. continuity – наступність	12. a founder – засновник
5. a generation – покоління	13. ethical – етичний
6. experienced – досвідчений	14. a value – цінність
7. to update – оновлювати, актуалізувати	15. a scientist-mentor – учений-наставник
8. synthesis – синтез	16. a scientist-beginner – учений-початківець

2. Read the word combinations and sentences with the new words and translate them.

A school of pedagogical thought, to start *a school of pedagogical thought,* to follow the ideas of the creator of *a school of pedagogical thought*. *A school of pedagogical thought* is formed on the basis of a classical university or a research institution. *A school of pedagogical thought* develops a certain scientific idea.

Significant **achievements,** considerable *achievements*, the *achievements* of science. It was a great *achievement* that a global agreement was reached. *An achievement* is something which someone has succeeded in doing, especially after a lot of effort. *Achievements* come with discipline.

To preserve buildings of architectural or historic interest, *to preserve* the environment, preserve wildlife. *To preserve* means to keep safe from danger or harm. The agreement *preserved* the company's right. Scientists *preserved* their views on the problem.

The continuity of actions, the conditions for *continuity*, principles of *continuity*. *Continuity* is the fact of something continuing for a long period of time without being changed or stopped. Children need *continuity*, security, and a sense of identity. The main condition for quality education is the *continuity* of all levels of education.

A generation gap, older *generation*, ne*w generation. A generation* is all the people of about the same age within a society or within a particular family. t's our duty to preserve the planet for future *generations*. The newer *generation* of scientists uses the innovative methods of studying.

An **experienced** scientist, an *experienced* teacher, an *experienced* manager. To be *experienced* means to be wise or skillful in a particular field through experience. If you describe someone as *experienced*, you mean that they have been doing a particular job or activity for a long time, and know a lot about it. Only well *experienced* scientist can start a school of pedagogical thought.

To update the data, *to update* the file, *to update* a dictionary. *To update* means to make something more modern or suitable for use. If you *update* something, you make it more modern. Scientific textbooks must be *updated* regularly.

Synthesis of a substance, chemical *synthesis*, *synthesis* of materials. His speech was a *synthesis* of ideas of various individuals. *Synthesis* is putting together parts or elements so as to form a whole. This is a work of *synthesis* rather than of original research.

A layer of a material or substance, to arrange in *layers, a* protective *layer.* If something such as a system or an idea has many *layers*, it has many different levels or parts. *A layer* is a group of people at a particular level in an organization. There was a thin *layer* of oil on the surface of the water.

Outstanding achievements in science, an *outstanding* performance, outstanding works. To be *outstanding* means to be good or important because of unusual qualities. Scientists have some *outstanding* issues to discuss at the conference. She made an *outstanding* contribution to science.

A research institution, to be a part of *a research institution*, to work at *a research institution.* The success of *a research institution* depends on its researchers, prestige and status. *Research institutions* are set to develop scientific ideas. *A research institution* takes part in a given research project.

To be **a founder of** a party, *a founder* of an organization, *a founder* of a principle. *A founder* is someone who establishes an organization. He is a *founder* member of this school of pedagogical thought. He was one of the *founders* of the university's art faculty.

Ethical and legal issues, to follow *ethical* principles, a minefield of *ethical* problems. A teacher must have the highest *ethical* standards. The use of animals in scientific tests raises difficult *ethical* questions. While such activities are not strictly illegal, they are certainly not *ethical*.

A value / no **value,** the *value*s of a person or a group, to underestimate the *value* of the work. *A value* is the importance or worth of something for someone. His research has been of a little practical *value*. His contribution was significant and of great practical *value*.

A scientist-mentor / a **scientist-beginner,** to become *a scientist-mentor* / to be *a scientist-beginner*, to be an experienced *scientist-mentor* / to be a responsible *scientist-begi*nner A scientist-mentor directs scientists-beginners to develop a certain direction in a science. *Scientists-beginners* follow the scientific ideas of *a scientist-mentor*. *Scientists-mentors* and *scientists-beginners* work as one team to solve important issues.

3. Read and translate the text and answer the questions to it.

Schools of pedagogical thoughts

The fundamental principles of pedagogy with its interdisciplinary connections were established through the activities of university and academic centers in which **schools of pedagogical thoughts** were formed.

Accordingly, the formation of methodological, theoretical, practice-oriented **achievements** of schools of pedagogical thoughts occurs by **preserving** the **continuity** of **generations** of scientists. The achievements of **experienced** scientists are **updated** and combined with the innovations of young scientists. The **synthesis** of these two **layers** of science helps to solve current problems of modern pedagogical science.

A school of pedagogical thought is an informal scientific team formed by an **outstanding** scientist on the basis of a classical university or a **research institution** to develop a certain scientific idea.

A necessary condition for the formation of a school of pedagogical thought is a **spiritual** and intellectual scientist – the **founder** of the school, its leader.

A school of pedagogical thought is developing under the guidance of a scientist-mentor. He/She produces innovative scientific ideas for a certain period, based on **ethical values**. The **scientist-mentor** directs **scientists-beginners** to develop a certain direction in pedagogical science, to establish subdisciplines of pedagogy, to substantiate their theoretical and methodological foundations, to create practice-oriented results that should be based on scientific and educational traditions and take into account innovative changes in the pedagogical environment.

The research of scientists-beginners are concentrated in the field of ideas created by scientists of high spiritual and intellectual potential.

***Questions to the text*:**

1) What institutions can schools of pedagogical thoughts be formed at?

2) What is the role of continuity of generations of scientists in formation of a school of pedagogical thought?

3) How are experienced and young scientists connected at a school of pedagogical thought?

4) What is «a school of pedagogical thought»?

5) What is a necessary condition for the formation of a school of pedagogical thought?

6) Who is a scientist-mentor?

7) Who is a scientist-beginner?

8) What field are the researches of scientists-beginners concentrated in?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. to create *a school of pedagogical thought*	
2. enormously brilliant *synthesis* of a lot of ideas	
3. to be *a layer* of protection	
4. to follow the ideas of an *experienced* scientist	
5. to preserve the unity of scientific views on a special problem	
6. to study the *continuity* of different stages of education	
7. to follow the universal human *values* and professional *ethics*	
8. to provide an overview of research institutions	
9. Ukraine is very rich with *outstanding*	

people and always was.	
10. An interaction between a scientist-mentor and a scientist-beginner leads to positive results in science.	

b) Read the following word combinations and sentences and translate them into English.

1. бути лідером наукової школи	
2. висвітлювати досягнення молодих учених через наукові публікації	
3. зберігати наступність наукових поглядів певної наукової школи	
4. актуалізувати наукові ідеї інноваційними поглядами	
5. погоджуватися з науковими поглядами видатних науковців	
6. проводити дослідження в науково-дослідній установі	
7. дотримуватися моральних та етичних цінностей у взаємодії	
8. бути засновником нової педагогічної ідеї	
9. Учений-наставник керує діяльністю усього колективу наукової школи.	
10. Учений наставник повинен позитивно ставитися до нових прогресивних ідей учених-початківців.	

5. Discuss the following questions on the topic under study.

1) Why do scientists create schools of pedagogical thoughts?

2) Who can create a school of pedagogical thought?

3) Why is the continuity of generations of scientists important at schools of pedagogical thoughts?

4) Why is the interaction between a scientist-mentor and a scientist-beginner important?

5) What innovative changes in the pedagogical environment can influence the development of modern society?

6. Find and present in class the information about one of the schools of pedagogical thoughts in your field of study.

7. Translate the following sentences.

1. Досягнення досвідчених вчених актуалізуються та поєднуються з інноваціями молодих вчених.

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2. Наукова школа в педагогіці – це неформальний науковий колектив, створений видатним вченим на базі класичного університету чи науково-дослідної установи для розвитку певної наукової ідеї.

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3. Наукова школа розвивається під керівництвом вченого-наставника.

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4. Учений-наставник спрямовує науковців-початківців на розвиток певного напряму у педагогічній науці.

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5. Ідеї колективу наукової школи повинні бути перспективними та сприяти успішному розвитку педагогічної науки.

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6. Дослідження вчених-початківців зосереджені в галузі ідей, створених вченими-наставниками.

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8. Prepare an oral summary of the text "Schools of pedagogical thoughts" which you have read in class. Be ready to present it in class.

LESSON II

Outstanding Ukrainian scientists

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1. guarantee – гарантія	9. to conduct – вести, проводити
2. due to – через те, що; завдяки	10. a search – пошук
3. to occupy – займати	11. a subdivision – підрозділ
4. training – навчання, підготовка	12. to embody – втілювати
5. a psychologist – психолог	13. a textbook – підручник

6. to introduce – представляти	14. teaching aids – методичні рекомендації
7. a department – кафедра	15. a system and communicative method – системно-комунікативний метод
8. an initiative – ініціатива	16. linguodidactics – лінгводидактика

2. Read the word combinations and sentences with the new words and translate them.

A valid **guarantee,** an absolute *guarantee* to respect a person's choice, to give somebody a *guarantee*. There was no *guarantee* that he would come back. A famous name on a firm is not *a guarantee* of quality. *A guarantee* makes it certain that something will happen or that something is true.

To cancel the meeting **due to** bad weather, the delay a trip *due to* heavy traffic, to fail an exam due to computer problems. Your headaches are *due to* stress. He refused to take part in a conference *due to* his illness. They divorced *due to* temperamental differences.

To occupy a dominant position, *to occupy* all free time, *to occupy* most of the territory. *To occupy* means to fill, exist in, or use a place or period of time. Men still *occupy* more positions of power than women. The people who *occupy* a building or a place are the people who live or work there.

Training to be a teacher, to evaluate *training* as effective, secondary technical *training. Training* is a process of learning the skills you need to do a particular job or activity. Her experience as a teacher was good *training* for parenthood. Providing adequate *training* helps to develop a high level of motivation in teaching.

A child **psychologist,** *a psychologist* who employs / uses hypnotism to treat his patients, to need help of a psychologist. He wants to work as *a psychologist*. *A psychologist* is a person who studies the human mind and tries to explain why people behave in the way that they do. A psychologist tested a group of students.

To introduce new teaching methods, *to introduce* the new mates to the group, *to introduce* new technology. This is the first official biography of her and it is *introduced* by her daughter. The leaders want *to introduce* further changes. If you *introduce* yourself to someone, you tell them your name.

Department of Western and Oriental Languages and Methods of their teaching, to work at the *department* of modern languages, to be the head of the *department.* All members of the *department* are engaged in scientific activities. She is a professor at the *Department* of Modern Linguistics. Each member of the *department* works on a specific scientific topic.

To show **initiative,** to do something on one's own *initiative*, to take the initiative in doing something. Teachers wish their students would show more *initiative*. She has enough *initiative* to get this job done. *An initiative* is an important act or statement that is intended to solve a problem.

To conduct business, *to conduct* an experiment, *to conduct* one's private life. When you *conduct* an activity or task, you organize it and carry it out. To conduct means to organize and perform a particular activity. The interview was *conducted* in English.

A search for happiness, to conduct a *search*, in *search* of adventure. *A search* is an attempt to find something or someone by looking for them carefully. After a long *search*, they eventually found the missing papers. I did *a search* for language clubs in my area.

To form **a subdivision,** to be *a subdivision* of mathematical science, to be responsible for this subdivision of work. *A subdivision* is an area, part, or section of something which is itself a part of something larger. Each category has several *subdivisions*. It is no more than an interesting subdivision in a general theory.

To embody a theoretical opinion into a definite scheme, *to embody* an idea in a story, *to embody* changes in fundamental psychological processes. *To embody* means to represent a quality or an idea exactly. She *embodies* everything I admire in a teacher. She *embodies* her principles in her behaviour.

A textbook on psychology, a key to the exercises in *a textbook*, to read the first chapter of *a textbook*. *A textbook* of this author is in its tenth edition. The professor's clarification helped her to understand the *textbook*. This *textbook* was first published in 2000.

Teaching aids on training students for their future profession, to use *teaching aids* and teaching materials, a complete package of *teaching aids*. Teaching aids is anything used by a teacher to help teach a lesson or make it more interesting to students. It was used as *a teaching aid* in schools. They use teaching aids in the teaching learning process of large classes.

To be the author of a **system and communicative method,** to use a *system and communicative method* in one's work, to know the principals of a *system and communicative method*. The results demonstrate that a *system and communicative method* is reliable. *A system and communicative method* is often used in teaching English. Lessons are taught not only through *a system and communicative method*, but also through games.

Linguodidactic categories, contemporary *linguodidactics*, to discuss actual problems of linguodidactics. *Linguodidactics* is a branch of science studying the patterns of students' evolution with a new language and culture in conjunction with their native language and culture. *Linguodidactics* involves the interaction of several independent and at the same time interrelated scientific disciplines: methodology, linguistics, pedagogy, psychology and psycholinguistics. *Linguodidactics* is a scientific discipline, which is rising its origins in the 1970-ies.

3. Read and translate the text and answer the questions to it.

Outstanding Ukrainian scientists

Science and education is a **guarantee** of prosperity of any state. **Due to** high technology, many countries in Europe have become highly developed in a short period of time. The same priorities are set in Ukraine. The scientific achievements of the scientists of State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky" gave it the opportunity to become an

absolute leader in the quality of pedagogical education not only in Ukraine, but also in Europe as a whole.

Among the outstanding scientists of our university Olexii Chebykin's scientific activities should be noted. In O. Chebykin's professional work a special place is **occupied** by the system of **training** teachers and **psychologists**. On his initiative, training of practical psychologists at university level was **introduced** for the first time in Ukraine. In 1989, he initiated the formation of a **department** of psychology, and later - the Faculty of Psychology. In 1984 the independent Odessa Society of Psychologists was formed for the first time on O. Chebykin's **initiative**.

Scientific work of Raisa Martynova is very important for the development of Ukrainian science. R. Martynova **conducts** her scientific **search** in the field of methods of teaching foreign languages. In 1989 she founded the research institute of methods of teaching foreign languages, which became a structural **subdivision** of the Academy of Pedagogical Sciences of Ukraine in 1993. As the director of the institute and its leading research associate, she organized the author teams for the development of the newest pedagogical technologies for teaching foreign languages, which were **embodied** in **textbooks** and **teaching aids** on English language for schoolchildren and students of humanitarian faculties of pedagogical universities. The **system and communicative method** of teaching foreign languages, which have been developed by R. Martynova, has the status of invention from the Institute of Industrial Property of Ukraine.

Alla Bohush is a famous scientist in the field of national pedagogical science, a teacher, the founder of a new scientific branch – Ukrainian preschool **linguodidactics**. She developed the conceptual bases of speech development of a person (from birth to 7) and the formation of language personality of a preschooler; the essence and structure of children's speech readiness for schooling and preparing the child's hand for writing; the methods of developing children's speech (in all linguistic aspects) of early and preschool age. She has many medals and honorary awards for her work.

So Ukraine can be proud of its scientists, who made a great contribution to the development of pedagogical world science.

***Questions to the text*:**

1) What is the guarantee of prosperity of any state according to the text above?

2) What university is the leader of quality pedagogical education in Ukraine?

3) What can you tell about Olexii Chebykin? What are his scientific achievements?

4) Who initiated the formation of a department of psychology?

5) What scientific field did Raisa Martynova research in? What are her scientific achievements?

6) Who is the creator of the system and communicative method of teaching foreign languages?

7) What do you know about Alla Bohush? What are her scientific achievements?

8) Who is the founder of Ukrainian preschool linguodidactics?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. to offer the absolute guarantee	
2. to have best results *due to* the system of future teachers *training*	
3. to be a *psychologist* and to study the mind and behavior	
4. to *introduce* the University's outstanding scientists	
5. *department* of western and oriental languages and methods of their teaching	
6. to *conducts* one's scientific *search*	
7. to take the *initiative* to conduct	

research in this direction	
8. to be the author of *textbooks* and *teaching aids*	
9. Sometimes scientists start to *embody* something bigger than their intentions.	
10. The system and communicative method of teaching foreign languages has been developed by R. Martynova.	

b) Read the following word combinations and sentences and translate them into English.

1. бути гарантією успішного розвитку	
2. стати розвиненою державою завдяки розвитку науки і техніки	
3. розвиток мистецтва займає пріоритетну позицію у сучасному суспільстві	
4. система підготовки вчителів та психологів	
5. стати структурним підрозділом Академії педагогічних наук України	
6. стати структурним підрозділом науково-дослідної установи	
7. втілювати провідні ідеї	
8. підручники та навчальні посібники з мистецтва для школярів	
9. Ефективність системно-комунікативного методу доведена результатами дослідження.	
10. Лінгводидактика – це нова наукова галузь у педагогічній науці.	

5. Discuss the following questions on the topic under study.

1) What is the role of science and education in the development of the state?

2) Do you agree with the statement “Scientists of Ukraine are the elite of the state”? Why? Why not?

3) Who initiated training of practical psychologists at a university level for the first time in Ukraine? Was it a good idea? Give reasons.

4) What is the essence of the system and communicative method of teaching foreign languages?

5) What are the bases of Ukrainian preschool linguodidactics?

6. Find and present in class the information about one of the outstanding scientists of Ukraine.

7. Translate the following sentences.

1. Завдяки науковим досягненням вчених Університету Ушинського він став абсолютним лідером якісної педагогічної освіти не лише в Україні, а й у Європі в цілому.

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2. Серед видатних учених Університету Ушинського слід відзначити наукову діяльність Олексія Чебикіна, Раїси Мартинової, Алли Богуш та інших.

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3. У професійній діяльності Олексія Чебикіна особливе місце займає система підготовки вчителів та психологів.

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4. Раїса Мартинова втілила свої педагогічні технології викладання іноземних мов у підручниках та навчальних посібниках з англійської мови для школярів та студентів гуманітарних факультетів педагогічних університетів.

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5. Алла Богуш розробила концептуальні основи мовленнєвого розвитку людини (від народження до 7 років).

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6. Україна може пишатися своїми вченими, які зробили великий внесок у розвиток світової педагогічної науки.

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8. Prepare an oral summary of the text "Outstanding Ukrainian scientists" which you have read in class. Be ready to present it in class.

LESSON III

Objects of intellectual property rights

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1. intellectual property right – право інтелектуальної власності	9. a trade secret – комерційна таємниця
2. to govern – регулювати	10. oral – усний
3. to prohibit – забороняти	11. fine art – образотворче мистецтво

4. an invention – винахід	12. applied art – ужиткове мистецтво
5. a utility model – корисна модель	13.a sketch – ескіз
6. an industrial design – промисловий зразок	14. copyright – авторське право
7. a trademark – торгова марка	15. non-property / property – немайновий / майновий
8. a brand name – фірмове найменування	16. indefinitely – безстроково

2. Read the word combinations and sentences with the new words and translate them.

Intellectual property right, protection *of intellectual property rights,* to be a subject of *intellectual property rights. Intellectual property rights* are legal rights that provide creators protection for original works, inventions, or the appearance of products, artistic works, scientific developments, and so on. There are four types of *intellectual property rights:* patents, trademarks, copyrights, and trade secrets. *Intellectual property rights* enable authors, artists, designers, inventors and others to benefit when someone uses their creations and inventions.

To govern the procedure at the conference, *to govern* wisely, *to govern* a process. *To govern* means to have a controlling influence on something. Money shouldn't *govern* your decision. He always tried *to govern* his thinking by logic.

To prohibit somebody from doing something, *to prohibit* him from coming, *to prohibit* export. If a law or someone in authority *prohibits* something, they forbid it or make it illegal. The law *prohibits* smoking in restaurants. *To prohibit* is also to prevent something by making it impossible.

An invention of a new product, *an invention* of a false story, the most amazing *invention*. *An invention* is a machine, device, or system that has been invented by someone. His new *invention* was put to use. The world changed rapidly after the *invention* of the Internet.

The registration criteria for **a utility model**, an application for *a utility model*, the protection of patents and *utility models. A utility model* is a registered right that gives the holder exclusive use of a technical invention. *A utility model* is similar to a patent. *A utility model* usually gives protection for ten years.

An industrial design engeneer, to be a creator of *industrial design*, the novelty of *an industrial design*. *An industrial design* is the process of designing the shape, features, etc. of manufactured products. *An industrial design* includes artistic work. *An industrial design* is the professional practice of designing products, devices, objects and services used by millions of people around the world. *An industrial design* is about how something looks.

A famous **trademark,** to label with *a trademark*, to register as *a trademark*. *A trademark* is a name or a symbol that a company uses on its products and that cannot legally be used by another company. *Trademarks* are protected by intellectual property rights. The term of *trademark* registration can vary, but is usually ten years.

A brand name of a product, a well-known *brand name*, to sell goods under *a brand name. A brand name* of a product is the name which a company gives it and under which it is sold. It is one of the most famous *brand names* in world banking. Drugs can be sold under different *brand names* throughout the E.U.

A trade secret protection, the disclosure of *trade secrets*, a well-preserved *trade secret. A trade secret is* a piece of information about a product that is known only to the particular company that makes it. The exact ingredients of Coca-Cola are *a trade secret*. Don't let the competitors know our *trade secrets*.

An oral agreement, written and *oral* traditions of ancient cultures, to have an oral exam. *Oral* means spoken and not written. *Oral* communication is spoken rather than written. The *oral* discussion was in English as it was convenient.

A **fine art** studio, an exhibition of *fine art*, the faculty of *fine arts*. *Fine arts* are drawings, paintings, and sculptures that are admired for their beauty and have no practical use. He deals in antiques and *fine art*. The museum has built up a *fine art* collection.

To get a diploma in **applied art,** the variety of *applied arts,* the school of fine and *applied arts.* The term "*applied art*" describes the design or decoration of functional objects so as to make them aesthetically pleasing. Museum of *Applied Arts* is one of the most important museums of its kind worldwide. *Applied art* is one of the types of artistic activity, the works of which combine aesthetic and practical qualities.

A basic **sketch** of a plan, to draw / make *a sketch, a* freehand *sketch. A sketch* is a drawing that is done quickly without a lot of details. He made *a sketch* of his house. Artists often use *sketches* as a preparation for a more detailed painting or drawing.

A copyright sign, *copyright* protection for computer programs, to hold / own the copyright on / to something. The book is under *copyright*. His work is no longer protected by *copyright*. The symbol © shows that something is protected by *copyright*.

To have **non-property** / **property** rights, *non-property / property* relations, personal *non-property and property* civil relations. *Property* rights and personal *non-property* rights were specified above. All personal *non-property* rights should be governed by provisions of family law. *Property* rights are important because they ensure an equal distribution of income.

To stay somewhere **indefinitely,** to put off / postpone something *indefinitely*, to divide into *indefinitely* small parts. *Indefinitely* is without any limit of time or number. If a situation will continue *indefinitely*, it will continue forever or until someone decides to change it or end it. The work will be continued *indefinitely*.

3. Read and translate the text and answer the questions to it.

Objects of intellectual property rights

Intellectual property right is a set of civil law rules **governing** relations related to creative activity.

Intellectual property rights belong only to the creator, i.e. the individual. The author of any creation is only a person who created the result of intellectual creativity by his own creative work. That is, the author of intellectual property right is the creator of the **object** of intellectual property rights.

All objects are divided into three groups:

• objects of industrial property;

• non-traditional intellectual property objects;

• objects of copyright and related rights.

The objects of industrial property include: **invention**, **utility model**, **industrial design**, **trademark**, **brand names**.

Non-traditional intellectual property objects include: sort of plant, animal breed, scientific discovery, **trade secret**.

The objects of copyright and related rights include: literary works; **oral** works; computer programs; musical works; audiovisual works; works of **fine art**; works of architecture; photographic works; works of **applied art**; illustrations, maps, drawings, **sketches**.

Copyright is personal **non-property** and **property** rights which the author has due to the creation of his/her work and they are protected by the law.

Property rights include: the exclusive right to use the work; the exclusive right to authorize or **prohibit** using the work by other persons. Such rights are valid throughout the life of the author and 70 years after his death.

Non-property rights include: the right of recognition of one's authorship авторства; the right to prohibit the mention of one's name during public use of the work; the right to choose a pseudonym. The author’s non-property rights are protected **indefinitely**.

***Questions to the text*:**

1) What is Intellectual property right?

2) Who do the intellectual property rights belong to?

3) Who is the author of the object of intellectual property right?

4) How many groups are the objects of intellectual property rights divided into? What are they?

5) What does the group of the objects of industrial property include?

6) What does the group of non-traditional intellectual property objects include?

7) What does the group of the objects of copyright and related rights include?

8) What is copyright?

9) What do property rights include?

10) What do non-property rights include?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. *inventions* that changed the world	
2. to make a good *industrial design*	
3. to be a recognizable *trademark*	
4. to be a simple and memorable *brand name*	
5. to make up a series of comic *sketches*	
6. *to prohibit* from breaking rules or laws	
7. to visit an exhibition of *fine art*	
8. to be able *to govern* the state	
9. A *utility mod*el provides a monopoly right for an invention.	
10. *Trade se*crets include any business information that has commercial value.	

b) Read the following word combinations and sentences and translate them into English.

1. дотримуватися прав використання	

об’єктів інтелектуальної власності	
2. регулювати авторські та суміжні права	
3. визначати об’єкти права інтелектуальної власності	
4. захоплюватися творами образотворчого мистецтва	
5. вироби декоративно-ужиткового мистецтва	
6. підготувати усне повідомлення з теми	
7. процедура оформлення авторського права	
8. охороняти законом майнові та немайнові права	
9. Закон забороняє використання інтелектуальної власності третіми особами.	
10. Термін дії договору – необмежений.	

5. Discuss the following questions on the topic under study.

1) What is intellectual property?

2) What is the place and the role of intellectual property in the economic and social development of the state?

3) Why is it important to protect one’s work by the intellectual property right?

4) What way are the objects of intellectual property rights protected?

5) What are the characteristics of property and non-property rights?

6. Find and present in class the information about the copyright registration procedure.

7. Translate the following sentences.

1. Інтелектуальна власність – це результат інтелектуальної, творчої діяльності однієї людини (автора, винахідника) або кількох осіб.

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2. Інтелектуальна власність є елементом суспільного життя, який потребує захисту.

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3. Право інтелектуальної власності – це право особи на результат інтелектуальної, творчої діяльності або на інший об’єкт права інтелектуальної власності.

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4. Автором будь-якого творіння вважається лише той, хто власною творчою працею створив той чи інший результат інтелектуальної власності.

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5. Авторське право – це особисті немайнові та майнові права, які виникають у автора у зв'язку зі створенням ним твору і охороняються законом.

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6. Об’єктами авторського права є твори у галузі науки, літератури і мистецтва.

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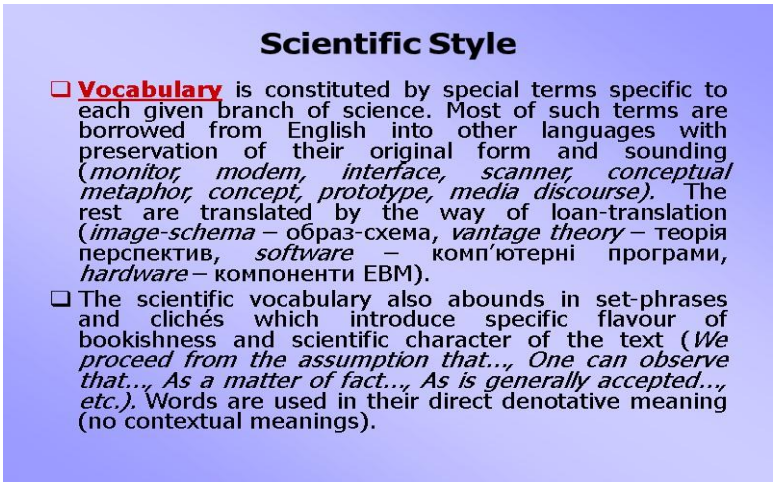
8. Prepare an oral summary of the text “Objects of intellectual property rights” which you have read in class. Be ready to present it in class.

UNIT 3. SPECIFIC FEATURES OF SCIENTIFIC COMMUNICATION

Theme 5. Lexical features of scientific style



LESSON I

The vocabulary of the English language

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1. word-stock – словниковий запас	8. refer to – відноситься до
2. interconnected – взаємопов'язаний	9. relating to – стосовно, що стосується
3. interrelated – взаємопов'язаний	10. to encounter – зустрічати
4. independent – незалежний	11. to divide – поділяти (ся)
5. shades of meaning – відтінки значення	12. phenomenon (phenomena) – явище (явища)
6. bulk – основна частина	13. layer – пласт, прошарок
7. to penetrate – проникати	14. in this case – в такому випадку

2. Read the word combinations and sentences with the new words and translate them.

Word-stock, *word-stock of the language, English word-stock. Word-stock* definition is - the vocabulary of a language The *word-stock of any language* is presented as a system. The *English word-stock* develops together with the development of human society.

Interconnected / interrelated, *interconnected / interrelated network, interconnected / interrelated activities*. The word-stock of any language is presented as a system, the elements of which are *interconnected and interrelated*. They rely on a global, *interconnected network* of linguists. This strategy is aimed at conducting *interrelated activities*.

Independent, *independent research, independent of each other*. The word-stock of any language is presented as a system, the elements of which are interconnected, interrelated and yet *independent.* The foreign scholars conducted *an independent research*. These divisions are completely i*ndependen*t *of each other*.

Shades of meaning, *many shades of meaning, different shades of meaning*. *Shades of meaning* distinguishes the small differences between words. The word has many *shades of meaning*. There are different *shades of meaning* between two concepts.

Bulk, *to make the вulk, the вulk of the text*. Neutral words form the bulk of the English vocabulary. Common literary, neutral and colloquial words *make the bulk* of the language. *The bulk of the text* consists mainly of neutral words.

To penetrate, *to penetrate into the language, to penetrate to the spheres*. Now colloquial language is greatly *penetrating* into the neutral and literal vocabulary. The words of one language often *penetrate* into another. Foreign words *penetrate* to many *spheres* of society.

To refer to, *to refer to an object, refer to the collection of words.* Colloquial words *refer to* the word-stock of any language. This word may *refer to* the neutral layer. Vocabulary may *refer to the collection of words* known by an individual or by a large group of people.

Relating to, *relating to the bookish layer, relating to special literary layer.* Terminological vocabulary is a vocabulary *relating to* the special words or expressions used in a definite subject or activity. These words belong to the group *relating to* the bookish layer. Archaisms and foreignisms are the words *relating to special literary layer.*

To encounter, *to encounter a new phenomenon, to encounter difficulties.* While studying some phenomenon, scientists often *encounter* or create new material or immaterial objects. While learning the word-stock of any language the scholars can *encounter a new phenomenon*. While preparing for the seminar, some students *encounter definite difficulties.*

To divide, *to be divided into, to be divided into groups.* The whole word-stock of the English language *is divided* into 3 main layers. The book *is divided into* three chapters. Literary words *are divided into* general literary words and special literary words.

Phenomenon (*phenomena), linguistic phenomenon, unusual phenomenon*. While studying some *phenomenon*, scientists often encounter or create new material or immaterial objects and concepts. The scholars investigate many *linguistic phenomena*. This is an unusual linguistic *phenomenon*.

Layer, *neutral layer, bookish layer*. The whole word-stock of the English language is divided into 3 *main layers*. Neutral words form the bulk of the *neutral layer*. General literary words (bookish) and special literary words enter *the bookish layer.*

In this case, *in this case follow the requirements, in this case don't be afraid to consult with somebody*. Scientists often encounter or create new material or immaterial objects and concepts and *in this case* they should name them. If you want to publish your article in an international journal, *in this case* follow their publishing requirements. If you don't understand the lecture, *in this case*, don't be afraid to consult the lecturer on the complicated item.

3. Read and translate the text and answer the questions to it.

The vocabulary of the English language

The word-stock of any language is presented as a system, the elements of which are interconnected, interrelated and yet independent.

The whole word-stock of the English language is divided into 3 main layers:

- the literary layer (for example, an infant)

- the neutral layer (or basic vocabulary) (a child)

- the colloquial layer (a kid)

The common literary, neutral and colloquial words are grouped under the term “Standard English vocabulary”.

Neutral words form the bulk of the English vocabulary. They don’t have a special stylistic colouring. They are the main source of synonymy and polysemy. They can be used in all styles of language and in all spheres of human activity.

As for the literary words, they are mainly used in writing and in polished speech. They include general literary words (bookish) and special literary words (archaisms, foreignisms, poetic words, terms and neologisms). They stand in opposition to colloquial words.

The colloquial words are usually used in spoken English. But now colloquial language is greatly penetrating into the neutral and literal vocabulary.

For many people, the word *vocabulary* is primarily associated with the number of words that a person knows; one either has a large or a small vocabulary. But the word has many shades of meaning.

The word ***“vocabulary”*** can be used in wide or narrow meanings. Vocabulary may refer to the collection of words known by an individual or by a large group of people; a set of familiar words within a person’s language. It may also mean a number of specialized terms in a field of study or activity (for example, “the vocabulary of science”). It may mean a physical object, such as a book, in which a collection of (usually alphabetized) words is defined or explained. And it may name things other than words, such as “a list of nonverbal symbols” (such as marine alphabet flag signals), and “a set of expressive forms used in an art” (as in “the vocabulary of dance”).

Terminological vocabulary is a vocabulary relating to the special words or expressions used in a definite subject or activity. ***Scientific terminology*** is the part of the language that is used by **s**cientists in the context of their professional activities. While studying some phenomenon, scientists often encounter or create new material or immaterial objects and concepts and in this

case they should name them. Many of those names are known only to professionals.

Questions to the text:

1. What is the word-stock of any language?
2. How is the whole word-stock of the English language divided?
3. Under what term are the common literary, neutral and colloquial words grouped?
4. What words form the bulk of the English vocabulary?
5. What words are mainly used in writing and in polished speech?
6. What words are usually used in spoken English?
7. What is the word *vocabulary* primarily associated with?
8. What meanings can the word "vocabulary" be used in?
9. What is terminological vocabulary?
10. What is scientific terminology?

4. a) Read the following word combinations and sentences and translate them intoyour native language.

1. to deal with *terminological vocabulary*	
2. to investigate the *word stock* of the language	
3. to focus on *scientific terminology*	
4. to have practical applications of *international terms*	
5. to study the *shades of meanings*	
6. *to penetrate* into the *word-stock* of the language	
7**.** to form *the bulk* of the English vocabulary	

8. a vocabulary *relating to* the special words or expressions used in a definite activity	
9. *to divide into* 3 main *layers*	
10. to study some linguistic *phenomena*	

b) Read the following word combinations and sentences and translate them into English.

1. Мати справу з трьома *прошарками* мови	
2. *розподіляти основну частину* мови на три *прошарки*	
3. *словниковий запас, що стосується* спеціальних слів чи виразів	
4. *проникнути* в мову	
5. вивчати лінгвістичне явище детально	
6. визначити *відтінки значення*	
7. проводити *незалежне* дослідження	
8. сфокусувати увагу на *взаємопов'язаних явищах*	
9. *у такому випадку* прочитайте вимоги до публікації статей	
10. *зустріти* незнайоме *явище* у тексті	

5. Match the name of the layer and the example of the text belonging to the definite layer.

1. a neutral layer	a) The aim of the article is to prove the necessity of using CLIL in the process of teaching English.
2. a bookish layer	b) The guys are going to talk about the

	pluses of integrated teaching. If it all possible you can join them during the break.
3. a colloquial layer	c) This paper reports the findings of the research conducted by three teacher educators and presenting the obtained results of the research in the table.

6. Find and present in class different definitions of the terms "***vocabulary***" and "***terminology***" given by foreign and Ukrainian scholars.

7. Translate the following sentences.

1. Словниковий запас будь-якої мови подається як система, елементи якої з одного боку, взаємопов'язані, а з іншого боку, незалежні.

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2. Вивчаючи будь-яке явище, вчені часто стикаються з новими поняттями або самі створюють або доповнюють їх.

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3. Нейтральні слова складають основну частину англійської лексики. Вони не мають особливого стилістичного забарвлення. Вони є основним джерелом синонімії та полісемії.

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4. Наукова термінологія – це частина мови, яка використовується вченими в контексті їх професійної діяльності.

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5. Для багатьох людей словниковий запас пов’язаний насамперед із кількістю слів, які людина знає. Людина може мати великий або малий словниковий запас, в залежності від слів, якими вона володіє.

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6. Весь словниковий запас англійської мови розподілено на 3 основні прошарки: літературний, нейтральний і розмовний.

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8. Prepare an oral summary of the text *“The vocabulary of the English language”* which you have read. Be ready to present it in class.

LESSON II

Professional and scientific terminological vocabulary

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1. researcher – дослідник	8. linking words – пов'язуючи слова
2. to allow – дозволяти	9. conjunctions – сполучники
3. access – доступ	10. transition words – перехідні слова
4. multiple – множинні	11. redundancy – надмірність
5. to enlarge – збільшити	12. to enrich – збагачувати
6. to borrow – запозичувати	13. to categorise – класифікувати
7. nominalization – номіналізація, перехід в розряд іменників інших частин мови	14. to note – відзначати

2. Read the word combinations and sentences with the new words and translate them.

Researcher, *to allow researchers, Ukrainian and foreign researchers*. **To allow**. The knowledge of English *allows researchers* to get access to the latest information in their fields. The knowledge of English *allows researchers* to communicate effectively with their colleagues throughout the world. Many *Ukrainian and foreign researchers* deal with linguistics.

Access, *to get access, to have access*. Do you have *a special access* to the library archives? The knowledge of English allows professionals and researchers *to get access* to the latest information. To get some unknown but useful information, a person should *have access* to the Internet.

Multiple, *multiple choice exercise, multiple subject areas*. The country will get *multiple benefits* from cooperation with the USA. One of the popular exercises in methods of teaching English is a *multiple choice exercise*. In any vocabulary there are words that are useful across *multiple subject areas*.

To enlarge / to enrich. The sphere of computer technology *enlarges* the word-stock of different language vocabularies. As the world progresses, the scientific disciplines *enrich* their specialized vocabulary. Students should *enrich* their vocabulary with every year of studying.

To borrow, *to borrow from, to borrow a word.* Most of the scientific terms are *borrowed* from English into other languages. Medical terms are *borrowed from* Latin. The English language *borrowed the word* "tea" from the Chinese language.

Nominalization, *nominalization, nominalization.* The scientific English language has more nouns than verbs. In this case we can speak about the process of *nominalization. Nominalization* makes the text more concise, creative, interesting, conveys impersonal tone that is one of the key features of English written scientific texts. The examples of the process of *nominalization are:* distribute – distribution, supervise – supervision, evaluate – evaluation etc.

Linking words, *to focus on the linking words, to learn linking words.* It is necessary to note the importance of using *linking words* in scientific texts. While learning the information about scientific style, it is necessary *to focus on the linking words.* To write a written work correctly, a person should pay attention to *learning the linking words.*

Conjunctions / transition words. There are two types of linking words: *conjunctions and transition words Conjunctions and transition words* make the connection between the parts of the scientific work easier to understand. The examples of the *transition words* are: *in addition, in fact, as shown above, first, second, third.*

To categorise, categorise vocabulary, categorise words. C*ategorise* these notions according to the parts of speech. Speaking about the whole layer of scientific vocabulary**,** Beck, McKeown and Kucan *categorise vocabulary* into three parts. The scholars who make the dictionaries *categorise all words* in the alphabetic order.

Redundancy, *redundant words, to reduce redundancy***.** Information in scientific texts should be presented clearly, precisely without any *redundancies.* The scientific text should be clear to the reader without any *redundant words*. One of the ways *to reduce redundancy* and to increase clarity is to minimize the number of unnecessary words.

To note, *it is necessary to note, it is important to note*. It is *crucial to note* the main idea of the article. It is *necessary to note* the importance of using linking words in scientific texts. It is *important to note* the difference between Ukrainian and English scientific texts.

3. Read, translate the text and answer the questions to it.

Professional and scientific terminological vocabulary

English is considered to be the world language of science, technology, and education. The knowledge of English allows professionals and researchers to get

access to the latest information in their fields and to communicate effectively with their colleagues throughout the world.

Speaking about the whole layer of ***scientific vocabulary,*** Beck, McKeown and Kucan (2013) categorise vocabulary into three parts:

1) everyday words (e.g. word, number);

2) words that are useful across multiple subject areas (e.g. analysis, argument);

3) subject-specific words or technical terminology (e.g. electromagnetism).

A great part of the vocabulary consists of ***terms of international origin.*** The sphere of computer technology enlarges the word-stock of different language vocabularies by thousands of new terms, for example, *modem, monitor, hard disk, scanner, driver, formatting*, etc. Most of these terms are borrowed from English into other languages. The scientific vocabulary is also rich in ***bookish words.*** For example, to *perform, to comprise, phenomenon, approximate, calculation*.

The scientific English language has more nouns than verbs. In this case we can speak about the process of ***nominalization*** (*distribute – distribution, supervise – supervision, evaluate – evaluation, introduce – introduction, participate – participation, assess – assessment, recognize – recognition, inform – information*). Nominalization makes the text more concise, creative, interesting, conveys impersonal tone that is one of the key features of English written scientific texts. It also helps to make a text more formal.

It is necessary to note the importance of using ***linking words*** in scientific texts. They help to connect ideas, thoughts within sentences or paragraphs. There are two types of linking words: conjunctions (*and, that, or, though, although, as…as*) and transition words (*in addition, in fact, not to mention, to sum up, as shown above, as has been noted, first, second, third…*). These words make the connection between the parts of the scientific work easier to understand.

Information in scientific texts should be presented clearly, precisely ***without any redundancies.*** One of the ways to reduce redundancy and to increase clarity is

to minimize the number of unnecessary words. For example: on *a regular basis – regularly, if it all possible – as possible, during the month of April – in April, have an ability to – can, take into consideration – consider, are of the same opinion – agree.*

Moreover, the English scientific texts are characterized by ***formal language***, using neutral or formal vocabulary instead of spoken language. For example: *to talk about – to discuss, to get – to obtain, to try – to attempt, to have a look at – to examine, to find out – to discover, to add – to include, to point out – to emphasize etc.* For example, "*Firstly, researchers often discuss the importance of including the study of contemporary artists who are dealing with human rights issues".*

So, words are the building clocks of communicating science. And as the world progresses, the scientific disciplines enrich their specialized vocabulary.

Questions to the text:

1. What does the knowledge of English allow professionals and researchers to do?
2. How do the scholars (Beck, McKeown and Kucan) categorise the scientific vocabulary?
3. What does a great part of the vocabulary consist of?
4. What language are most of scientific terms borrowed from?
5. What does the process of nominalization mean? Give examples.
6. What is the role of linking words in the scientific texts?
7. What is the way to reduce redundancy in the scientific texts?
8. What kind of language prevails in the scientific texts?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. to investigate the process of *nominalization*	
2. to deal with *conjunctions and transition words*	

3. to depend on *the access* to the computer system	
4. *to borrow* the terms from English into other languages	
5. to reduce *redundancy* and to increase clarity	
6. Foreign scholars *categorised* vocabulary into three parts.	
7. A great part of the vocabulary consists of *terms of international origin*	
8. There are two types of *linking words: conjunctions and transition words.*	
9. It is necessary *to note* the importance of using *linking words* in scientific texts.	
10. *Nominalization* makes the text more concise, creative and interesting.	

b) Read the following word combinations and sentences and translate them into English.

1. дозволяти професіоналам та дослідникам отримати *доступ* до найсучаснішої інформації у своїх галузях	
2. відзначити важливість *пов'язуючих слів*	
3. складатися із термінів, які *запозичені* з англійської мови	
4. зменшити надмірність слів та підвищити ясність у змісті тексту	
5. мати справу зі *сполучниками та*	

перехідними словами	
6. *класифікувати* словниковий запас на три частини	
7. залежати від надання *доступу* до системи Інтернет	
8. мінімізувати кількість *надлишкових* слів	
9. *збагачувати* словниковий запас студентів виразами з наукової галузі	
10. зробити *множинний* вибір	

5. Match the category and the words belonging to the definite category.

everyday words	***words that are useful across multiple subject areas***	***subject-specific words or technical terminology***
analysis, argument, electromagnetism, nominalization, words, numbers, classification, phenomenon, stylistics, discourse analysis, cohesive techniques, applied linguistics, narrative tone, academic writing, scientists, researchers, to enrich, to consist of, multiple choice, colloquial layer, polysemantic words.		

6. Find and present in class different definitions of the term "***terminological vocabulary***" and "***formal language"***, given by foreign and Ukrainian scholars.

7. Translate the following sentences.

1. Англійська мова вважається світовою мовою науки, техніки та освіти. Знання англійської мови дозволяє дослідникам отримати доступ до найсучаснішої інформації у своїх галузях та ефективно спілкуватися зі своїми колегами по всьому світу.

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2. Сфера комп’ютерних технологій збільшує запас слів різних мовних словників на тисячі нових термінів.

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3. Номіналізація робить текст більш стислим, креативним, цікавим, і це є однією з ключових особливостей англійських письмових наукових текстів. Це також допомагає зробити текст більш офіційним.

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4. Інформація в наукових текстах повинна подаватися чітко, точно, без зайвих слів. Одним із методів зменшення надмірності в тексті є мінімізація кількості зайвих слів.

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5. В міру розвитку світу наукові дисципліни збагачують свій професійний словниковий запас.

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6. Багато вчених розподіляють словниковий склад на три частини: нейтральна лексика, книжкова лексика та розмовна лексика.

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8. Prepare an oral summary of the text "Professional and scientific terminological vocabulary" which you have read. Be ready to present it in class.

LESSON III

Professional idiomatic expressions, clichés, abbreviations

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1. set phrases – усталені фрази	8. explanatory words – пояснювальні слова
2. introductory phrases – вступні фрази	9. summarizing phrases – узагальнюючі фрази
3. to emphasize – підкреслити	10. to correlate – співвіднести
4. crucial – вирішальний, важливий	11. applicable to – застосовуватися до
5. obligatory – обов'язково	12. aid – допомога
6. to be meant for – бути призначеним	13. unlike – на відміну
7. to state – стверджувати	14. verb contractions – дієслівні скорочення

2. Read the word combinations and sentences with the new words and translate them.

Set phrases, *many set phrases, foreign set phrases*. The scientific texts have *set phrases* and clichés which introduce a specific flavour of bookishness in the text. Many *set phrases* are of international origin. *Foreign set phrases* are difficult to translate.

Introductory phrases, *to use introductory phrases, to apply introductory phrases*. *Introductory phrases* prepare the reader for the next arguments.

Introductory phrases are used for an introduction to the topic, new paragraphs, new thoughts. *Applying introductory phrases* the author is signaling to the reader that the central message of the sentence is going to come.

To emphasize, *to emphasize the crucial idea, to emphasize the scientific character of the text.* Introductory phrases prepare the reader for the next arguments that can be crucial in the work and need to be additionally *emphasized* by the author. The crucial idea was *emphasized* by means of the bold print. *To emphasize the scientific character of the text*, the scientist used a lot of scientific terms.

Crucial, crucial idea, crucial *argument*. Introductory phrases prepare the reader for the next arguments, thoughts, ideas that can be *crucial* in the work. The *crucial idea* was emphasized by the young scientist. It was a *crucial argument* that had a significant meaning in the world of science.

Obligatory, *obligatory presence, obligatory to consuly*. Set phrases and clichés which introduce a specific flavour of bookishness are **obligatory** in the scientific texts. There is the *obligatory presence* of connecting phrases in scientific texts. Before writing a scientific article it is *obligatory to consult* the journal requirements.

To be meant for, *to be meant for leaning, to be meant for showing.* There is a group of phrases which *are meant* to express scholar's own opinion. The given text *was meant for learning.* The relevance *was meant for showing* the significance of the topic.

To state, *to state the scholar's position, to state*. *This paper states* the findings of the research. There is a group of phrases which are meant *to state the scholar's position*. It can be *stated* that English scientific texts possess special vocabulary characteristic only of this style.

Explanatory words, *explanatory words in the scientific texts, some explanatory words*. There are *explanatory words* in the texts which introduce the explanation of the concept. The examples of the *explanatory words in the scientific texts* are*:* in fact, specifically, therefore, on the contrary. In every

scientific text there are *some explanatory words* which help to understand the scholar's position.

Summarizing phrases, *summarizing phrases, examples of summarizing phrases*. In the scientific work introductory phrases, explanatory words and *summarizing phrases* should be present. At the end of the scientific work the *summarizing phrases* take place. The examples of *summarizing phrases* are: to sum up, in conclusion, to make the conclusion, finally, thus, etc.

To correlate, *to correlate with words, to correlate with each other*. Find another word to *correlate* with this one in the sentence. Abbreviations *correlate with words*. Synonyms *correlate with each other*.

Applicable to, applicable to, applicable to. There are abbreviations which are used only in scientific and technical writing, they are not *applicable to* the general style.

Aid, aid to the public, *aid to the reader*. Linguist *Aid* is a project to connect together people fluently speak one or more foreign languages. Explanatory words in the scientific texts serve as *an aid to the public*. In the texts abbreviations are used as *an aid to the reader* rather than as a convenience to the author.

Unlike, *unlike foreign scholars*, u*nlike informal English. Unlike* colloquial English the language of science has many explanatory words. *Unlike foreign scholars* the Ukrainian scholars use pronoun "we" in their articles. *Unlike informal English* where verb contractions are often used, in scientific texts verb contractions are used rarely.

Verb contractions, *to use verb contractions, examples of verb contractions*. Unlike informal English where *verb contractions* are often used, in scientific texts *verb contractions* are used rarely. *The examples of verb contractions* are: I'm – I am, you're – you are.

3. Read and translate the text and answer the questions to it.

Set phrases, clichés and abbreviations in the scientific texts

The scientific texts have ***set phrases and clichés*** which introduce a specific flavour of bookishness and scientific character into the text, for example, *as a matter of fact, one can observe that …, as is generally accepted…, we proceed from assumption that…, the topic centers around, the problem focuses on …, the answer may lie in…, the principles stated above fully correspond to…*

Introductory phrases are used for an introduction to the topic, new paragraphs, new thoughts. For example, *the paper discusses…, the paper presents…, it will be shown that…, the chapter is devoted…, this section examines…, the research demonstrates, the purpose of this paper is, the aim of this article is, the article deals with, etc.* Using introductory phrases the author is signaling to the reader that the central message of the sentence is going to come. Introductory phrases prepare the reader for the next arguments, thoughts, ideas that can be crucial in the work and need to be additionally emphasized by the author. For example: 1) "*This present study reports* on how integrated learning helps learners at the beginner and intermediate levels with their lexical acquisition". 2) "*This paper reports* the findings of the research conducted by three educators about the effects of digital technologies on the teaching process."

There is the obligatory presence of ***connecting phrases***, for example, *moreover, furthermore, additionally, for another thing, to some extent, judging by, hence, on the whole, etc.*

There is a group of phrases which are meant ***to express scholar's own opinion***, to state his position, for example, *from this point of view, in my opinion, from this position, in the terms of, in this perspective, etc.*

There are ***explanatory words*** in the texts which introduce the explanation of the concept, for example, *in fact, specifically, therefore, on the contrary, What I mean is… There is nothing surprising in this fact because… Hardly anyone can doubt that …*

At the end of the scientific work the ***summarizing phrases*** take place, for example, *to sum up, in conclusion, to make the conclusion, finally, thus, etc.*

Abbreviations are present in the scientific texts too. Abbreviations are units included in a vocabulary. They correlate with words. There are abbreviations which are used only in scientific and technical writing, they are not applicable to the general style. In the texts abbreviations are used as an aid to the reader rather than as a convenience to the author, and therefore their use should be limited**.** Most of the scientific and technical abbreviations are of international standards. For example, the following abbreviations can be used without their explanation: *SMART (Specific, Measurable, Achievable, Realistic, Timed), AT (the Advanced Test), BA (Bachelor of Arts), ESP (English for Specific Purpose)***,** *PTA* ***(****Parent – Teacher Association), TOEFL (Test of English as a Foreign Language),* IELTS (*International English Language Testing System), CI (classified information).*

Unlike informal English where verb contractions are often used, in scientific texts verb contractions are used rarely. For example, contractions with the verb "to be": *I'm – I am, you're – you are, where's – where is, weren't – were not); contractions with the verb "to have": I've – I have, she'd – she had); contractions with the verb "do": don't – do not, didn't – did not, doesn't – does not); contractions of model verbs: can't – cannot, mustn't – must not).*

Thus, it can be stated that English scientific texts possess special vocabulary characteristic only of this style.

Questions to the text:

1. What role do set phrases and clichés fulfill in the scientific texts?
2. What examples of set phrases can you give?
3. What are introductory phrases in the scientific texts used for?
4. What phrases can help to express scholar's own opinion?
5. What phrases are used at the end of the scientific work?
6. Why are abbreviations used in the texts?
7. What common abbreviations do you know?
8. Are verb contractions used in the scientific texts?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. to investigate the role of *abbreviations* in the text	
2. to deal with *verb contractions*	
3. to depend on *explanatory words*	
4. to correlate with *summarizing* words	
5. to focus on *introductory phrases*	
6. *to be meant for* expressing scholar's opinion	
7.*unlike* the informal language	
8. in scientific texts *verb contractions* are used rarely	
9. *abbreviations* are used as an *aid* to the reader	
10. some *abbreviations* are not *applicable to* the general style.	

b) Read the following word combinations and sentences and translate them into English.

1. зосередитися на *узагальнюючих словах*	
2. мати справу з *пояснювальними словами*	
3. надавати *допомогу* читачеві наукових текстів	
4. *підкреслити* основну думку науковця	
5. *застосовуватися* до наукового стилю	

6. *на відміну* від книжкового стилю	
7. аналізувати *усталені фрази*	
8.*бути призначеним* для виразу авторської думки	
9. *співвідноситися з усталеними фразами*	
10. о*бов'язкове* вживання *усталених фраз і абревіатур* у текстах	

5. Match the category and the words belonging to this category.

1.Introductory words	*a) SMART; BA; TOEFL; PTA*
2. connecting words	*b) the paper presents / demonstrates*
3. abbreviation	*c) therefore; What I mean is…*
4. summarizing words	*d) moreover, firstly, furthermore*
5. explanatory words	*e) in conclusion; to sum up*
6. words to express scholar's opinion	*f) as a matter of fact; it is generally accepted, as mentioned above*
7**.** set phrases	*g) to my mind, in my opinion*

6. Find and present other examples of: a) connecting words; b) summarizing words; c) words to express scholar's opinion.

7. Translate the following sentences.

1. У наукових текстах часто вживаються певні фрази та кліше, які надають тексту характер книжности та офіційності.

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2. У наукових текстах вживаються певні фрази, що *призначені* для виразу авторської думки. Такі фрази вживаються на початку параграфа, у якому висловлюється думка науковця.

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3. На відміну від неформальної англійської мови, де часто застосовуються дієслівні скорочення, у наукових текстах дієслівні скорочення практично не вживаються.

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4. Існують абревіатури, які використовуються лише в науково-технічних текстах, вони не застосовуються у текстах нейтрального стилю.

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5. Використовуючи вступні фрази, автор таким чином подає читачеві сигнал, що після цих фраз йде головне важливе повідомлення. Вступні фрази готують читача до новітніх ідей науковця, які можуть мати вирішальне значення у статті та потребуватимуть додаткового підкреслення автором.

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6. Таким чином, можна стверджувати, що англійські наукові тексти мають особливу лексику, характерну лише для цього стилю.

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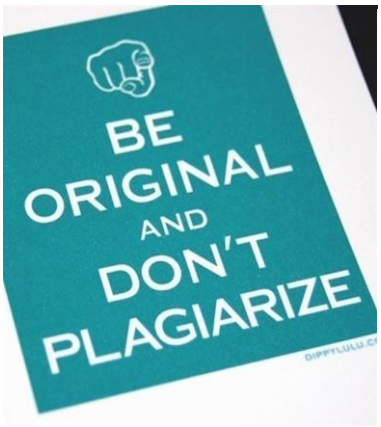
8. Prepare an oral summary of the text "Set phrases, clichés and abbreviations in the scientific texts" which you have read. Present it in class.

Theme 6. Grammatical and stylistic features of scientific style. Plagiarism and Antiplagiarism



LESSON I

Grammatical features of scientific style

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1. grammatical features – граматичні риси	8. to require – вимагати
2. noun / pronoun – іменник / займенник	9. shifts – зміни, переміщення
3. adjective / adverb – прикметник / прислівник	10. number – номер; цифра; певна кількість
4. gender – рід	11. digit – цифра
5. to determine – визначати	12. measurement – вимірювання
6. to modify – видозмінювати	13. to comprehend – розуміти
7. inconsistent – несумісний	14. ambiguity – неоднозначність

2. Read the word combinations and sentences with the new words and translate them.

Grammatical features, *special grammatical features, grammatical features of the texts*. Scientific texts have the definite *grammatical features*. Every literary genre has special *grammatical features.* Many scholars deal with the investigation of *grammatical features of the texts.*

Noun / pronoun / adjective / adverb. Each *pronoun* should agree with the referent in number and gender. Place the *adjective or the adverb* as close as possible to the word it modifies. There are some *nouns i*n the English language which are used only in singular or only in plural.

Gender, *gender, gender*. Each pronoun should agree with the referent in number and *gender*. English doesn't really have a grammatical *gender*. *Gender* plays an important grammatical role in many languages.

To determine, *to determine the meaning, to determine the category of the verb*. The number of subject *determines* the number of verb. The reader shouldn't have to search the previous text *to determine* their meaning. Preparing for the final exam you should know how *to determine the category of the verb.*

To modify, *to modify strategy, to modify plans*. Place the adjective or the adverb as close as possible to the word it *modifies.* I need *to modify my strategy*. The government decided to *modify plans* of the development of the company.

Inconsistent, *inconsistent attention, inconsistent actions*. Do not mix *inconsistent* tenses. His *inconsistent attention* caused much trouble for his company. The head's *inconsistent actions* provoked a scandal in the leading group.

To require, *to require corrections, to be required*. Some verbs *require* that the definite verb should be used in -ing form after them. The text of the article *requires* the author's *corrections*. The Past Tense *is required* in these sentences.

Shifts, *other shifts, positive shifts*. There are no *shifts* in verb tense within the same paragraph or in the following paragraphs. This approach applies *the other shifts*. There are *positive shifts* in the people's minds nowadays.

Number / digits, *to write number, to write numbers as words*. Mind the definite *number* of linguistic tasks you should do before the exam. *Write numbers* as digits when they refer to sizes or exact measurements. In the other cases *write*

numbers as words (ten percent of students). Write *numbers* as *digits* when they refer to sizes or exact quantities.

Measurement, *accurate measurement, units of measurement*. Write numbers as digits when they refer to sizes or exact *measurements. Measurements* must be *accurate.* Use numerals for units of *measurement* .

To comprehend, *to comprehend the whole material, to comprehend the features*. Write short sentences, they are always easier to comprehend. *To comprehend the whole material* you should follow the teacher's instructions. *To comprehend the g*rammatical features of scientific style, learn the text below carefully.

Ambiguity, *ambiguity in the writer's words, ambiguity in speech*. Mind that incorrect grammar and careless sentence structures can create *ambiguities.* The reader has noticed *ambiguity in the writer's words. Try to avoid any ambiguity in your speech.*

3. Read and translate the text and answer the questions to it.

Grammatical features of scientific style

Scientific texts have the following grammar peculiarities.

- Make clear what the pronouns refer to. The reader shouldn't have to search the previous text to determine their meaning.
- Each pronoun should agree with the referent in number and gender.
- Place the adjective or the adverb as close as possible to the word it modifies.
- The number of subject determines the number of verb. Be careful with special phrases: "*A number of new experiments were done" (plural), "Plenty of time was spent..." (singular), "A few data points belong to cluster X" (plural).*
- Do not mix inconsistent tenses. Usually the narration is in the present. Past or present prefect is used when you describe previous research (literature review). Past tense is used to describe the experiments and their results. Past perfect (had been) is seldom needed.

- “Be + verb+ing” form is used when something is currently happening or it takes some time. For example, “*the experiment is still taking place*”.

- Some verbs require that the following verb should be used in -ing form: enjoy, avoid, succeed in, finish, keep, mind, practice, risk} + verb + ing, for example, *“Avoid using long sentences in the scientific articles”.*

- Stay within the chosen tense! No unnecessary shifts in verb tense within the same paragraph or in the following paragraphs.

- In scientific writing passive voice is convenient. It allows us to draw the reader’s attention to the phenomenon or the event, instead of the actor. E.g. *“The data are updated”, “The results are recorded every minute”. “The basic concepts are defined”.* But do not overuse passive. Use only one passive per sentence.

- A formal subject “it” is used in passive expressions: “*It is often recommended that...”*

- Referring to yourself, you should use the word “the author”. E.g. “*All programs have been implemented by the author.”*

- Gender-neutral language is used: when you refer to an unknown user, try to use gender-neutral language. The most common way is to say: “she/he” or “he or she”. For example, *“She/he tries her/his best”.*

- Write numbers as digits when they refer to sizes or exact measurements. In the other cases write numbers as words (ten percent of students).

- Write short sentences, they are always easier to comprehend.

- Use the 3rd person rather than the 1st person.

Mind that incorrect grammar and careless sentence structures can create ambiguities.

Questions to the text:

1. What pronouns should be used in scientific texts?
2. What determines the number of verb?
3. What tense is usually the narration given?
4. What voice is convenient in scientific writing?

5. What word should you use referring to yourself?
6. How can you write numbers in scientific texts?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. to investigate *pronoun* peculiarities	
2. to deal with *grammatical features* of the scientific style	
3. to depend on exact *measurements*	
4. *to require* new theories	
5. *to comprehend* the importance of scientific work	
6. to avoid *ambiguity* in scientific texts	
7. *to determine* the definite *gender*	
8. *to modify* the structure of the sentence	
9. to present *accurate measurement*	
10. to use *gender*-neutral language	

b) Read the following word combinations and sentences and translate them into English.

1. уникати *двозначності* в наукових текстах	
2. представляти точні *виміри*	
3.*змінювати* стиль тексту	
4. вивчати граматичні особливості *іменника і займенника*	
5. залежати від *кількості* експериментів	
6. *вимагати* застосування нових	

теорій у практику	
7. мати справу з *прикметниками і прислівниками*	
8. помітити *несумісні* речення	
9. *розуміти* іншомовні тлумаченні	
10. писати *номер* відсотків *цифрами*	

5. Make up your own sentences with the new words from the table of exercise 1 (not less than 6 sentences).

6. Enumerate briefly the grammatical features of the scientific style. Present the examples of each feature which you name.

7. Translate the following sentences.

1. Англійські наукові тексти мають певні граматичні особливості. Вони відрізняються від особливостей українських наукових текстів.

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2. Не змішуйте несумісні граматичні часи. Зазвичай переказ ведеться в сучасному часі. Колишній час використовується, коли описуються попередні дослідження (огляд літератури). Минулий час використовується для опису експериментів та їх результатів.

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3. Пишіть короткі речення, їх завжди легше зрозуміти, та використовуйте третю особу однини, а не першу особу однини при описі експерименту.

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4. До мови наукової літератури ставляться особливо суворі вимоги щодо дотримання норм, що сприяє посиленню логізації викладу.

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5. У теперішній час наука динамічно розвивається, відбувається інтенсивний обмін інформацією. Тому логічно, що особлива увага приділяється лексичним і граматичним особливостям наукового мовлення.

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6. Науковий стиль є одним із функціональних стилів мови. Він є одним із основних джерел збагачення та якісної видозміни мови.

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8. Prepare an oral summary of the text “Grammatical features of scientific style” which you have read. Tell it in class.

LESSON II

Stylistic features of scientific style

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1. stylistic features – стилістичні риси	9. to manifest – виявити, мати прояв
2. to generalize – узагальнювати	10. to adhere – дотримуватися
3. to clarify – уточнювати	11. perception – сприйняття
4. to evaluate – оцінювати	12. persuasiveness – переконливість
5. to argue – сперечатися	13. uniformity – однотипність
6. to formalize – оформлювати	14. to enhance – посилити
7. restrained – стриманий	15. reliability – надійність
8. preliminary – попередній	16. substantiation – обґрунтування

2. Read the word combinations and sentences with the new words and translate them.

Stylistic features, *stylistic features of scientific style, to examine stylistic features*. Scientific speech is characterized by the following *stylistic features*. The topic of today's lecture is called "*Stylistic features of scientific style*". Applied linguistics examines lexical, grammatical and *stylistic features of scientific style.*

To generalize / to clarify, to *generalize information, to generalize results*. Scientific speech is characterized by the features that are addressed primarily to the mind and not to the feelings of readers, which allow the authors *to generalize and to clarify* information. In conclusion a person should *generalize the information*. Please, *clarify and generalize the results* of the evaluation.

To evaluate, *to evaluate the answer, to evaluate things*. You need a special set of language tools *to evaluate* the situation. We should *evaluate the students' answers*. In emotional speech the person *evaluates the things*.

To argue, *to argue about new ideas, to argue about the prospect of evaluation*. The scientists often *argue* about some disputable questions. The

authors often *argue* to demonstrate their scientific opinion. They *argued* if to use diagrams and tables in the article.

To formalize, *to formalize logically, to formalize relations*. We have *to formalize* our close cooperation. Scientific speech is *logically formalized*. They wished to *formalize relations* between two countries.

Restrained, *to be restrained in speech, to be rather restrained*. In emotional terms, scientific speech should be *restrained,* tolerant and diplomatic. People should be *restrained in their speeches* at the scientific conferences. The debates were rather *restrained* in comparison with the previous time.

Preliminary, *preliminary thinking, preliminary experiments*. *Preliminary* agreement failed. *Preliminary experiments* played an important role in final results. *Preliminary thinking* of the statement testifies to the logic and laconic way of expressing thoughts and ideas.

To adhere, *to adhere to the plan, to adhere to the requirements*. The structure of scientific speech makes it possible to explain the main items in a more accessible and clear way, allows *adhering* to a definite plan. *Adhere to* our initial *plan,* please. *Adhere to the requirements* of the scientific journal.

Perception, *perception of the material, perception of the essay.* The head provides easy *perception of information. Perception of the material* should be easy. *Perception of the essay* was not simple enough.

Persuasiveness, persuasiveness of the speech, persuasiveness of words. *Persuasiveness* of scientific speech is enhanced by the reliability of experimental data. *Persuasiveness of his speech* was great. *Persuasiveness of his words* was under doubt.

Uniformity, *grammatical uniformity, uniformity of tasks*. You have to ensure the *uniformity* of structural units. Scientific expression is characterized by: terminology, *grammatical uniformity* and objectivity. *Uniformity of tasks* was evident.

To enhance, to enhance, to enhance. They know how t*o enhance* the impact of the educational process. This kind of work *enhances* students' knowledge. He helped *to enhance* relations between two countries.

Reliability, *reliability of sources, reliability of the experimental process*. We checked up the *reliability of sources.* We have already tested the ship's *reliability.* Persuasiveness of scientific speech is enhanced by the r*eliability* of experimental data. I consider *the reliability* of the experimental process.

Substantiation, substantiation, substantiation. *Substantiation* of the relevance of the work was written in the article. He wrote the s*ubstantiation* of ideas in the copybook. It took me 2 hours to make a s*ubstantiation of the definite topic.*

3. Read, translate the text and answer the questions to it.

Stylistic features of scientific style

In the linguistic aspect, scientific speech is characterized by the following features that are addressed primarily to the mind and not to the feelings of readers, which allow the authors to generalize, clarify, evaluate, argue, logically formalize their scientific opinion. In emotional terms, scientific speech should be restrained, tolerant and diplomatic.

Systematization of the material is manifested in the structuring of scientific material, the use of the same form of its presentation. The structure of scientific speech makes it possible to explain the main items in a more accessible and clear way, allows adhering to a definite plan, provides easy perception, understanding and memorization of information.

Persuasiveness of scientific speech is enhanced by the reliability of experimental data; use quotations and references to literature sources, conclusions, confirming the hypotheses; the scale of the conducted experiment; the presence of mathematical analysis of the results; using diagrams, tables, graphics, illustrations.

Preliminary thinking of the statement, strict order of the presentation, substantiation and argumentation of scientific thought testify to the logic and laconic way of expressing thoughts and ideas.

Scientific speech is constantly developing. It reflects the results of scientific knowledge and combines a set of language tools used to understand, interpret and apply scientific information. Its expression is characterized by: terminology, grammatical uniformity, objectivity, logic, laconic way of speaking, persuasiveness, diplomacy, stylistic and emotional restraint.

Questions to the text:

1. How is scientific speech characterized?
2. Where is systematization of the material manifested?
3. How is persuasiveness of scientific speech enhanced?
4. What testifies to the logic and laconic way of expressing thoughts and ideas?
5. What does scientific speech reflect?
6. How is the expression of scientific speech characterized in general?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. to deal with *stylistic features* of the scientific style	
2. to investigate the terminology, grammatical *uniformity*, objectivity, logic and *persuasiveness*	
3. to focus on *reliability*	
4. to *manifest* in the structuring of scientific material	
5. *to adhere* the rules of the scientific style	
6. *to generalize and clarify* the existing	

ideas on the definite topic	
7. *to evaluate* experimental data	
8. *to enhance* persuasiveness in the text	
9. preliminary experiments testify	
10. to present *substantiation* of the problem under study	

b) Read the following word combinations and sentences and translate them into English.

1. мати справу зі *стилістичними рисами* наукового мовлення	
2. *обґрунтування* необхідності теми	
3. *застосування* наукової інформації	
4. *переконливість* наукового тексту	
5. *оцінювати* стилістичні засоби	
6. *посилити* емоційність в тексті	
7.провести *попередні* експерименти	
8. *дотримуватися* вимог наукового стилю	
9. *узагальнювати* дані експериментів	
10.вивчати *однотипність* граматичних структур	

5. Restore the beginning of the phrase basing on the text.

1) …. is characterized by the following features that are addressed primarily to the mind and not to the feelings of readers.

2) … is manifested in the structuring of scientific material.

3) …is enhanced by the reliability of experimental data; use quotations and references to literature sources.

4) … testify to the logic and laconic way of expressing thoughts and ideas.

5) … is constantly developing.

6. Find and present in class the examples of some pieces of texts written in scientific style. Explain your point of view, why you have decided that it is a scientific style.

7. Translate the following sentences.

1. Наукове мовлення відображає результати наукового пізнання і поєднує в собі комплекс мовних засобів, що використовуються для розуміння, інтерпретації та застосування наукової інформації.

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2. Для наукового мовлення характерні: термінологічність, граматична однотипність, об'єктивність, логічність, лаконічність, переконливість, дипломатичність, стилістична й емоційна стриманість.

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3. Систематизація викладеного матеріалу виявляється в структуруванні наукового матеріалу, використанні однакової форми його викладу.

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4. Структурованість наукового мовлення дає можливість доступніше і зрозуміліше пояснити основні положення, дозволяє чітко дотримуватися визначеного плану, забезпечує безперешкодне сприйняття, розуміння й запам’ятовування інформації.

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5. У порівнянні з українським науковим мовленням англійське наукове мовлення є більш компактним, простим, активним, невимушеним, емоційним і розмовним.

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6. Емоційність в науковому мовленні має інше значення, ніж у художньому мовленні. Емоційність характеризується певною стриманістю, яка не дозволяє автору наукового твору виходити за межі суворого й об'єктивного стилю наукового мовлення.

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8. Prepare an oral summary of the text "Stylistic features of scientific style" which you have read. Be ready to present it in class.

LESSON III

Plagiarism in scientific works. Antiplagiarism

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1.Plagiarism – плагіат	8. expulsion – виключення (із школи)

2.antiplagiarism – анті плагіат	9. detection – виявлення
3.violation – порушення	10. software – програмне забезпечення
4. breach – порушення	11. to duplicate – дублювати, копіювати
5. to complain – скаржитися	12. unintentional – ненавмисний
6. dishonesty – нечесність	13. to acknowledge – визнати
7. offender – правопорушник	14. quotation / to cite – цитувати

2. Read the word combinations and sentences with the new words and translate them.

Plagiarism / antiplagiarism, *to consider plagiarism, plagiarism in scientific works*. *Plagiarism* is the representation of another author's language, thoughts, ideas, or expressions as the person's own original work. *Plagiarism is considered* a violation of academic integrity. *Plagiarism* can be found *in scientific works*. Nowadays the institutions use *anti-plagiarism software* to detect the violations.

Violation / breach, *violation / breach of ethics, types of violation / breach*. Plagiarism is considered a *violation* of academic integrity. Plagiarism is considered *a breach* of journalistic *ethics.* Using an online plagiarism checker is the best way to find all types of *violations.*

To complain, *to complain about dishonesty, to complain to the scientific community*. One Roman poet Martial *complained* that another poet had "kidnapped his verses". The scientist *complained* about academic dishonesty when somebody stole his research materials. Nowadays many scientists *complain* that someone copied their work with permission.

Dishonesty, *academic dishonesty, to complain about dishonesty*. Presenting someone else's work as your own is called *dishonesty*. Within scientific society, plagiarism by students, professors, or researchers is considered *academic dishonesty*. Having seen his research results in another scholar's work he *complained* about academic *dishonesty.*

Offender, *male offenders, to encourage offenders*. Within scientific society, plagiarism is considered academic dishonesty, and *offenders a*re subject to academic punishment, up to expulsion. *This male offender* deserves his punishment. Instead of simply punishing them, the system *encourages offenders* to modify their behavior.

Expulsion, *expulsion from school, expulsion from scientific community*. Within scientific society, plagiarism is considered academic dishonesty, and offenders are subject *to expulsion*. *Expulsion* refers to the removal a student from a school system. During an expulsion, a student does not have a right to any educational services from the school.

Detection, *detection software, detection network*. It seemed impossible he would escape *detection.* Nowadays the institutions use *plagiarism detection software* to uncover potential plagiarism and to prevent students from plagiarizing. He understood that it was a functioning detection network.

Software, *anti-plagiarism software, upgraded software*. Anti-Plagiarism software is the *software t*hat searches the Web for duplicate textual content. Universities increasingly use *anti-plagiarism software* to determine if students have copied someone else's prose. The software scans a database of scientific publications.

To duplicate, *to duplicate textual content, a duplicate of the diploma*. It was the only copy, impossible to duplicate. Anti-Plagiarism software is the software that searches the Web for *duplicate textual content.* The student wants to have a *duplicate of the diploma*, the original of which he lost.

Unintentional, *unintentional use, notion "unintentional"*. Mosaic Plagiarism is the type of plagiarism which is *unintentional.* You have to avoid the *unintentional use* of terms which provoke the gender hostility. *The notion "unintentional"* means something that happened by accident.

To acknowledge, *to acknowledge success, to acknowledge support*. The journal must *acknowledge* the scholar's authorship to publish his work. We have to

acknowledge the success of your recent work. They *acknowledged the support* provided by the international organization.

Quotation / to cite, *to cite the source, to get cited*. If the person doesn't put the source of the content, he has referred to, under the *quotation* marks correctly, it will mean plagiarism. Accidental plagiarism happens when the plagiarist has taken from the source material and does not *cite this source*. For incorrect authorship, even though the name of the work *gets cited*, the original writer can take disciplinary actions against the plagiarist.

3. Read and translate the text and answer the questions to it.

Plagiarism in scientific works

Plagiarism is the representation of another author's language, thoughts, ideas, or expressions as the person's own original work. Plagiarism is considered a violation of academic integrity and a breach of journalistic ethics.

The etymology of the word "plagiarism" goes to the 1st century A. D., to the Latin word *"plagiarius"* which meant stealing someone else's work. The first time it was used when the Roman poet Martial complained that another poet had "kidnapped his verses". The derived form *plagiarism* was introduced into English around 1620.

Within scientific society, plagiarism by students, professors, or researchers is considered academic dishonesty, and offenders are subject to academic punishment, up to expulsion. Nowadays the institutions use plagiarism detection software to uncover potential plagiarism and to prevent students from plagiarizing.

Anti-Plagiarism software is the software that searches the Web for duplicate textual content. Universities increasingly use anti-plagiarism software to determine if students have copied someone else's prose, and writers use it to see if others are using their copyrighted work in full or in part. The software scans a database of scientific publications and identifies the text components and then compares it to the content of other works.

There are different types of plagiarism.

- Direct Plagiarism:
- Mosaic Plagiarism:
- Self-Plagiarism:
- Accidental Plagiarism:

Direct Plagiarism: it involves adopting parts from the writing of another writer without proper mention of the source. Often the person copying from the text does not change even a single word. The plagiarist can also change parts of sentences or replace some of the words with his/her own. However, it also comes under the crime of plagiarism.

Mosaic Plagiarism: this type of plagiarism is unintentional. In this case, the plagiarist may have mentioned the source of the content he has referred to. But he/she does not acknowledge the quoted parts or doesn't put them under the quotation marks correctly.

Self-Plagiarism: it is one of the common types of plagiarism, where people copy part of their previously written academic paper and add it to another article. Though self-plagiarism does not often end with a serious legal action that can negatively affect the presentation for academic or research papers.

Accidental Plagiarism: it happens when the plagiarist misquotes the phrases or parts of the text he has taken from the source material or does not cite the source or cites a wrong source. For incorrect authorship, even though the name of the work gets cited, the original writer can take disciplinary actions against the plagiarist.

Using an online plagiarism checker (https://copyleaks.com/plagiarism-checker) is the best way to find all types of plagiarism.

Mind! Plagiarism can result in bad consequences such as affecting academic career, or the plagiarist may have punishments for his actions.

Questions to the text:

1. What is "plagiarism"?
2. What is the etymology of the word "plagiarism"?
3. Who is plagiarism considered in academic community?

4. What is Anti-Plagiarism software? What is its purpose?
5. What types of plagiarism do you know?
6. What is direct plagiarism?
7. What is mosaic plagiarism?
8. What is self-plagiarism?
9. What is accidental plagiarism?
10. What consequences can plagiarism result in?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. to deal with *anti-plagiarism programmes*	
2. to investigate the *consequences of plagiarism*	
3. to *focus* on the *definite* type of *plagiarism*	
4. to get *expulsion* from University for *plagiarism*	
5. *to detect the breach* of the law	
6.*to refer* to the definite sources	
7. *violation* of academic integrity	
8. *to complain* about the scholar's *dishonesty*	
9. to cite the ideas of the well-known academician	
10. *to acknowledge the dishonesty*	

b) Read the following word combinations and sentences and translate them into English.

1. Визначити академічний плагіат	

2. порушення академічної доброчесності	
3. зробити посилання на оригінальних авторів	
4. мати справу з антиплагіатною програмою	
5. вивчати наслідки використання плагіату	
6. зосередитися на певному типі плагіату	
7. цитувати поважних науковців	
8. скаржитися на нечесність деяких вчених	
1.виявлення ознаки плагіату	
10. виключення із школи за порушення дисципліни	

5. Discuss the following questions on the topic under study.

1) Has your work ever been checked up for plagiarism?

2) Have you ever checked up anything with anti- plagiarism programme?

3) What is your opinion about plagiarism? Is it a crime? Must a person be punished seriously? What punishment do you consider fair for such a person?

4) Why do students plagiarize? How can student's plagiarism be prevented?

5) Is plagiarism easy to detect?

6. Find and present in class different definitions of the terms "Plagiarism" and "Quotations" given by foreign and Ukrainian scholars.

7. Translate the following sentences.

1. Плагіат - це подання думок, ідей чи висловлювань іншого автора як оригінального твору людини. Плагіат вважається порушенням академічної доброчесності та порушенням журналістської етики.

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2. Під час написання будь-якої академічної роботи нам потрібно знайти інформацію та докази, щоб підтвердити нашу ідею. Також ми повинні показати, звідки беруться ці докази, щоб зробити посилання на оригінальних авторів і дозволити іншим перевірити цю інформацію.

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3. Нам потрібно цитувати певного науковця, коли ми використовуємо інформацію, яку особисто не створювали.

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4. У світі існує спеціальна анти-плагіатна програма. Програмне забезпечення сканує базу даних наукових публікацій, визначає текстові компоненти, а потім порівнює її зі змістом інших робіт.

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5. Статтею 42 Закону України «Про освіту» визначено єдині для всіх рівнів освіти види порушень академічної доброчесності (академічний плагіат, само плагіат, списування тощо).

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6. Академічний плагіат – це оприлюднення (частково або повністю) наукових результатів, отриманих іншими особами, як результатів власного дослідження та відтворення опублікованих текстів інших авторів без зазначення авторства (частина 4 ст. 42 Закону України «Про освіту»).

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8. Prepare an oral summary of the text “Plagiarism in scientific works” which you have read. Be ready to present it in class.

UNIT 4. GENRE FEATURES OF SCIENTIFIC PROSE

Theme 7. Scientific writing

"Scientific writing = thinking in words"

David Lindsay

LESSON I

Peculiarities of writing summaries, reviews, research theses, scientific articles, scientific reports

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1. devoted – присвячений	9. accuracy – точність
2. to solve – вирішувати	10. provability – доказовість
3. comprehensive – всебічний	11. clarity – ясність
4. a summary – резюме	12. a hypothesis – гіпотеза
5. a view – погляд	13. a review – рецензія, огляд
6. to acquaint – ознайомити	14. research theses – наукові тези
7. a sequence – послідовність	15. concise – стислий
8. a selection – відбір	16. scientific report – наукова доповідь

2. Read the word combinations and sentences with the new words and translate them.

Devoted to one's work, *devoted* to a problem, *devoted* to teaching methods. The conference is *devoted* to explaining human rights, laws and standards. The article is *devoted* to a problem of future teachers training. A professor's speech was *devoted* to the issue of unemployment.

To solve a problem, *to solve* something, *to solve* nothing. Scientists have been trying *to solve* this puzzle for years. *To solve* means to find an answer for something or a means to deal with something effectively. This strategy can cause more problems than it *solves*.

Comprehensive development, to have a *comprehensive* understanding, a *comprehensive* overview. It is convenient to have a *comprehensive* analysis to solve a problem. The highest goal of education is a *comprehensive* and harmonious development of a personality. A *comprehensive* discussion of the issue provides the ways to solve the whole problem.

A very contracted **summary,** to give / make *a summary, a summary* of something. *A summary* should be as clear and concise as possible. The group produces *a* monthly *summary* of their research. It is possible to conclude a report with *a* brief *summary.*

A point of **view,** different *views, a view* on a problem. Many people have the *view* that children should not be physically punished. Everyone has a chance to share their *views*. They changed their *views* while discussing the problem.

To acquaint oneself with the information, *to acquaint* somebody with something, *to acquaint* oneself with the views of.... The participants were *acquainted* with the rules of the competitions. The scholars were *acquainted* with the issues discussed at the conference. *To acquaint* somebody with something means to give someone information about something.

A sequence of events, a particular *sequence, a sequence* of tenses. *A sequence* is a series of related things or events, or the order in which they follow each other. The events were presented in chronological *sequence*. To have reliable results, the researcher must follow the order and *sequence* of actions.

A criteria **selection**, *a selection* process, a wide *selection*. Success is achieved by the careful *selection* of projects. It was not easy to make *a selection* of resources. Darwin formulated the theory of natural *selection*.

Accuracy of the statement, a surprising degree of *accuracy*. He proved the *accuracy* of the research results. *Accuracy* is one of the main characteristics of any research work. Each experiment is performed twice to ensure *accuracy*.

Provability, an absolute *provability, a provability* of suggestions. It is very difficult to define the concept of *provability*. A hypothesis is characterized by *provability*.

Clarity, *clarity* of the picture, *clarity* of purpose. *Clarity* is the quality of being clear and easy to understand. He gives the information with great *clarity*. His speech was distinguished by clarity and accuracy.

A hypothesis under the test, a confirmed *hypothesis*, a working *hypothesis*. All this is only *hypothesis*. It was a strong argument that his *hypothesis* was true. *A hypothesis* is an idea or explanation for something that is based on known facts but has not yet been proved.

A positive / negative **review,** to do / write *a review* (of a book), to get / receive *a review. A review* is a report in a newspaper, magazine, or programme that gives an opinion about a new book, film, etc. *A review* is a report about a scientific article in which someone gives their opinion of something such as a point question. They sent *a review* of the research.

Research theses, to write *research theses*, to prepare *research theses. Research theses* is written to show the basic idea of something. This collection of *research theses* is devoted to the problem of modern art. To prepare *research theses* you should follow a special structure of scientific work.

A concise manner, a *concise* form, a *concise* description. A summary should be as clear and *concise* as possible. Research theses perform a *concise* form of presentation of research results. A *concise* description of the research results has been presented in this article.

A scientific report, the formal language of *a scientific report,* to draw up *a scientific report*. *A scientific report* describes the state of a scientific research problem. To show the results of the work scientist draw up *a scientific report*. *A scientific report* is a part of scientific work.

3. Read and translate the text and answer the questions to it.

Peculiarities of writing summaries, reviews, research theses, scientific articles, scientific reports

Writing scientific papers is an important part of the careers of many scientists. This important work should be done well. In particular, scientific writing requires following a specific formula for presenting scientific work.

A summary is an abbreviated version of the most significant points in a book, article or report. It is usually about 5% to 15% of the length of the original text. The main purpose of writing a summary is to give a general idea of any topic, problem or issue. To write an informative summary it is important to include such information: purpose (summary shows why the article has been written), important facts (it includes only those names, dates, places that are essential for understanding the original), conclusions or results, recommendations. The author usually omits: his/her own opinions, new data, examples, reference data, jargon (technical language or jargon may confuse the reader).

A review is not an original study. It examines previous studies and compiles their data and evidence. A good review usually concentrates on a theme, such as different theories, information on a new technic, or how past developments influence new discoveries. The value of a review is associated with what has been done, what has been found and how these findings are presented. General format of a review on a single subject includes sections of Introduction, Methods, Results, and Discussion. To write an informative review an author should follow such steps: to formulate the questions under study; to disclose the sense of the study; to evaluate its quality; to interpret the methods, and give the synthesis of the results.

Research theses are statements that briefly and clearly formulate the basic idea of something. According to the purpose, theses may be original and secondary. Original research theses are created as a primary text, and they can be a **concise** form of presentation of research results during a speech at a scientific conference. Secondary research theses are used to highlight the main information in a source (e.g., monographs, articles) during reading and abstracting.

Scientific article is a small scientific work **devoted** to a specific problem and designed for specialists who specialize in **solving** this problem. Its purpose is a **comprehensive** analysis of the facts, aimed at solving the scientific issues, as well as to present new knowledge or to **provide** new perspectives on a scientific problem. In the article, the researcher represents his own **views** on a particular scientific problem to **acquaint** the scientific community with them. The target audience is other researchers. Articles are characterized by all the features of scientific style, namely: terms and factual information, logical **sequence** of presentation, objectivity and abstractness of presentation, careful **selection** of language tools, **accuracy**, **provability** and **clarity**, as well as argumentation of statements.

Scientific report is a document that describes the process, progress and results of scientific research, or the state of a scientific research problem. The purpose of a scientific report is to demonstrate your key message about why your scientific findings are important.

***Questions to the text*:**

1) What should a scientist do to write a good scientific paper?
2) What is a summary?
3) What are the peculiarities of writing a summary?
4) What are the features of a review?
5) What is a scientific article?
6) What are the features of a scientific article?
7) What are the features of research theses?
8) What is the purpose of original research theses?

9) What is the purpose of secondary research theses?

10) What are the features of a scientific report?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. to be *devoted* to *solving* social problems	
2. to present a *comprehensive* overview	
3. *to provide* with better training services	
4. to have one's own *a view* on a problem	
5. *To acquaint* someone with a criteria *selection*	
6. to present in chronological *sequence*	
7. to confirm *a hypothesis*	
8. to be acquainted with the main concepts of pedagogical science	
9. Articles are characterized by accuracy, provability and *clarity*.	
10. Scientific articles, monographs, *research theses*, *scientific repo*rts, etc. are the academic genres of scientific discourse.	

b) Read the following word combinations and sentences and translate them into English.

1. вирішувати питання, присвячене обговоренню проблем сучасного мистецтва	
2. забезпечувати доказами	

3. мати всебічне розуміння обговорюваного питання	
4. знайомити когось з власною точкою зору	
5. представляти події в хронологічній послідовності	
6. здійснювати якісний відбір матеріалу	
7. характеризуватися точністю, доказовістю, ясністю	
8. досліджувана гіпотеза	
9. подавати стислі результати дослідження	
10. Наукова доповідь висвітлила основні поняття досліджуваної проблеми.	

5. Discuss the following questions on the topic under study.

1) What is academic writing?

2) What are the peculiarities of academic writing?

3) What genres can be academic? Give the examples of academic genres.

4) What are the main functions of academic writing?

5) What are the main characteristics of academic writing under study?

6. Prepare a review on any scientific article, concerning the problem of your master's thesis. Be ready to present it in the class.

7. Translate the following sentences.

1. Наукове письмо вимагає дотримання певної формули для представлення наукової роботи.

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2. Наукова стаття – це невелика наукова робота, присвячена конкретній проблемі і розроблена для фахівців, які спеціалізуються на вирішенні цієї проблеми.

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3. Основна мета написання резюме – дати загальне уявлення про будь-яку тему, питання чи проблему.

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4. Наукові тези – це твердження, які коротко і чітко формулюють основну ідею чогось. За призначенням тези можуть бути первинними та вторинними.

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5. Науковий звіт – це документ, що описує процес, хід і результати наукових досліджень або стан проблеми наукового дослідження.

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6. Рецензія (огляд) не є оригінальним дослідженням. Вона розкриває попередні дослідження та збирає їх дані та докази.

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8. Prepare an oral summary of the text "Peculiarities of writing summaries, reviews, research theses, scientific articles, scientific reports" which you have read in class. Be ready to present it in class.

LESSON II

Compositional, linguistic and stylistic features of scientific writing

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1. a scientific style – науковий стиль	9. a conclusion – висновок
2. precise – чіткий	10. a bibliography – бібліографія, список використаних джерел
3. a target audience – цільова аудиторія	11. credible – достовірний
4. an issue – питання, проблема	12. references – посилання
5. formal – офіційний	13. a set phrase – стала фраза
6. impersonal – безособовий	14. a cliché – кліше
7. an introduction – вступ	15. coherent – зв'язний, послідовний
8. an argument – обговорення, виклад основного матеріалу	16. an imperative sentence – наказові речення

2. Read the word combinations and sentences with the new words and translate them.

Scientific style, *scientific* prose *style*, the functions of *scientific style.* The *scientific style* can be found in articles, monographs and other scientific publications. The aim of the *scientific style* is to show all the peculiarities of the subject. The author should take into account the peculiarities of *scientific style*.

Precise definition, at that *precise* moment, *precise* directions. The information in the article should be clear and *precise*. Scientists provide only *precise* data in their studies. The report gives a *precise* description of this phenomenon.

Target audience, to define *target audience*, to deal with the *target audience*. The study of *target audience* is an important component of any research. The *target audience* of this study is students of humanitarian faculties. Research objectives are adapted according to the interests of the *target audience*.

Issue, key *issue*, the *issue* of human rights. The article is focused on the most important *issues*. Such *issues* are usually discussed at the conferences. The *issue* of human empathy concerns each of us.

Formal letter, *formal* style, *formal* meeting. *Formal* style of writing is used in academic papers. The conference begins with a *formal* greeting of the participants and guests. This method has received a *formal* approval.

Impersonal sentence, the difference between personal and *impersonal*, *impersonal* verbs. Academic writing is *impersonal*. Formal style usually contains *impersonal* constructions. In *impersonal* communication you do not personally know the person you are speaking to.

Introduction, short *introduction*, to read the *introduction*. He started his speech with a brief *introduction*. The object of the research is described in the *introduction*. *Introduction* is the first part in the article structure.

Argument, to write the *argument*, to read the *argument*. *Argument* is the main part of the article. The main problem was discussed in the *argument*. The results of the study were described in the *argument* of academic report.

Conclusion, in *conclusion*, to give a *conclusion*. The conclusions seemed very questionable. Scientists gave a positive *conclusion*. Conclusion is the last part of any scientific paper.

Bibliography list, to compile a *bibliography*, to browse *bibliography*. *Bibliography* is a list of the books referred to in a scientific work. *Bibliography* is typically printed as an appendix. The original language is used for *bibliography*.

Credible facts, *credible* information, to have *credible* data. Scientific journal is a *credible* source of information. They need to find credible facts for their article. The content of the thesis was *credible*.

References, the list of *references,* bibliographic *references.* The book is full of *references* to other documents. For document *references* see appendix I. *Reference is* a source of information (such as a book or passage) to which a researcher is referred.

Set phrases, to use *set phrases,* useful *set phrases.* A *set phrase* is an unvarying phrase with a specific meaning. The monograph is full of *set phrases*. The particular scientific area has its own *set phrases*.

Cliché in English, the example of *cliché,* to use *clichés. Cliché* is something that has become overly familiar or not original. The words *cliché* and stereotype both come from French. What's radical today may be *cliché* tomorrow.

Coherent speech, to use *coherent* statements, *coherent* concept. The scientific information should be clear and *coherent.* Most researchers can write fairly coherent sentences, even if their grammar is not perfect. There are logical links between the words, sentences, and paragraphs in a coherent text.

Imperative sentences, to write imperative sentences, the example of *imperative sentences. Imperative sentences* usually end with a full stop or exclamation point. *Imperative sentences* give commands or instructions. *Imperative sentences* aren't usually used in scientific works.

3. Read and translate the text and answer the questions to it.

Compositional, linguistic and stylistic features of scientific writing

The **scientific style** is found in articles, monographs and other scientific and academic publications. Its main function is to show knowledge, facts, results and data obtained by means of experiments and hypothesis.

The main function of the scientific writing is to give factual, clear and **precise** information. **The target audience** is a group of professionals who are interested in the **issue**.

The tone of the scientific text should be **formal**, **impersonal** and objective. Only standard language is used. The whole text is predominantly written in the third person. The author can express her/his opinion in the conclusion.

Work on the creation of a scientific text requires observing the main requirement: this text should be understandable to both the author and potential readers. It is important to clearly answer a few questions: “Why to write?”, “What to write about?”, “What to write?”, “Who to write for?”, “How to write?”

The structural components of the scientific text are the introduction, the main part (argument), the conclusions and **bibliography**. To make the text **credible**, all the important statements in the text should be supported by **references**. The information can be provided not only verbally but also with illustrations, tables or graphs.

The introduction provides a justification for the relevance of the study, determine the subject, aim, objectives, theoretical and practical significance of the work.

The main part provides research methods and techniques, the ways to solve the problem, proof of hypothesis, ideas.

The conclusions contain the results of the work, the prospects for further research. All this is the composition of a scientific text.

The title of the scientific text reflects the author’s intention, defines the boundaries of the information, which the author wants to provide. It is an informative part that reflects the theme of the work and corresponds to the content of the text.

The vocabulary of scientific texts includes terminology and special lexis words peculiar for certain field of science and technology. Stylistically neutral words are also used. The scientific vocabulary is characterized by **set phrases** and **clichés** which make the text more **coherent**: In connection with; As it was mentioned above; We can make the conclusions…

The main tense forms are Past Simple, Present Simple, Present Perfect and Passive Voice. Infinitive constructions are often used which are a peculiar feature of English scientific texts.

A peculiar characteristic feature of Ukrainian scientific style is the impersonal sentences, the use of plural pronoun ми/we for one author as a sign of modesty. Whereas the British and American scholars use the pronoun **I** more often.

One more feature of English scientific texts is the absence of **imperative sentences** which are so typical for Ukrainian: Визначимо; Розглянемо; Порівняймо… Their function is often fulfilled by rhetoric questions in English: How do we explain this phenomenon?

***Questions to the text*:**

1) What is "Scientific style"?

2) What are the main functions of scientific style? What are the main functions of scientific writing?

3) What is the tone of scientific texts?

4) What is the structure of scientific texts?

5) What ways can the information be provided?

6) What are the peculiarities of English scientific texts vocabulary?

7) What are the peculiarities of English scientific texts grammar?

8) What are the peculiar characteristic features of Ukrainian scientific style?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. to know the peculiarities of *scientific style*	
2. to give clear and *precise* information	
3. to deal with the *target audience*	
4. to discuss the *issue* at a *formal* meeting	
5. to use *impersonal* sentences in academic writing	
6. to support the important statements by *references*	

7. to use only *credible* sources of information	
8. *set phrases* and *clichés* make the text more *coherent*	
9. *Imperative sentences* are typical for Ukrainian scientific writing.	
10. The structure of academic paper includes *introduction, argument, conclusion* and *bibliography*.	

b) Read the following word combinations and sentences and translate them into English.

1. мати справу з науковим стилем	
2. розкривати проблему цільовій аудиторії	
3. використовувати офіційний стиль письма в науковій роботі	
4. різниця між особовими та безособовими реченнями	
5. виділяти вступ, виклад основного матеріалу та висновки в науковій публікації	
6. шукати бібліографічні джерела та робити посилання	
7. використовувати тільки достовірні джерела інформації	
8. навести приклади сталих фраз та кліше	
9. Науковий текст повинен бути чітким і зв’язним.	
10. Відсутність наказових речень є	

особливістю англійського наукового тексту.	

5. Discuss the following questions on the topic under study.

1) What is scientific style? What are its main functions? Why should researchers follow scientific style in their writing?

2) What is scientific writing? What are the peculiarities of scientific writing?

3) What should the author do to make the text credible?

4) What is the structure of a scientific paper? What parts should it include?

5) What are the differences between English scientific prose and Ukrainian scientific prose?

6. Prepare a scientific article or research theses, concerning the problem of your master's thesis. Be ready to present it in the class.

7. Translate the following sentences

1. Науковий стиль представлено у тезах, статтях, монографіях та інших наукових публікаціях.

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2. Основною функцією наукового письма є надання фактичної, чіткої та точної інформації.

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3. Науковий текст має логічну структуру і, як правило, складається із вступу, викладу основної інформації, висновків та бібліографії. Щоб зробити текст достовірним, усі важливі твердження в тексті мають бути підкріплені посиланнями.

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4. Словник наукових текстів включає термінологію та спеціальні лексичні слова, властиві певній галузі науки і техніки. Також використовуються стилістично нейтральні слова.

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5. Своєрідною характерною рисою українського наукового стилю є безособові речення та вживання займенника множини ***ми*** для одного автора.

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6. Особливістю англійських наукових текстів є відсутність наказових речень.

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8. Prepare an oral summary of the text "*Compositional, linguistic and stylistic features of scientific writing*" which you have read in class. Be ready to present it in class.

LESSON III

Sources of citations. Rules for writing references to scientific sources

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1. a citation – цитування	9. a hyphen – дефіс
2. a source – джерело	10. an ordinal number – порядковий

	номер
3. a quotation – цитата	11. alphabetically – за алфавітом (розташування)
4. quotation marks – лапки	12. bibliographic – бібліографічний
5. square brackets – квадратні дужки	13. jurisprudence – юриспруденція
6. a semicolon – крапка з комою	14. legal science – правознавство
7. a reference – посилання	15. a requirement – вимога
8. an original source – першоджерело	16. an editorial board – редакційна колегія

2. Read the word combinations and sentences with the new words and translate them.

An official / unofficial **citation,** *a* self-*citation,* to give several important citations. This *citation* is important if you want to publish your work. *A citation* from a book or other piece of writing is a passage or phrase from it. All citations are taken from the works of 2021 edition.

A public information **source,** *a* reliable /unreliable *source*, to be a source of energy / light. The reporter refused to cite the names of her *sources*. *A source* is someone or something from which you obtain information. *The source* of the problem is unrealistic expectations about other people's help.

A quotation from Shakespeare, to get / give *a quotation,* to identify the source of the *quotation*. *A quotation* is a sentence or phrase taken from a book, poem, or play, which is repeated by someone else. At the beginning of the book there's *a quotation* from a famous person. The reporter's speech was full literary *quotations*.

Double / single **quotation marks** to remove the *quotation marks*, to use between *quotation marks. Quotation marks* are the symbols " " that are put around a word or phrase to show that someone else has written or said it. There aren't *quotation marks* around the passage borrowed from his work.

A left / right **square bracket,** to avoid using *square brackets,* the difference between using *square brackets* and round brackets. *Square brackets* are used to make quotations clearer or shorter. *Square brackets* are placed around extra information in a text; and are typically used for editorial comments. *Square bracket* symbols are used in many different contexts in mathematics.

A final **semicolon,** to place / put in *a semicolon,* to separate the clauses by a semicolon. *A semicolon* is the punctuation mark, which is used in writing to separate different parts of a sentence or list or to indicate a pause. *A semicolon* is used to mark a break between two main clauses when there is a balance or a contrast between the clauses.

To check **references,** multiple repeated *references,* combination of *references. A reference* is a word, phrase, or idea which comes from something such as a book, poem, or play and which you use when making a point about something. *A reference* is also something such as a number or a name that tells you where you can obtain the information you want. There is a list of the author's *references* at the end of the article.

An original source of data, to use *original sources* in a research, to give references to *original sources.* The report has been compiled from original sources. For the actual research it is important to use the *original sources,* but not just citations from the websites. I can't find an *original source* for it.

To put **a hyphen,** to write with *a hyphen,* to separate a word by *a hyphen. A hyphen* is the punctuation sign used to join words together to make a compound. People also use *a hyphen* to show that the rest of a word is on the next line. There is *a hyphen* between the two names.

An ordinal number of a source, to know the *ordinal number* of a book in the list of references, to know the rules of formation the ordinal numbers. *An ordinal number* is a number denoting relative position in a sequence, such as first, second, third. "Fifth" is the *ordinal number*. The *ordinal number* of a source is given in square brackets.

Alphabetically ordered, to arrange *alphabetically,* to sort data *alphabetically*. *Alphabetically* means to be arranged according to the normal order of the letters in the alphabet. The catalog is organized *alphabetically* by label name. We sort the books by subject, not *alphabetically*.

Bibliographic data, *bibliographic* index, *bibliographic* information system. The book includes a lengthy *bibliographic* list. At the end of this chapter there is a select bibliographic reference of useful books. Although the presentation of the *bibliographic* material is unusual, the book is interesting and useful both for students and specialists.

To be a great problem for **jurisprudence,** standards of *jurisprudence,* to refer to the *jurisprudence. Jurisprudence* is the study of law and the principles on which laws are based. She had applied to the college to read *jurisprudence* and was invited to attend an interview. That is a question for *jurisprudence*.

A branch of **a legal science,** a doctor of *legal sciences,* to be a candidate of *legal sciences.* It is important to know the role of the *legal science* in modern jurisprudence system. The key points of *legal science* were discussed at the conference. To study *legal science* means not only to study laws, but also follow them.

A requirement for accuracy, to make one's *requirements* known, to meet the *requirements.* He has met the basic *requirements* for graduation. It's a must-be *requirement*. *A requirement* is something that you must do, or something you need.

An editorial board of a scientific journal, to be a member of an *editorial board,* to follow the requirements of the *editorial board*. *The editorial board* is a group of experts, usually at a publication, who dictate the tone and direction of works. *The editorial board* of a scientific journal usually experts scientific articles before their edition. The members of an e*ditorial board* meet to make key decisions and discuss the journal's progress.

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3. Read and translate the text and answer the questions to it.

Sources of citations. Rules for writing references to scientific sources

While writing a scientific paper, the author analyzes the main points, theoretical issues and points of view of various authors who have studied this problem. Covering the history of the issue, it is necessary to provide citations, references to the work of scientists, to cite different points of view, group authors by individual positions, express their own opinion and attitude to it or another point of view and the author's position based on critical analysis.

Citation is the direct use of the original source with reference to it. In science, citations are divided into direct and indirect.

Direct citation is a literal citation of the author.

Indirect citation is the presentation of the author's thoughts and ideas in someone's own words, using paraphrasing and generalization.

It is necessary to follow clear rules for the use of literary **sources**. **Quotations** are given in **quotation marks**, indicating the ordinal number of the literary source in square brackets. The ordinal number of the literary source is given according to the list of references, which is at the end of the work. If the opinion of an author is expressed in someone's own words, the quotation marks are not placed, but the number of the literary source must be indicated in parentheses. If the opinion is found in a number of works, then in **square brackets** the corresponding numbers are divided by a **semicolon**.

References are a set of bibliographic information about a document cited or mentioned in the text, sufficient for its general characterization, identification and search. References allow any researcher to check the reliability and accuracy of the submitted citations, formulas, statistics, facts and information borrowed from other publications; make it possible to identify and find these **original sources**. References in the text of the work should be given only in square brackets, for example [1], [1; 6], where the numbers 1 and 6 correspond to the **ordinal number** of the source in the List of references. If the references to sources are one after another from 1 to 4, then they are given using a **hyphen** [1-4].

References to specific pages should be given after the source number through a comma with a small letter "p.", for example: [1, p. 5].

The list of references is formed **alphabetically** or in the order of their citation. The general numbering of literary sources is used.

The rules for giving **bibliographic** information are determined by the National Standards of Ukraine, in particular:

DSTU (National Standard of Ukraine) 8302:2015 "Information and documentation. Bibliographic reference. General provisions and rules of formation"

DSTU (National Standard of Ukraine) GOST (Russian National Standard) 7.1:2006 "System of standards for information, library and publishing. Bibliographic record. Bibliographic description. General requirements and rules for formation"

The following information is provided about each source: surname and initials of the author; full and exact name of the source (not taken in quotation marks); a subtitle specifying the title (if it is on the title page of the source); name of the city of publication; name of the publishing house (without quotation marks); year of publication (without the word "year"); number of pages.

To have this information, the author can use the second page of the cited source, where the specified information is given in strict accordance with the requirements.

Information about articles, published in journals, should contain: surname and initials of the author of the article; article title; the title of the journal where the article was published; the year and the number of the journal; numbers of the pages of the article in the journal.

The following international styles are recommended for use in Ukraine:

• **MLA style (Modern Language Association)** is used in the humanities (art, literature, foreign languages, religion, philosophy).

• **APA style (American Psychological Association)** is used in social sciences (sociology, law, psychology, history).

• **Chicago Style (Turabianstyle)** is a universal style for academic publications and student research papers.

• **Harvard Referencing style (BSI - British Standards Institution)** is used in the humanities and social sciences.

• **ACS style (American Chemical Society)** is used in chemistry and other natural sciences.

• **AIP style (American Institute of Physics)** is used in physics and physical sciences.

• **IEEE style (Institute of Electrical and Electronics Engineers)** is used in engineering, electronics, telecommunications, computer science and information technology.

• **Vancouver style** is used in medicine and physical sciences.

• **OSCOLA (Oxford University Standard for Citation of Legal Authorities)** is used in **jurisprudence** and **legal science**.

• **APS style (American Physics Society)** is used in physical sciences.

• **Springer MathPhys Style** is used in mathematics, physics, statistics.

The style references is used based on the **requirements** of the **editorial board** of a journal in which the scientific work is planned to be published.

***Questions to the text*:**

1) What are the key points of writing a scientific paper?

2) What is citation?

3) What are the two kinds of citations?

4) When is it possible to use a direct citation?

5) When is it possible to use an indirect citation?

6) What are the rules of using the literary sources?

7) What are references?

8) What are the main rules for giving references?

9) What are the rules for giving bibliographic information determined by?

10) What does the style references is based on?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. to give *sources of citations* at the end of the work	
2. to give *a quotation* in *quotation marks*	
3. to give *references* in *square brackets*	
4. be very careful not to omit the final *semicolon*	
5. to give an *ordinal number* of an *original source*	
6. to miss or give incorrect *bibliographic* details	
7. to arrange the list of references *alphabetically*	
8. to study *jurisprudence* and *legal science*	
9. To specify a range of characters, use *a hyphen*.	
10. The researchers' activities are directed largely by the *requirements* of the *editorial board*.	

b) Read the following word combinations and sentences and translate them into English.

1. бути у складі редакційної колегії журналу	
2. слідувати правилам та вимогам оформлення списку використаних джерел	
3. володіти професійною лексикою у сфері юриспруденції та правознавства	

4. робити бібліографічний опис першоджерела	
5. подавати прізвища авторів в алфавітному порядку	
6. розміщувати порядкові номери джерел через дефіс	
7. подавати інформацію в квадратних дужках	
8. використовувати посилання на оригінальні роботи науковців	
9. В тексті статті подається посилання на джерело прямого цитування.	
10. Прямі цитати науковців подаються в лапках у тексті роботи.	

5. Discuss the following questions on the topic under study.

1) Why is it necessary to use relevant sources of citations in a scientific work?

2) Is it possible to cite foreign authors? Why? Why not?

3) Why is it necessary to give references to original sources?

4) What are the main rules for giving bibliographic information, determined by the National Standards of Ukraine?

5) What international bibliographic styles are recommended for use in Ukraine? What does the use of any style depend on?

6. Prepare the List of References to your scientific work (scientific article, master's thesis (10 sources)), following DSTU (National Standard of Ukraine) 8302:2015 and APA style. Be ready to present it in the class.

7. Translate the following sentences.

1. Цитування – це пряме використання першоджерела з посиланням на нього. У науці цитування поділяють на пряме та непряме.

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2. Цитати подаються в лапках, вказуючи у квадратних дужках порядковий номер літературного джерела за списком літератури, який подається наприкінці роботи.

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3. Посилання – це сукупність бібліографічних відомостей про цитований або згаданий у тексті документ, достатніх для його загального характеризування, ідентифікування й пошуку.

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4. Список використаних джерел складається за алфавітом або у порядку їх цитування. Застосовується загальна нумерація літературних джерел.

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5. Правила подання бібліографічної інформації визначаються Державними стандартами України.

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6. Стиль оформлення списку використаних джерел застосовується спираючись на вимоги видання, в якому планується публікація роботи.

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8. Prepare an oral summary of the text "*Sources of citations. Rules for writing references to scientific sources*" which you haveread in class. Be ready to present it in class.

Theme 8. Scientific oral speech

"Speech is power: speech is to persuade, to convent, to compel. It is to bring another out of his bad sense into your good sense"

Ralph Waldo Emmerson

LESSON I.

General provisions of a scientific conference, types of conferences

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1. general – загальний	9. an exchange / to exchange – обмін / міняти
2. a provision – положення	10. experience – досвід
3. a speaker – доповідач	11. to carry out – виконувати,

	здійснювати, проводити
4. a listener – слухач	12. foreign – іноземний
5. a criterion / criteria – критерій / критерії	13. an event – подія
6. to solve – вирішувати	14. at least – принаймі, щонайменше
7. an experiment – експеримент	15. involvement – залучення
8. to arise – виникати	16. specialized – вузькопрофільний, спеціалізований

2. Read the word combinations and sentences with the new words and translate them.

A **general** description of the problem, a *general* sense of well-being, to be in the *general* interest. You use *general* to describe something that involves or affects most people, or most people in a particular group. A *general* description of the problem was made at the meeting. Can you tell about a situation in *general*?

To get acquainted with the main **provisions** of the article, to agree with the main *provisions* of the contract, to analyze the general *provisions* of the document. Environmentalists have discussed general *provisions* for tackling global warming. The main *provisions* of the dissertation are highlighted in the abstract. The teacher revealed the main *provisions* of the topic and gave a creative task.

To agree or disagree with **a speaker,** to be a good public *speaker*, to be the *speaker* of a group. The *speaker* had a very high voice. Each *speaker* will have 15 minutes for a report. A *speaker* is a person who gives a speech at a public event.

To be a good **listener,** to engage the *listener*, to have the information for *listeners*. If you describe someone as a good *listener*, you mean that they listen carefully and sympathetically to you when you talk, for example about your problems. People who listen to the radio are often referred to as *listeners*. They chose *listeners'* questions and gave detailed answers.

To use **a criterion / criteria,** to understand clearly the *criterion*, to test these institutions by criteria. *A criterion* is a factor on which you judge or decide

something. Pay is a very important *criterion* for job satisfaction. Eight *criteria* will be used to select new participants.

To solve a question, *to solve* a crossword puzzle, *to solve* something / nothing. *To solve* means to find an answer to a problem. We have to find a way *to solve* this problem. They should act *to solve* the problem.

An experiment in psychology, the result of the *experiment*, to run the *experiment. An experiment* is a test to learn something or to discover if something works or is true. Most people believe that *experiments* on animals should be banned. We can only find the best solution by *experiment*.

To arise from a situation, *to arise* spontaneously, *to arise* independently. If a situation or problem *arises*, it begins to exist or people start to become aware of it. Problems *arise* when kids leave school. When the opportunity *arose*, he decided to take it.

To exchange something for something**,** a series of sporting and cultural *exchanges,* educational *exchanges* for young people. If two or more people *exchange* things of a particular kind, they give them to each other at the same time. There was a brief *exchange* between the two leaders. We *exchanged* addresses and pictures.

To use work **experience,** to have practical *experience,* a new psychologist with little *experience. Experience* is a good teacher. She has ten years' *experience* in the job. I know that from personal *experience*.

To carry out tests, *to carry out* archeological excavations, *to carry out* into practice. If you *carry out* a threat, task, or instruction, you do it or act according to it. Although in poor health, she continued *to carry out* her duties. They *carried out* the task efficiently and carefully.

Foreign languages department, to buy goods of *foreign* make, to follow *foreign* customs. Something or someone that is *foreign* comes from or relates to a country that is not your own. Italy was the first *foreign* country she had visited. Her work provided her with the opportunity for a lot of *foreign* travel.

An extraordinary **event,** to be present at a final *event,* to attend a festival *event. An event* is something that happens, especially when it is unusual or important. You can use *events* to describe all the things that are happening in a particular situation. *An event* is a planned and organized occasion, for example a social gathering or a sport match.

At least five hours, to visit conferences *at least* twice a year, to write *at least* one scientific article a year. You use *at least* to say that something is the minimum that is true or possible. You'll have to wait *at least* an hour. You might *at least* say "thank you".

To deny **involvement,** parental *involvement* in education, emotional *involvement.* Early *involvement* in art can awaken an interest that will last a lifetime. Your *involvement* in something is the fact that you are taking part in it. You have no proof of my *involvement* in anything.

A specialized direction, a *specialized* knowledge of history, to have *specialized* skills. Someone or something that is *specialized* is trained or developed for a particular purpose or area of knowledge. Psychiatric patients get *specialized* support from doctors. Some of the language in the report is so *specialized* that the ordinary reader will struggle to understand it.

3. Read and translate the text and answer the questions to it.

General provisions of a scientific conference, types of conferences

A scientific conference is a form of organization of scientific activity, where scientists present and discuss their works. Conference participants can participate as active **speakers** or **listeners**.

Conferences, depending on the **criterion**, are divided into several types.

Depending on the direction, the conference can be scientific-theoretical, scientific-practical, scientific-technical.

A scientific-theoretical conference is a conference where researchers discuss theoretical approaches to **solving** various scientific problems and issues that constantly **arise** in the research process or **experiments**.

Scientific-practical conference is a conference in which the **exchange** of **experience** and knowledge on various practical and applied tasks **is carried out**.

Scientific-technical conference is a conference where the exchange of experience and knowledge on various technical and technological issues is carried out.

Depending on the covered area, conferences are divided into international, national (All-Ukrainian) and university.

The international scientific conference is held together with **foreign** educational institutions or scientific institutions which are the co-organizers of the **event**. As a rule, the number of participating countries should be **at least** five, the number of participants – one hundred or more.

The National or All-Ukrainian Scientific Conference is held by the joint efforts of domestic scientific and educational institutions of Ukraine. As a rule, the number of participating institutions must be at least three, the number of participants - one hundred or more.

The university scientific conference is held among scientific, scientific-pedagogical, pedagogical workers within the university with the **involvement** of local institutions and organizations.

The conferences are divided into **specialized** and interdisciplinary.

Specialized conferences are devoted to any particular topic: social sciences and humanities; technical sciences; natural sciences.

Interdisciplinary conferences cover general scientific issues (for example, “Science in the modern world”, “Modern problems of the humanities and natural sciences”).

***Questions to the text*:**

1) What is a scientific conference? What are the forms of participating in scientific conferences?

2) Describe the main features of a scientific-theoretical conference.

3) Describe the main features of a scientific-practical conference.

4) Describe the main features of a scientific-technical conference.

5) What are the types of the conferences depending on the covered area?

6) Describe the main features of the types of the conferences depending on the covered area. What are the requirements to the number of participating countries and the number of participants in international scientific conference?

7) What are the requirements to the number of participating institutions and the number of participants in National or All-Ukrainian Scientific Conference?

8) What issues can specialized conferences be devoted to? What about the interdisciplinary conferences?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. to highlight the *general provisions* of the work	
2. to take part either *a speaker* or *a listener*	
3. to determine the *criteria* for division into the branches	
4. to apply different approaches to *solving* various problems	
5. to compare the *experiment* data	
6. to involve *foreign* sponsors in the conference	
7. to be the organizers of the *event*	
8. to discuss the *involvement* of foreign organizations in the scientific event	
9. The study lasts *at least* three years.	
10. This *specialized* technique is possible to use only in this case.	

b) Read the following word combinations and sentences and translate them into English.

1. отримувати вузькопрофільні	

знання	
2. навчатися щонайменше шість років	
3. схвалити залучення експертів з інших галузей	
4. запланувати подію	
5. аналізувати праці іноземних авторів	
6. підтвердити ефективність експерименту	
7. вирішувати питання за круглим столом	
8. ознайомитися з критеріями відбору	
9. Теоретичний розділ розкриває загальні положення досліджуваної проблеми.	
10. І доповідачі і слухачі конференції мають змогу отримати матеріали конференції.	

5. Discuss the following questions on the topic under study.

1) What scientific events do you know? What is the difference between a scientific conference and other scientific events?

2) Who can take part in any scientific event? Who can take part in a scientific conference?

3) What are the main provisions of a scientific conference?

4) What criteria are conferences divided into different types by?

5) Depending on the research problem, is it better to participate in a specialized or interdisciplinary conference? Give reasons.

6. Prepare the information about the conferences held in your Institution of Higher Education. Get acquainted with their types, depending on the studied criteria. Be ready to present the information in the class.

7. Translate the following sentences.

1. Наукова конференція – це форма організації наукової діяльності, де науковці представляють і обговорюють свої роботи.

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2. В залежності від напряму конференції можуть бути науково-теоретичні, науково-практичні, науково-технічні.

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3. Науково-практична конференція – це конференція, на якій здійснюється обмін досвідом і знаннями по, різного роду, практичним і прикладним завданням.

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4. Залежно від охопленої території конференції поділяють на міжнародні, національні (Всеукраїнські) та університетські.

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5. За тематикою конференції діляться на вузькоспеціалізовані та міждисциплінарні.

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6. Конференції дозволяють почути про різні підходи до вирішення однієї задачі.

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8. Prepare an oral summary of the text "General provisions of a scientific conference, types of conferences" which you have read in class. Be ready to present it in class.

LESSON II

Organization of a scientific conference, parts of a conference, conference procedure

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1. to approve – схвалювати, затверджувати	9. a distribution – поширення, роздавання
2. annual – щорічний	10. a chairperson – голова, головуючий
3. an order – наказ	11. a deputy – заступник
4. approximate – приблизний, приблизно точний	12. a plenary meeting – пленарне засідання
5. a committee – комітет	13. a scheme – схема
6. to determine – визначати	14. a session – засідання
7. a procedure – процедура	15. a banquet – фуршет, банкет
8. to estimate – оцінювати	16. a registration – реєстрація

2. Read the word combinations and sentences with the new words and translate them.

To approve a report or a plan, *to approve* the budget, *to approve* a program of economic reforms. *To approve* means to accept, allow, or officially agree to

something. The measures were *approved* by the government. If someone in a position of authority *approves* a plan or idea, they formally agree to it and say that it can happen.

An **annual** event / visit / holiday, *annual* income / salary / profit, to visit an *annual* congress. Companies publish *annual* reports to inform the public. *Annual* event happens once every year. They spent their *annual* holiday in Turkey.

To receive **an order** to stop releasing pollution into the air, the body of the *order,* to obey / disobey *an order*. If someone in authority gives you *an order*, they tell you to do something. *An order* is an official instruction telling someone what they can or cannot do. I don't take *orders* from him anymore.

An **approximate** equivalent, an *approximate* estimation method, to make *approximate* predictions. *Approximate* means not completely accurate but close. This is the *approximate* location of the ancient city. Can you tell me the *approximate* value of this picture?

A committee decides / approves / recommends, to be a special adviser to the *committee,* to establish *a committee. A committee* is a group of people chosen from a larger group to act on or consider matters of a particular kind. The *committee* meets once a month. They formed themselves into a *committee*.

To determine the date of the meeting, some of the parameters that *determine* the effectiveness of the experiment, *to determine* quality. Experts have *determined* that the signature was forged. Science *determined* that the risk is very small. To *determine* your future, you must work hard in present.

A procedure for dealing with participants' complaints, to follow *a procedure,* a complex *procedure. A procedure* an order or method of doing something. *A procedure* is a way of doing something, especially the usual or correct way. There are established *procedures* for dealing with emergencies.

To estimate approximately, *to estimate* how many participants may be present, *to estimate* a quantity or value. To estimate means to guess or calculate the cost, size, value, etc. of something. They *estimated* that the work would take at least two weeks. It is difficult *to estimate* how much money the conference needs.

A distribution of goods between customers, to control the *distribution, a distribution* agreement with a company. *A distribution* is a process of giving things out to several people, or spreading or supplying something. The *distribution* of things involves giving or delivering them to a number of people or places. The members of the organizing committee are responsible for the conference program *distribution*.

A chairperson of a comettee, to have a role of *a chairperson* of a meeting, to address remarks to *a chairperson*. *A chairperson* of a meeting, committee, or organization is the person in charge of it. She is a *chairperson* of a planning committee. The success of the meeting depends largely on whether *a chairperson* is efficient.

A deputy chairman, to do something by *deputy*, to appoint / to authorize / *a deputy*. He was appointed *a deputy* manager. *A deputy* is the second most important person in an organization. A chairman appealed to *deputies* to approve the plan quickly.

To open **a plenary meeting,** to be a chairman of *a plenary meeting*, to report at *a plenary meeting*. *A plenary meeting* of a conference is a session which all members of the conference attend. *A plenary meeting* begins with a speech of a chairperson. After *a plenary meeting* the participants make their reports at their sessions.

A scheme to improve the technic, to perform a new *scheme*, a training / housing / play *scheme*. *A scheme* is someone's plan for achieving something. The committee came up with a creative *scheme*. The *scheme* was a complete failure.

To attend a joint **session,** a plenary *session* of the comittee, to hold *a session. A session* is a meeting of an official group. The participants were present at three committee *sessions*. A *session* took about forty minutes.

A banquet hall, to arrange / give / hold *a banquet*, an official *banquet*. *A banquet* is a grand formal dinner. *A banquet* is also a large formal meal for many people, often followed by speeches in honour of someone. Medieval *banquets* are held in the castle once a month.

To fill in a **registration** form, to determine the date of *registration*, to conduct a registration online. *A registration* is the act of recording a name or information on an official list. *The registration* for the conference began at the appointed time. He was late for *registration*, so he was unable to attend the meeting.

3. Read and translate the text and answer the questions to it.

Organization of a scientific conference, parts of a conference, conference procedure

Scientific events at university are held in accordance with the **approved annual** plan of scientific events.

The holding of a scientific conference is regulated by a rector's **orders**, which gives information about the co-organizers of the event, place and time of the event, the **approximate** number of participants, the members of the organizational and scientific (program) **committees**.

The organizing committee of the conference provides general preparation and holding of the scientific event: **determines** the form, **procedure** and time of the conference; calculates the **estimate**; sends invitations to the conference participants; organizes the printing of conference proceedings and programs, as well as their **distribution**; conducts registration of participants; provides background information on the organization and holding of the conference.

The Scientific (Program) Committee has the following functions: determines the subjects and the list of scientific areas of the event; forms the program of the event; provides the creation of the website of the scientific event; attracts scientists and specialists to participate in the scientific event; provides selection of participants' reports; controls the publication of conference proceedings; organizes the work of plenary and sectional meetings (the event is opened by the **chairperson** of the program committee and his **deputies**, as well as **plenary** and sectional **meetings** are chaired by the chairperson's deputy of the program committee).

Organization of off-line (face-to-face) form of the conference, as a rule, takes place according to the standard **scheme**.

1. Registration of conference participants and getting the program of the event by each of them.

2. Opening and plenary **session** with a speech of the event organizers.

3. Work in sections or round tables with listening to reports and their discussion.

4. Coffee break in the middle of the event or a **banquet** after it.

5. Cultural activity for participants from other cities.

6. Publication of conference proceedings. The conference proceedings can also be provided to participants during **registration**.

***Questions to the text*:**

1) How can a conference be organized at a university?

2) What are the main provisions of a scientific conference organization?

3) What document regulates the holding of a scientific conference? What information does this document give?

4) What is the organizing committee? What are its functions?

5) What is the Scientific (Program) Committee? What are its functions?

6) Who opens plenary and sectional meetings? What do they do?

7) What parts of a conference can you call?

8) What is a standard scheme of a conference? Describe the conference procedure.

4. a) Read the following word combinations and sentences and translate them into your native language.

1. to *approve* a conference program	
2. to publish *annual* reports	
3. to give the *order*	
4. to give an *approximate* idea of the number of members	

5. *to determine* the real reason	
6. to follow the correct *procedure* at all times	
7. to *estimate* the official election result	
8. to become a *chairperson* of a meeting	
9. All the conference participants were present at a *plenary meeting*.	
10. He showed a *scheme* of subject structure.	

b) Read the following word combinations and sentences and translate them into English.

1. проводити реєстрацію на початку конференції	
2. організувати фуршет після події	
3. розділити групи за секціями	
4. виступити на пленарному засіданні	
5. бути заступником голови секції	
6. здійснювати розповсюдження інформації	
7. знайти відомості стосовно процедури проведення конференції	
8. визначати доцільність обраної теми	
9. Учасники щорічної наукової конференції отримали сертифікат учасника.	
10. Організаційний комітет конференції починає свою роботу за три місяці до її початку.	

5. Discuss the following questions on the topic under study.

1) What are the stages of a scientific conference?

2) What members does the organizing committee include? What members does the Scientific (Program) Committee include?

3) Where is it possible to find the rules for participating in the conference?

4) What is a conference program? Where is it possible to find it?

5) What issues can be discussed at a student scientific conference?

6. Prepare a program for a mini conference on the issues of your branch of study. Work in groups by four. Be ready to present the program in the class.

7. Translate the following sentences.

1. Наукова конференція – це заздалегідь спланований та організований захід.

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2. Організаційний комітет конференції забезпечує загальну підготовку та проведення наукового заходу.

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3. Учасник конференції – особа, яка надіслала матеріали до Організаційного комітету, та бере участь у роботі Конференції.

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4. Для організації та проведення конференції створюються секції відповідно до наукових напрямків.

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5. Правила участі в конференції визначаються оргкомітетом даної конференції і описуються в інформаційному листі.

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6. Студентська конференція є різновидом науково-дослідної діяльності студентів, яка передбачає поєднання роботи з викладачами, спільне вивчення процесів і явищ, пов'язаних з отриманням нових, більш «глибоких» знань, їх систематизації.

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8. Prepare an oral summary of the text "Organization of a scientific conference, parts of a conference, conference procedure" which you have read in class. Be ready to present it in class.

LESSON III

Participation in scientific conferences

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1. appropriate – доречний, відповідний	9. a round table – круглий стіл
2. relevance – актуальність	10. a workshop – воркшоп
3. permission – допуск, дозвіл	11. a participant – учасник
4. a master's thesis – кваліфікаційна робота магістра	12. a restriction – обмеження
5. to take part – брати участь	13. a branch – галузь
6. suitable – підходящий	14. a correspondence conference – заочна конференція

7. interdisciplinary – міждисциплінарний	15. conference proceedings – матеріали конференції
8. to hold – проводити	16. regardless – незалежно від того, незважаючи на

2. Read the word combinations and sentences with the new words and translate them.

An **appropriate** suggestion, a book not *appropriate* for children, *appropriate* footwear for the country. *Appropriate* means to be suitable or right for a particular situation or occasion. His comments were very *appropriate* at the time. Is this an *appropriate* occasion to discuss this problem?

Relevance of the argument, to have *relevance* to something, to be of great *relevance* to. The *relevance* of this issue to the current situation is important. The *relevance* to a situation or person is the importance or significance of something in that situation or to that person. It has very little *relevance* to our problems.

Permission to the practice of teaching, ask for / seek / request *permission*, to deny / refuse *permission. Permission* is the act of allowing someone to do something, or of allowing something to happen. He asked *permission* to leave the room. Don't give *permission* to websites to install programs or files on your PC.

A master's thesis structure, to look through theoretical material for *a master's thesis,* to identify the problem of *master's thesis* research. The *master's thesis* consists of two sections: theoretical and practical. The list of references used in the *master's thesis* is compiled in accordance with the requirements of the National Standard of Ukraine. *The master's thesis* is submitted to the department thirty days before its presentation.

To take part in something, to be invited *to take part* in a vote, to refuse *to take part* in anything illegal. *To take part* means to be involved in an activity with other people. If you *take part* in an activity, you do it together with others. Three hundred people *took part* in the survey.

A **suitable** date, to be *suitable* to / for something, to make something *suitable* for something. *Suitable* is acceptable or right for someone or something. Would it be *suitable* to discuss this matter at the conference? The manager needs to find a *suitable* person for the job.

Interdisciplinary courses, an *interdisciplinary* approach to the problem, to be a member of an *interdisciplinary* research center. *Interdisciplinar*y is involving two or more different subjects or areas of knowledge. The university is doing *interdisciplinary* research into the impact of physical activity on the brain and body. The students were offered *interdisciplinary* courses combining psychology, philosophy and linguistics.

To hold something, to decide *to hold* the event next year, *to hold* the workshop for the first year students. *To hold* something means to have something such as a meeting or a conference. Could we *hold* a meeting to discuss this problem next week? As a program says the congress will be *held* in May.

A round-table conference of the leading specialists, to hold a *round-table* meeting, to attend a *round-table* discussion. *A round-table* discussion / meeting is one where people meet and talk in conditions of equality. *A round table* discussion is a meeting where experts gather together in order to discuss a particular topic. The *round-table* discussion will be with business executives.

A workshop on making origami, *a* drama / poetry / training *workshop*, to conduct *a workshop* on something. *A workshop* is a discussion or practical work on a particular subject in which a group of people share their knowledge or experience. They held a number of *workshops* and seminars. The organization held a stress-management *workshop*.

A participant in a conference, to be an active *participant* in the Olympic Games, to examine the mental health of twenty *participants*. *A participant* is a person who takes part in or becomes involved in a particular activity. He was an active *participant* in the discussion. The students claim to be willing *participants* in the experiment. They were *participants* in a live debate on television.

Without **restrictions,** to impose / to place / *restrictions* on something, to lift *restrictions. A restriction* is an official limit on something. The *restrictions* on smoking indoors were placed. The *restrictions* on travelling abroad were lifted.

A branch of knowledge, to be divided into different *branches,* a new *branch* of science. *A branch* is a part of something larger. Ethics is *a branch* of philosophy. Whole *branches* of science may not receive any grants.

A correspondence conference, to be the advantage of *a correspondence conference*, to take part in a correspondence conference. Two hundred scientists took part in the correspondence conference. Participation in *a correspondence conference* is much cheaper than in a face-to-face one. Students prepared materials for participation in *the correspondence conference*.

Conference proceedings, to receive *conference proceedings,* to publish *conference proceedings.* All conference participants have the opportunity to receive *conference proceedings.* There are clear rules for references to *conference proceedings.* All reports of the participants were included in the *conference proceedings.*

Regardless of the consequences, *regardless* of the mistakes, *regardless* of the circumstances. That will happen *regardless* of what participants do or say. *Regardless* of cost, the picture must be completed on time. *Regardless* of what you think, I believe she's the best person for the job.

3. Read, translate the text and answer the questions to it.

Participation in scientific conferences

A scientific conference is an event where researchers (lecturers, students, researchers and others) present and discuss their work and research results. Each study must have some theoretical and / or practical value for science and society.

Participation in a scientific conference is **appropriate** to determine the **relevance** and value of one's own research for science, a particular **branch** or society as a whole. By participating as a listener, it is possible to find out current state of the problem being solved. In addition, the approbation of master's research

at conferences is necessary for **permission** to present the **thesis**.

To find a **suitable** conference, it is necessary to look for the problem or field of the research. First of all, it is needed to pay attention to those conferences that are held directly in your university. All of them are focused either on a certain specialty or are **interdisciplinary**. A detailed list of conferences **held** not only in Ukraine but also abroad is presented in the social network of scientists Scientific Social Community. Here you can choose conferences by problem, date, country and other indicators.

Conferences can be held in off-line (face-to-face), on-line (distance) and correspondence formats.

Off-line (face-to-face) conferences – participants come directly to the conference place, make reports and **take part** in various events within the conference. These can be **round tables**, **workshops** and more. At such conferences, as a rule, a plenary session is held at the beginning, where the best reports are presented, and then the **participants** work in thematic sections.

On-line (distance) conferences are especially relevant in the context of quarantine **restrictions**. During the conference in this format, participants make reports using platforms for online communication. The advantage of this format is that the list of its participants does not depend on their territorial location or other factors that prevent them from being present in person.

Correspondence conferences are suitable for those participants who for some reason can not join the conference during its holding or have problems with public speaking. However, they can get all conference materials and publish their research theses in the **conference proceedings**.

The cost of the conference is determined by the organization which conducts it.

Regardless of the conference format, all active participants prepare research theses or abstracts. This is a summary of the material that the author wants to present to other conference participants. Each conference has its own requirements

for the volume and design of research theses or abstracts. And before preparing the material, one should carefully read them.

***Questions to the text*:**

1) What is a scientific conference? Who can take part in scientific conferences?

2) How can a conference participant take part? Is it necessary to be only an active participant?

3) What should a participant pay attention at to find a conference, related to their study? Is it possible to take part only in national conferences? How to find a suitable international conference?

4) What are the main features of off-line (face-to-face) format of conferences?

5) What are the main features of on-line (distance) format of conferences?

6) What are the main features of correspondence format of conferences?

7) What does the price of the participating in conference depend on?

8) What should the participants prepare to take an active part in a conference?

9) Where are conference materials published?

10) What are the requirements for the research theses or conference abstracts?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. to choose an *appropriate* source of information	
2. to determine the *relevance* of the research	
3. to be *a branch* of pedagogical science	
4. to have the *permission* for doing something	

5. to present a *master's thesis*	
6. to find *suitable* materials for the conference	
7. *to hold* an *interdisciplinary* conference	
8. to be a *participant* of *round tables* and *workshops*	
9. The disadvantage of the *correspondence conference* is the lack of informal communication.	
10. *Regardless* the format of the conference each participant can get the *conference proceedings.*	

b) Read the following word combinations and sentences and translate them into English.

1. отримати матеріали конференції на електронну пошту	
2. брати участь у заочній конференції	
3. організовувати круглі столи та воркшопи	
4. використовувати доречні порівняння	
5. аналізувати дослідження з різних наукових галузей	
6. отримати допуск до участі у круглому столі	
7. написати план магістерської роботи	
8. незважаючи на недоліки заочної конференції	

9. Соціальна норма є міждисциплінарним поняттям.	
10. Актуальність дослідження визначається важливістю проблеми для соціуму.	

5. Discuss the following questions on the topic under study.

1) What are the main features of scientific conference?

2) Why should scientists take part in a scientific conference?

3) How to find a suitable conference?

4) In what formats are conferences held?

5) What should be done to participate in the conference?

6. Find the information about a suitable conference held in your Institution of Higher Education or in the social network of scientists Scientific Social Community. Get acquainted with the dates and requirements for participation in the conference. Be ready to present the information in the class.

7. Translate the following sentences.

1. Наукова конференція – це захід, на якому дослідники представляють та обговорюють свої роботи та результати досліджень.

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2. Щоб знайти підходящу конференцію, необхідно шукати напрямок чи галузь, до яких відноситься дослідження.

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3. Конференції можуть проходити в очному, дистанційному та заочному форматі. Вартість конференції визначається організацією, що її проводить.

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4. Кожна конференція має свої вимоги до обсягу та оформлення тез, з якими необхідно уважно ознайомитися.

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5. Участь у конференціях дає можливість приєднатися до наукового суспільства, визначити пріоритетні напрямки в галузі дослідження.

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6. Науковці мають можливість обрати конференції за тематикою, датою проведення, країною та іншими показниками.

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8. Prepare the oral summary of the text "Participation in scientific conferences" which you read in class. Be ready to present it in the class.

UNIT 5. SCIENTIFIC RESEARCH WORK. PROFESSIONAL GROWTH OF SCIENTISTS

Theme 9. Research projects. Grants

"No research without action, no action without research"

(Kurt Lewin)

LESSON I

A Research Project. Forms of Research Projects

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1. Research projects – наукові проекти	7. to surround – оточувати
2. to increase– збільшувати	8. property – властивість
3. interpretation – тлумачення	9. qualitative – якісний
4. application – застосування	10. quantitative – кількісний
5. to undertake – здійснити	11. variety – різноманітність
6. ultimate – кінцевий	12. approach – підхід

2. Read the word combinations and sentences with the new words and translate them.

Research projects, to prepare a *research project, to evaluate a research project.* A r*esearch project* means a definite scientific attempt to answer a research question or a set of research questions. A r*esearch project* includes six steps. To get a grant for your scientific work you must *prepare a research project* at first.

To increase, *to increase opportunities, to increase*. Research is a process of steps used to collect and analyze information *to increase* our understanding of a topic or problem. Studying at the Master school *increases your opportunities* in

career promotion. To conduct a mass experiment the scholar should *increase the number* of students who take part in this procedure.

Interpretation, *interpretation of facts, interpretation of results.* In the research process you should collect data and conduct their *interpretation.* Research is investigation or experimentation aimed at the discovery and *interpretation of facts*, revision of accepted theories or laws in the light of new facts. After conducting the experiment you should carry out the *interpretation of the results.*

Application, *practical application, application of the discourse analysis*. The scholar focused on the *applications* of current research. Research is investigation aimed at the discovery and interpretation of facts or *practical application* of new or revised theories or laws. *Application of the discourse analysis* was the first point in the second lecture.

To undertake, *to undertake a research, to undertake an analysis*. Research is a creative and systematic work *undertaken* to increase the stock of knowledge. There is a need to *undertake a research* in this area. It is important *to undertake the analysis* of the obtained results.

Ultimate, *ultimate results, ultimate aim*. Humanities scholars usually do not search for the *ultimate* correct answer to a question. *Ultimate results* turned out to be unexpectedly contradictory. *The ultimate aim* is to get money for this research project.

To surround, *to surround, surrounding linguistic environment*. Humanities scholars usually do not search for the ultimate correct answer to a question, but instead, explore the issues and details that *surround* it. The students *surrounded* the lecturer asking provocative questions. They examined the features of *surrounding linguistic* environment.

Property, *properties of the world, properties of the language*. This research provides scientific information and theories for the explanation of the nature and the *properties of the world.* The scholars singled out six *properties* of the *language*. One *property* of human language is known as productivity.

Qualitative / quantitative. These studies may be *qualitative or quantitative*, and can use a variety of approaches. *Quantitative* research is expressed in numbers and is used to test something. *Quantitative* research can be used to establish generalizable facts about a topic. *Qualitative research* deals with words and meanings. *Qualitative methods* include interviews with open-ended questions, observations described in words, and literature reviews that explore concepts and theories.

Variety, *language varieties, a variety of approaches.* A dialect is regarded as a geographical *variety* of a language, spoken in a certain area. *Language varieties* can include: regional dialects, minority dialects, social group dialect etc. These studies can use *a variety of approaches.*

Approach, *a variety of approaches, structural approach*. *An approach* is a set of correlative assumptions dealing with the nature of language teaching and learning. These studies may be qualitative or quantitative, and can use *a variety of approaches. Structural* approach is a method used in examining language in very detailed manner.

3. Read, translate the text and answer the questions to it.

Research Projects

Research is a process of steps used to collect and analyze information to increase our understanding of a topic or problem. It consists of three steps: put a question, collect data to answer the question, and present an answer to the question (John W. Creswell).

Research is investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws (The Merriam-Webster Online Dictionary).

Research is "creative and systematic work undertaken to increase the stock of knowledge". It involves the collection, organization, and analysis of information

to increase understanding of a topic or issue (The Organisation for Economic Co-operation and Development).

Research Project means a definite scientific attempt to answer a research question or a set of research questions.

It includes the following steps:

- Develop a Research Question.
- Find Sources: Reading and Note Taking.
- Evaluate Sources.
- Establish a Working Bibliography.
- Prepare to Write: Consider Audience and Purpose.
- Put it All Together.
- Final Steps.

Forms of research

Original research, also called **primary research**, is research that is not exclusively based on a summary, review, or synthesis of earlier publications on the subject of research. This material is of a primary-source character. The purpose of the original research is to produce new knowledge, rather than to present the existing knowledge in a new form (e.g., summarized or classified).

Scientific research is a systematic way of gathering data and causing curiosity. This research provides scientific information and theories for the explanation of the nature and the properties of the world. It makes practical applications possible. Scientific research is funded by public authorities, by charitable organizations and by private groups, including many companies.

Research in the humanities involves social, historical, political, cultural, or ethnic questions. Humanities scholars usually do not search for the ultimate correct answer to a question, but instead, explore the issues and details that surround it. Studies aim to examine the behaviour in societies and communities, without looking for reasons or motivations to explain these. These studies may be qualitative or quantitative, and can use a variety of approaches.

Questions to the text:

1. What is the notion “research” according to different scientists?
2. How many steps does a research consists of?
3. What is a research project**?**
4. What steps does the research project include?
5. What forms of research can you name?
6. What is an original research?
7. What is a scientific research?
8. What is a research in the humanities?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. to deal with *research projects*	
2. *application* of the discourse analysis	
2. to *undertake* the research in linguistic area	
3. the *ultimate* aim of the *research project*	
4. to carry out the *interpretation* of the results.	
5. *to increase* understanding of the research problem	
6. to use *a variety of approaches* in the scientific work	
7.to conduct *qualitative and quantitative* analyses	
8. to learn *the properties* of the language	
9. *to undertake* the analysis of the obtained results	

b) Read the following word combinations and sentences and translate them into English.

1. проводити *тлумачення* результатів	

2. мати справу з *науковими проектами*	
3. вивчати *властивості* мови	
4. проводити *кількісний та якісний* аналіз	
5. *кінцева* мета експерименту	
6. використовувати *різноманітність підходів* до навчання	
7.*застосування* кількісного аналізу для підтвердження гіпотези	
8.збільшувати кількість тестуємих	
9.отримати *кінцеві* дані після проведення *кількісного аналізу*	
10. практичне *застосування* розроблених прийомів навчання	

5. Discuss the following questions on the topic under study.

1) What is the topic of your scientific work?

2) What are the key words in your research work?

3) What questions do you try to answer in your research work?

6. a) Read the example of the given research project "LANGUAGES: comparing language use and instruction across contexts".

b) Find and present more examples of the current research projects which are offered for scholars to take part in.

LANGUAGES aims to systematically conduct comparative European classroom studies (in Norway, France and the UK) to gain new insights into current language instruction and promising initiatives, as well as possible solutions to problems with classroom interaction, inclusion and identity, in order to provide quality education for future multilingual, global citizens.

LANGUAGES aims to:

(a) advance our knowledge about the consequences of how language policy affects practice,

(b) develop new and much sought after knowledge about how teachers enact language instruction in everyday classroom practices across subjects and contexts,

(c) examine the effect teaching practices have on students' language use and multilingual identities, and

(d) identify teachers' and students' perspectives on practices that are both promising and challenging to suggest implications for future language policy and practice.

7. Translate the following sentences.

1. Одним із основних пріоритетів є інтеграція України до Європейського дослідницького простору.

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2. Вітчизняні університети та наукові установи беруть активну участь у двосторонньому науково-технічному співробітництві в межах міжурядових угод.

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3. В 2019 року українські вчені виконували 119 проектів спільно з науковцями з 12 країн: більша половина – це члени ЄС, а також Індія, Китай, США, Білорусь, Корея.

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4. Науковий проект - це не просто вивчення і аналіз літератури за темою, що пропонується. Ця пропозиція нових інноваційних рішень, спрямованих на вирішення проблеми.

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5. Уміння писати наукові проекти необхідно як в навчальних закладах, так і в роботі. Для початку роботи над проектом необхідно вибрати його тему, скласти план роботи, поставити мету і завдання.

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6. Ваш науковий проект повинен бути повністю унікальним. Якщо ви використовуєте при написанні наукового проекту цитати або переказуєте думки вчених своїми словами, то обов'язково оформляйте посилання на використану літературу. І не забудьте написати про практичне застосування ваших результатів.

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8. Be ready to tell the information about Research Projects.

LESSON II

How to prepare a research project. Main requirements and recommendations

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1. requirements – вимоги	7. to afford – дозволяти
2. supervisor – керівник	8. timeline – графік
3. to keep an eye on smb – керувати, допомогати	9. overwhelmed – перевантажений.
4. shortcomings – недоліки	10. feedback – зворотний зв'язок
5. in advance – наперед, заздалегідь	11. to warn – попереджувати
6. duration – тривалість	12. stage – стадія, період

2. Read the word combinations and sentences with the new words and translate them.

Requirements, *requirements for publication, requirements in the journal.* Before preparing a scientific project you must read the main *requirements*. *Requirements for publication* are given below. There are different *requirements in the scientific journals,* read them carefully before presenting your article to a particular one.

Supervisor, *supervisor, supervisor*. At the beginning of writing your research project you have to find the right *supervisor*. My professor asked a faculty member to become my supervisor. Having such an attentive supervisor makes the research work very comfortable and easy.

To keep an eye on somebody. The Dean of the faculty agreed *to keep an eye on* me. The honoured professors usually *keep an eye on* post-graduate students helping them in their research work. The supervisor should *keep an eye on* his student to be sure that he follows his instructions.

Shortcomings, *shortcomings of the research project, shortcomings of the work*. The supervisor knows all students' shortcomings and tries to motivate them.

The *shortcomings* of the research project were evident and the work was rejected. If you correct all *shortcomings of your work,* we will take it for publication.

In advance, *to warn in advance, to arrive in advance*. Prepare all accompanying documents *in advance.* I warned my supervisor *in advance* that I would be asking stupid questions throughout the duration of my project. You have *to arrive* at the meeting *in advance* and be ready to welcome the guests.

Duration, *duration of studying, duration of the degree.* I warned my supervisor in advance that I would be asking stupid questions throughout the *duration* of my project. You will have English classes throughout the *duration* of your studying. Remember to register for the academic year, as neglecting to register shortens *the duration of your degree*.

To afford, *to afford much time, to afford to pay*. Can I *afford much time* and money to complete the research project? I cannot afford spare time. Not everybody can *afford to pay* much money for the article in a foreign journal.

Timeline, *project timeline, a timeline set*. Try to make up *a work timeline*. Having a *project timeline* is everything. You should have *a timeline set* in the first week.

Overwhelmed, *to become overwhelmed, to be overwhelmed*. During some stages of your research work you can feel *overwhelmed.* Doing all things which the supervisor recommends will help you not to *become overwhelmed*. You can avoid *being overwhelmed,* if you do everything step by step.

Feedback, to get *feedback, to have feedback*. The lecturer must see the *feedback* from his students. *Get regular feedback* from your supervisor. Try to have a feedback from your tutor in advance.

To warn, *to warn the scholars, to warn about the requirements*. I *warned* my supervisor that I would be asking stupid questions throughout the duration of my project. The editorial board *warned the scholars* about the deadline of accepting the articles to the journal. They *warned* about the strict requirements to the scientific articles.

Stage, *experimental stage, writing stage*. The experiment embraces three *stages.* The process of teaching consists of *four stages*. If you're unsure how to write a thesis, the best advice I can give is not to leave the *writing stage*.

3. Read, translate the text and answer the questions to it.

How to prepare a research project. Main requirements

"How to do a Research Project: 6 Steps" by Zaid Nabi (19 April, 2021)

A year ago I had this crazy idea of experimenting with the final semester of my two-year course. Being an international student in Australia, doing two postgraduate degrees and working at the same time was not enough for me. So instead of choosing to do a professional project and finishing my degree, I decided to do a research project.

I had no idea of how to do a research project or how to write a thesis. So I went to my professor and told him about my plans to complete a research project for my final semester. "If students imagine completing a research project in three months, I ask them to come and see me. And they later un-imagine it," came my professor's reply.

I was given special permission to take two semesters to finish this research project – and hopefully in a few weeks' time I will submit my first completed piece of research. In the past few months I have learned a lot of lessons that I want to share, in case you also decide to follow this way without any prior knowledge of how to do a research project!

1. Find the right supervisor

My professor asked a faculty member to become my supervisor. I had an idea what area I was interested in and she agreed to keep an eye on me. She is patient with me, she knows my shortcomings and she always motivates me even if I am unable to see myself progressing. Having such a supervisor makes this journey very comfortable and easy.

2. Don’t be shy, ask!

I did not have any clue how to do a research project. That was my reality and I didn’t try to hide it. I communicated my weakness openly to my supervisor and warned her in advance that I would be asking stupid questions throughout the duration of my project just so I could get an idea of what I was doing. “No question is stupid,” she told me. It is *your* responsibility to communicate with your supervisor and ask as many questions as you need to.

3. Select the right topic

Your topic will determine your project. It should be interesting and it should be something that you really want to investigate. So never rely on others for recommendations about your topic of research. Try to read and think a lot and you will find an area of interest. Explore your inner self, even if it takes time. In a few weeks you will start gathering your thoughts and realize what you actually are interested in researching.

4. Keep your plan realistic

Your topic could be the best in the field, but do you have enough resources to finish the project? Suppose your research project involves travelling halfway around the world to conduct a field investigation. The question you must be asking yourself is: can I afford much time and money? If not, then no matter how brilliant your idea is, you need to think of something else.

5. Prepare a project timeline

Having a project timeline is everything. It keeps you on track all the time. You should have a timeline set in the first week, decide on the targets that you must achieve throughout the duration of your research project. Things could go wrong here and there, but it is very important to have a schedule. Ask your supervisor about what kind of targets you should set and try to achieve these on a weekly basis. Doing this should help you avoid becoming overwhelmed.

6. Write, write and write

If you’re unsure how to write a thesis, the best advice I can give is not to leave the writing stage. Start writing from day one. This is something I learned the

hard way. My supervisor always suggests writing, but I don't feel comfortable doing that unless I have all the information in hand. However, I've learned how important it is to write down whatever you do, and make notes of whatever you read. Documenting the whole process will help you finalize the project in a very effective way. So don't worry about writing things that are "wrong" or that don't make sense. Remember, the sense can appear when the whole project is finished. So keep on writing and get regular feedback from your supervisor.

Questions to the text:

1. Who is writing this text? Where does this person study?
2. How many recommendations does Zaid Nabi give?
3. What does Zaid Nabi advise concerning a supervisor?
4. Whose responsibility is to ask questions during writing a project?
5. How can a person select the right topic?

What can stop a person from keeping the plan realistic?

6. Why is it important to have a project timeline?

8. What will help you finalize the project in a very effective way?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. to deal with new *requirements*	
2. *to keep an eye on the student*	
3.to follow the *timeline* of the events	
4. *to warn* the students about the necessity of writing an article in a scientific journal	
5. to examine three *stages* of the experiment	
6. to *warn about the supervisor's shortcomings*	
7. to agree *in advance* about the experiment	
8. *The duration* of the mass experiment is	

one year.	
9. to get a *feedback* from the supervisor	
10. to be *overwhelmed* with scientific work	

b) Read the following word combinations and sentences and translate them in English.

1. Мати справу з *вимогами* до написання проекту	
2. підтримувати *зворотній зв'язок* з *керівником*	
3. давати корисні поради щодо написання *проекту*	
4. спостерігати за графіком подій	
5. *тривалість* наукового проекту	
6. бути *перевантаженим* ідеями	
7. *дозволяти* працювати в закритому відділі бібліотеки	
8. позбавитися *недоліків*	
9. приготувати проект *заздалегідь*	
10. *попереджувати* студентів щодо переносу занять	

5. Tell about the topic of your research work (your Master's thesis). Why have you chosen this topic? What attracted you in it?

6. Tell about the plan of your research work. How did you prepare it? Did the supervisor help you? What recommendations did the supervisor give you?

7. Translate the following sentences.

1. Писати науковий проект – це нелегко. По-перше, вам потрібно знайти професійного керівника, який буде давати корисні поради щодо написання проекту.

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2. Не бійся задавати питання керівнику. Навіть, якщо тобі здається, що запитання нерозумне чи незручне, тобі варто запитати. Тоді не буде проблем з написанням роботи.

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3. Ваша тема визначатиме ваш проект. Це має бути цікаво, і це має бути те, що ви дійсно бажаєте дослідити.

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4. Ваша тема може бути найкращою у певній галузі, однак ви повинні замислитися, чи є у вас достатньо моральних і матеріальних ресурсів для завершення проекту. Якщо ні,то немає сенсу і розпочинати цю тему.

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5. Дуже важливо мати розклад (графік), коли ви працюєте над науковим проектом, і завжди дотримуватися цього розкладу, якщо ви плануєте завершити роботу вчасно або навіть заздалегідь.

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6. Документування всього процесу допоможе вам ефективно завершити проект і зробити висновки. Отже, пишіть, консультуйтеся зі своїм керівником, підтримуйте з ним зворотній зв'язок, і ви досягнете цілі.

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8. Be ready to tell in class how to prepare a research project.

LESSON III

International grants for research. Fellowships and individual grants

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1. grant – грант, субсидія, дотація	7. to accomplish – досягати
2. fellowship – стипендія	8. to state – констатувати, заявляти
3. rejection – відхилення, відмова	9. knowledge gap – прогалина у знаннях
4. proposal – пропозиція, план	10. project narrative – розповідь про проект
5. worthy – гідний	11. credibility – достовірність
6. explicit – недвозначний, точний	12. cover letter – супровідний лист

2. Read the word combinations and sentences with the new words and translate them.

Grant, *study grant, grants for community projects.* A *grant* is a quantity of money. The receivers of *study grants* who abandoned their courses have to pay back the money. The government may also award *grants for community projects.*

Fellowship, *a research fellowship, special fellowship*. *A research fellowship* is a sum of money given for outstanding scientists. He was awarded a *research*

fellowship from the scientific community. *Special fellowship* can be given to the experienced researchers in any discipline to complete their piece of research.

Rejection, *to get* a *rejection, to have rejections*. Most proposals end *in rejection*. Don't give up if your research project *got a rejection* from the commission. Not all projects are accepted, more than half of them have rejections.

Proposal, *elements of the proposal, research funding proposal*. There is a book which is called "How to write successful *proposals*". The most common *elements of a proposal* are the following: a title page, abstract, introduction, project narrative, budget, timeline, cover letter**.** ***Abstract*** is the most read section of your *research funding proposal*.

Worthy, a *worthy project, a worthy research*. Create a *worthy project* and get a grant. Include a budget narrative explaining why each expense is crucial to your project and *worth* the funding agency's money. It is also recommended to have a writing expert review to confirm that your work is *worthy* having a grant. A *worthy research proposal* is not even read by a reviewer if it lacks key elements stated in the grant requirements.

Explicit, *explicitly, explicit*. Be *explicit*, clear and concise. A cover letter likely is not *explicitly* required but is highly recommended. They provide *explicit* details of the experiment.

To accomplish, *to accomplish goals, to accomplish a mission*. *Accomplish* your project's tasks. Use future tense to summarize your plan *to accomplish your goals.* They needed special tools *to accomplish their mission.*

To state, *to state in the abstract, to state the budget*. A worthy research proposal is not even read by a reviewer if it lacks key elements *stated* in the grant requirements. Use the section "Introduction" to describe everything you have *stated in the abstract*. *State the budget* you are requesting.

Knowledge gap, *a huge knowledge gap, to find a knowledge gap*. There is a *huge knowledge gap* between theory and practical application. Find the *knowledge gap* in the special area, and think how your research is going to fill that gap. The report of study findings will fill an important *knowledge gap.*

Project narrative, *Project Narrative* is the main section of your proposal. There is a lot of information in the *project narrative* to organize your information into subheadings as necessary. The more details you can give in the *project narrative*, the more confidence your reviewer will have in you.

Credibility, *credibility of the results, credibility of the research*. The more specific you can be about how you plan to spend the money, the more *credibility y*ou will have. The real scholar should prove *credibility of the results*. At the end of the work you should state the *credibility of the research*.

Cover letter, *the purpose of the cover letter, an appropriate cover letter*. *A cover letter* is not explicitly required but is highly recommended. The *purpose of the cover letter* is to sell your project. *In the appropriate cover letter* you should introduce your research group, highlight the significance of your project, and state the budget you are requesting.

3. Read, translate the text and answer the questions to it.

International grants for research. Fellowships and individual grants

A **grant** is a quantity of money, i.e., financial assistance, given by a government, organization, or person for a specific purpose. Unlike a loan, you do not have to pay back the money. When an individual receives a grant for education, for example, the idea is to help to increase a person's chance of being an educated member of society. The receivers of study grants who abandoned their courses have to pay back the money.

The financial assistance may be for a student to study or for a team to carry out research. The government may also award grants for community projects, or setting up businesses.

There are four basic types of funding sources:

- Government.
- Private industry.
- Foundations.
- Professional organizations.

A research grant is a sum given by an organization to a person or institution in order to perform research. In general, a research grant can refer to anything from a sum of money given to a researcher for all expenses, to a grant that is limited to only funding certain parts of research, such as a first or second experiment.

A Research Fellowship is a sum of money given for outstanding scientists who are in the early stages of their research career and have the potential to become leaders in their field or for the experienced researchers in any discipline to complete a piece of research.

Grant writing is a job requirement for research scientists who need to fund projects year after year. Most proposals end in rejection, but missteps give researchers a chance to learn how to find other opportunities, write better proposals and navigate the system. Taking time to learn from the successes of others can help to increase the chances of getting money.

How to Write a Successful Grant Proposal

You're passionate about your research. Your work is important for scientific discovery and deserves to be carried out. We know that, and we love what you're doing. So why can it be so challenging for academic researchers to obtain research funding? We speak with researchers all over the world. We hear the same story about an amazing research project that can't get funded. A worthy research proposal is not even read by a reviewer if it lacks key elements stated in the grant requirements.

The most common elements of a proposal:

- ***Title Page*** – the title should be clear and explicit.

- ***Abstract*** – this is the most read section of your research funding proposal. Be explicit, clear and concise. Make your project's goals, significance (who does your research benefit?), and relation to the theme of the grant easy to find! Use future tense to summarize your plan to accomplish your goals.

- ***Introduction*** - use this section to describe everything you have stated in the abstract. Set the stage for your research: give a background on the research area,

the knowledge gap you are addressing, and how your research is going to fill that gap. Start very general about the area of research and get increasingly more specific.

- *Project Narrative* – this is the main section of your proposal. There is a lot of information here so organize your information into subheadings as necessary. Make accent on the problem you're addressing and its significance again – this is why the funding agency is giving you money after all. Write step by step how you're planning to solve this problem. The more details you can give here, the more confidence your reviewer will have in you.

Finally, recheck your grant guidelines! Make sure that every question the reviewers had was answered sufficiently.

- *Budget* - the more specific you can be about how you plan to spend the money, the more credibility you will have. Include an itemized list of each anticipated expense. Think about instrument requirements, reagents, travel expenses, and personnel wages. Also, include a budget narrative explaining why each expense is crucial to your project and worth the funding agency's money.

- *Timeline* - justify the time frame of your project and set some approximate deadlines for the various stages of your project. Using an itemized list or a visual representation of your timeline will keep your reviewers happy here.

- *Cover Letter* - a cover letter likely is not explicitly required but is highly recommended. Its purpose is to sell your project. Introduce your research group, highlight the significance of your project, and state the budget you are requesting.

Mind! Don't send your grant proposal at once. Plenty of eyes should see your research funding proposal before the reviewers do. Consider getting your work reviewed by experts and non-experts in your field. It is also recommended to have a writing expert review your work for structure and style. If you let your proposal sit for a week and then pick it up again, you will be able to catch more mistakes with fresh eyes.

Questions to the text:

1. What is a grant?

2. What is a research grant?
3. What are the basic types of funding sources?
4. What is grant writing?
5. What is a research fellowship?
6. What recommendations are given to write a successful grant proposal?
7. What are the most common elements of a proposal?
8. What is a cover letter?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. to deal with the *research fellowships*	
2. to present *project narrative*	
3. to prove *credibility* of the results	
4. to liquidate *knowledge gap*	
5. to require a *cover letter*	
6. the title should be clear and *explicit*	
7. most *proposals* end in *rejection*	
8. *to accomplish worthy* goals	
9. *to state the credibility* of the research	
10. *to state* the deadlines for the various stages of the project	

b) Read the following word combinations and sentences and translate them in English.

1. мати справу з *індивідуальним грантами*	
2. *досягати* успіхів у науковій діяльності	
3. *констатувати достовірність* результатів	

4. подавати *грантові пропозиції*	
5. мета роботи повинна бути *точна (недвозначна)*	
6. отримати *відмову* у публікаціях	
7. надати *детальну розповідь* про проект	
8. написати *супровідний лист*	
9. ліквідувати *прогалину у знаннях*	
10. отримати *наукову стипендію*	

5. Discuss the following questions on the topic under study. Search for some information on the Internet.

1. What grants does the British Council provide?

2. What grants does the European Union provide?

3. What should a scientist do to write a winning grant proposal?

4. Consult the site of your University and tell what types of grants are available for the scientists?

5. If you were told to write a research proposal for a grant, what topic would you choose? Explain why, prove its importance.

6. Find and present in class the information about some of the research grants in linguistics.

7. Translate the following sentences.

1. Гра́нти – це грошові винагороди, що передаються індивідуальним громадянами або установам для проведення конкретних наукових досліджень, розробки законопроектів, підготовки кадрів та інших цілей.

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2. Дослідницький грант від міжнародного фонду може бути отриманий державними університетами, приватними університетами, дослідницькими центрами, приватними особами, підприємствами та місцевими органами влади.

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3. Триває прийом заявок на участь у щорічному конкурсі молодих вчених «Молодий вчений року». Мета конкурсу – відзначити визначні та значимі досягнення молодих українських учених у різних галузях знань.

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4. З метою відзначення вчених, які опублікували найкращі наукові праці, здійснили винаходи і відкриття, що мають важливе значення для розвитку науки і економіки України, Національна академія наук України присуджує премії імені видатних учених України.

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5. Ця організація має справу з індивідуальними грантами і грантовими стипендіями для закладів освіти. Існує кілька масштабних освітніх програм, у рамках яких дослідники мають можливість отримати фінансування.

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6. Отримати дослідницький грант в одному з європейських університетів можуть як учені із країн Євросоюзу, так і ті, хто не є громадянином ЄС. Конкретний вид стипендії залежить від статусу здобувача: його «приналежності» до Євросоюзу та наукового ступеня (здобувач ступеня, аспірант, докторант).

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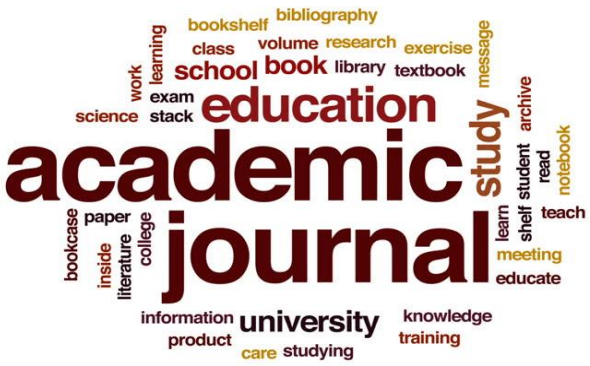
8. Prepare the summary of the text about research grants.

Theme 10. Scientific journals. International exams in English

"A scientific journal serves that narrow borderland which separates the known from the unknown"

(Prasanta Mahalonobis)



LESSON I

Scientific journals. Professional pedagogical journals

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1. scientific journal – науковий журнал	8. calculation – підрахунок
2. periodical publication – періодичне	9. citation impact – індекс цитування

видання	
3. peer reviewed articles – рецензовані статті	10. academic credentials – академічні повноваження; освіта
4. a wide range – широкий діапазон	11. academic rank – вчене звання
5. to ensure – забезпечити	12. to require / requirement – вимагати / вимога
6. issue – випуск (журнала)	13. to verify – перевірити
7. essential – суттєвий	14. promotion – просування

2. Read the word combinations and sentences with the new words and translate them.

Scientific journal / periodical publication. A *scientific journal* is a *periodical publication* for describing the progress of science. Articles in *scientific journals* are mostly written by active scientists. There are thousands of *scientific journals* in publication. Although *scientific journals* are similar to professional magazines, they are actually quite different.

Peer reviewed, *peer reviewed articles, peer reviewed publications.* Scientific journals contain articles that have been *peer reviewed*. Articles must be obligatory *peer reviewed* before publication. *A peer-reviewed publication* is also sometimes referred to as a scholarly publication.

A wide range, *a wide range of international journals, a wide range of initiatives*. Some of the oldest journals such as "Nature" publish articles and scientific papers across *a wide range* of scientific fields. There is a *wide range of international journals*. The representatives of the scientific community welcomed *a wide range of initiatives* proposed by the English scholars.

To ensure, *to ensure the publication, to ensure a quality*. Scientific journals contain articles that have been peer reviewed, in an attempt to *ensure* that articles meet the journal's standards of quality, and scientific validity. The editor of the journal *ensured this publication*. Many international scientific journals *ensure a high quality* of publications.

Issue, *issue of the journal, oldest issues of the journals.* Issues of a scientific journal are rarely read casually. The latest *issue of the journal* was presented to the scientific board. The *oldest issues of this journal* were sent to the archive.

Essential, *essential part, essential point*. The citation impact of articles and journals is very *essential* for scientific community. The publication of the results of research is *an essential part* of the scientific method. An *essential point* in writing a scientific article is citation of earlier work.

Calculation, *to repeat the calculation, calculations of the experiments*. If they are describing experiments or *calculations,* they must supply enough details. An independent researcher could *repeat* the experiment or *calculation* to verify the results. Present me the *calculations of your experiments.*

Citation impact, *a high citation impact, to count citation impact*. An essential point in writing a scientific article is *citation impact*. If the article is successful, the citation impact is rather high. The impact of articles and journals is often assessed by counting citations (citation impact).

Academic credentials / academic rank. *Academic credentials* for promotion into *academic ranks* are established by the number and impact of scientific articles published. This can lead to some confusion when persons who obtained US degrees are presenting their *academic credentials* in other countries. The lecturer will tell the students how to submit acceptable international *academic credentials.*

To require / requirement, *to be required, to require* to publish. Every journal *requires* its own *requirements* for publications. Citation impact is *required* when there is a scientific report at the end of the year. Many PhD programs *require* from a future candidate to publish a certain number of scientific articles.

To verify, *to verify the results, to verify the data*. The results of the scientific thesis must *be verified*. Before you *verify your results,* I will not publish your article. An independent researcher could repeat the experiment or calculation *to verify* the data.

Promotion, *promotion into academic ranks, promotion of new ide*as. This journal *was promoted* by the scientific community. Academic credentials *for promotion into academic ranks* are established by the number and impact of scientific articles published. An essential part of your work is *promotion of new ideas*.

3. Read, translate the text and answer the questions to it.

Professional scientific journals

A **scientific journal** is a periodical publication for describing the progress of science, usually by reporting new research.

Articles in scientific journals are mostly written by active scientists such as students, researchers and professors instead of professional journalists. There are thousands of scientific journals in publication. Most journals are highly specialized, although some of the oldest journals such as *Nature* publish articles and scientific papers across a wide range of scientific fields. Scientific journals contain articles that have been peer reviewed, in an attempt to ensure that articles meet the journal's standards of quality, and scientific validity. Although scientific journals are similar to professional magazines, they are actually quite different. Issues of a scientific journal are rarely read casually, as one would read a magazine. The publication of the results of research is an essential part of the scientific method. If they are describing experiments or calculations, they must supply enough details that an independent researcher could repeat the experiment or calculation to verify the results. Each such journal article becomes part of the permanent scientific record.

Scientific articles allow researchers to keep up to date with the developments of their field and direct their own research. An essential part of a scientific article is citation of earlier work. The impact of articles and journals is often assessed by counting citations (citation impact). Academic credentials for promotion into academic ranks are established by the number and impact of scientific articles published. Many PhD programs require from a future candidate to publish a certain number of scientific articles.

Proofreading is the very last step in the writing process. Proofreading ensures that the document is completely free of errors and polished to a high standard. Professional proofreaders take their roles very seriously and check up the text to detect and correct all typographical errors, incorrect punctuation, spelling mistakes and inaccurate words.

Questions to the text:

1. What is a scientific journal?
2. Who mostly writes articles in scientific journals?
3. Why should the articles be peer reviewed before publication?
4. What is an essential part of the scientific method?
5. Are scientific journals similar to professional magazines?
6. How is the impact of articles and journals assessed?
7. What is proofreading?
8. What do the proofreaders do?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. to deal with the *periodical publications*	
2. to investigate the *scientific journals*	
3. to read *peer reviewed articles*	
4. *academic credentials for promotion into academic ranks*	
5. to assess *citation impact*	
6. *require* from a future candidate to publish a certain number of scientific articles	
7. an *essential* part of the scientific method	

8. *to ensure* a high quality of publications	
9. to present *calculations* in the article	
10. *to verify* the results of the experiment	

b) Read the following word combinations and sentences and translate them in English.

1. досліджувати *індекс цитування*	
2. мати справу з *періодичними виданнями*	
3. *забезпечувати* високу якість публікацій	
4. *суттєва* частина наукового методу	
5. *оцінювати* кількість *цитувань*	
6.*вимагати* наукових публікацій щорічно	
7. *рецензовані статті* знаходяться в редакції журналу	
8. отримати *вчені звання*	
9. *перевірити* отримані дані	
10. надати *підрахунки на перевірку*	

5. Find the information and discuss it in class.

1. What is a scientific journal ranking?

2. What is a multidisciplinary journal?

3. What are the most respected Ukrainian and international journals in pedagogy?

4. Usually all journal articles are divided into the following major sections: *abstract, introduction, methods, results, discussion, and references*. Tell briefly what each section should include.

5. What is the role of scientific journals in the world of science? Why do the scholars aspire to publish their works in them?

6. Read the example of the abstract to the article and write your own abstract on your Master's thesis (not less than 300 words). Name such points as: introduction, purpose, methods, results, conclusion.

Example. Topic: "Interactive technologies in foreign language teaching: current state and usage prospects"

E. Mitsai, Kyiv National Linguistic University

Abstract.

Introduction. Nowadays, the importance of teaching a foreign language effectively has grown significantly in Ukraine. Therefore, special attention is paid to strengthening the technological aspects of foreign language teaching and implementation-centered approach to the learning process where the student takes an active part in cognitive activity. Foreign language teachers must find ways to increase the level of students' involvement in the process of studying, to raise their motivation for learning languages. One way to reach these goals is using interactive technologies at classes.

Purpose: To analyze the effectiveness of using interactive technologies in the process of teaching a foreign language at a higher educational institution.

Methods: The conducted research is based on using the following methods: studying and analyzing scientific publications, questionnaire survey, watching the training process.

Results. The principal result of our research is the investigation of the influence of using interactive technologies on student's acquiring communicative competence and personal development. The analysis of the scientists' works shows that interactive technologies of education include clearly planned learning

results, interactive methods, tools, and forms stimulating the learning process, cognitive and mental conditions and procedures for achieving planned results. Thus, interactive technology comprises a scope of interactive methods that a teacher uses in his work. The article is focused on teachers' knowledge and their opinion on the technology effectiveness for students. Questionnaire survey was conducted for this purpose among English language teachers of KNLU. Results of the survey confirm that it is the teacher, not the technology who determines the quality of the learning and teaching.

Conclusion. The major conclusions estimate the significance of applying interactive technologies in learning process. Their usage is not an objective, but it is a means of creating necessary conditions for communicatively effective learning. It encourages individuals' cooperation, self-development, improves both skills of foreign language communication and personality traits. Key words: interactive engagement, education

Key words: *interactive engagement, educational technique, interactive technologies of education, foreign language, practical work, work pattern*.

7. Translate the following sentences.

1. Періодичні видання відіграють значну роль у праці та навчанні кожного науковця, викладача, студента, оскільки в них друкується найактуальніша інформація за найкоротший термін часу.

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2. Інститут педагогіки Національної академії педагогічних наук України запрошує до співпраці та пропонує долучитись до обговорення актуальних проблем і досягнень педагогічної теорії і практики на сторінках часопису *«Український педагогічний журнал».*

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3. Провідна мета журналу – інформаційна, професійна й особистісна підтримка кожного українського педагога як учителя, лідера та просто людини, яка небайдужа до сучасного та майбутнього.

4. На сторінках журналу регулярно публікуються статті відомих в Україні науковців, керівників, викладачів закладів вищої освіти, найважливіші документи Міністерства освіти і науки, молоді та спорту України, комплексно висвітлюється досвід діяльності українських та зарубіжних вищих навчальних закладів.

5. «Вища школа» – це науково-практичний журнал з питань діяльності закладів вищої освіти та підготовки кадрів вищої кваліфікації, заснований у 2001 році.

6. Тематичні рубрики журналу: реформи в освіті; наука і практика управління освітою, середніми і вищими навчальними закладами; вища освіта; моніторинг, експертна діяльність в освіті; наукова організація педагогічного процесу; педагогічні технології; сучасні освітні технології; інтерактивні методи навчання; освіта за рубежем.

8. Prepare an oral summary of the text "Scientific journals" which you have read. Be ready to present it in class.

LESSON II

International language proficiency exams. Main requirements for taking language proficiency exams. Levels of language proficiency

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1. language proficiency – володіння мовою	7. A1 Breakthrough – рівень виживання
2. to be designed – бути розробленим	8. A2 Waystage – предпороговий рівень
3. sufficient – достатній	9. B1 Threshold – граничний рівень
4. to measure – вимірювати	10. B2 Vantage – пороговий просунутий рівень
5. valid / invalid – дійсний / недійсний	11. C1 Effective Operational Proficiency – рівень професійного володіння
6. accurate – точний	12. C2 Mastery – рівень досконалого володіння

2. Read the word combinations and sentences with the new words and translate them.

Language proficiency, *a person's language proficiency, language proficiency tests*. There is a test designed to measure *language proficiency.* There are standardized tests that assess *a person's language proficiency* of a foreign language. Here is an overview of the most widely-accepted *English proficiency tests.*

To be designed, *to be designed to find out, to be designed to calculate*. The Test of English as a Foreign Language is a test *designed t*o measure the abilities of non-English speakers to understand language. This exam *is designed to find out* the language proficiency. This formula *is designed to calculate* the data obtained in the pedagogical experiment.

Sufficient, *sufficient knowledge, sufficient number*. They have a *sufficient* TOEFL score. The students have *sufficient knowledge* to answer at the exam well. They obtained a *sufficient number* of points.

To measure, *to measure knowledge, to measure skills*. The Test of English as a Foreign Language is a test designed to measure the abilities of non-English speakers to understand language. They decided *to measure the students' knowledge* after the experiment. In the pedagogical experiment the scientists *measured the students' skills* in reading in English.

Valid, *valid results, valid data*. TOEFL test scores are *valid* as long as the English proficiency remains the same. Your *results* are still *valid. These data are still valid.*

Accurate, *accurate picture, accurate results*. *Accurate* data are in the computer. It is better for a student to retake the TOEFL test every 2 years to get an *accurate picture* of its level in language. *Accurate results* are shown in the tables.

A1 Breakthrough, A2 Waystage, B1 Threshold, B2 Vantage, C1 Effective Operational Proficiency, C2 Mastery. There are six levels of proficiency English, namely, *A1 Breakthrough, A2 Waystage, B1 Threshold, B2 Vantage, C1 Effective Operational Proficiency, C2 Mastery*. Very often people take Cambridge exams to know what level of proficiency English they have: *A1*

Breakthrough, A2 Waystage, B1 Threshold, B2 Vantage, C1 Effective Operational Proficiency, C2 Mastery.

3. Read, translate the text and answer the questions to it.

International language proficiency exams

There are standardized tests that assess a person's language proficiency of a foreign language. Various types of such exams exist per many languages; some are organized at an international level through national authoritative organizations, while others simply for specific limited business or study orientation.

The Test of English as a Foreign Language is a test designed to measure the abilities of non-English speakers to understand language and express themselves in an oral speech and demonstrate a level of knowledge. This examination consists of 4 types of test: Listening, Structure, Reading and Writing.

Here is an overview of the most widely-accepted English proficiency tests: the TOEFL, the IELTS, the CAE, and the CPE.

- **TOEFL** - The Test of English as a Foreign Language - is probably the best-known and most commonly used English proficiency test. It is an American exam.

More than 6,000 universities and colleges in over 110 countries accept foreign students if they have a sufficient TOEFL score (500 points). The TOEFL is also recognized in professional circles as proof of English proficiency. This test is available in two formats: paper-or computer-based and takes about 4 hours. TOEFL test scores are valid as long as the English proficiency remains the same. Usually after two years, language skills have evolved. For this reason it is better for a student to retake the TOEFL test every 2 years to get an accurate picture of its level in language and to update its resume.

CAMBRIDGE EXAMINATIONS

Cambridge exams assess four language skills: reading and writing and oral as well as grammar and practice of English.

FCE - First Certificate aimed at students of intermediate level.

CAE Certificate in Advanced aimed at students of intermediate level.

CPE or Certificate in Proficiency for students of advanced level language.

IELTS - **I**nternational **E**nglish **L**anguage **T**esting **S**ystem – it is academic English.

Levels of Proficiency English

There are six levels of proficiency English: A1, A2, B1, B2, C1, C2 according to the Common European Framework of Reference for Languages**.**

A1 Breakthrough - A basic ability to communicate and exchange information in a simple way.

A2 Waystage **-** an ability to deal with simple, straightforward information and begin to express oneself in familiar contexts.

B1 – Threshold - The ability to express oneself in a limited way in familiar situations and to deal in a general way with non-routine information.

B2 – Vantage - The capacity to achieve most goals and express oneself on a range of topics.

C1 - Effective Operational Proficiency - The ability to communicate with the emphasis on how well it is done, in terms of appropriacy, sensitivity and the capacity to deal with unfamiliar topics.

C2 Mastery - The capacity to deal with material which is academic or cognitively demanding, and to use language to good effect at a level of performance which may in certain respects be more advanced than that of an average native speaker.

The approximate correspondence between the "British", European and American classification of language proficiency:

- Beginner / Starter – A1
- Elementary – A2
- Pre-Intermediate – A2
- Intermediate – B1
- Upper-Intermediate – B2
- Advanced – C1

- Proficiency – C2 .

Questions to the text:

1. What tests assess a person's language proficiency of a foreign language?
2. What is the Test of English as a Foreign Language?
3. What are the most widely-accepted English proficiency tests?
4. What do you know about TOEFL exam?
5. What Cambridge exams for language proficiency can you name?
6. What levels of proficiency English do you know?
7. What does each level mean?
8. What is the correspondence between the "British", European and American classifications of language proficiency?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. to deal with language *proficiency* exams	
2. to master *B2 level – Vantage.*	
3. to *measure the accurate* data	
4. Your foreign passport is still *valid.*	
5. I'd like to reach *C2 level – Mastery***.**	
6. to develop *English proficiency*	
7. *sufficient p*edagogical skills	
8. *to measure* person's abilities	
9. *to be designed t*o *measure* the abilities of non-English speakers to understand language	
10. the most widely-accepted *English proficiency tests*	

b) Read the following word combinations and sentences and translate them into English.

1. *достатні* педагогічні вміння	
2. *вимірювати* рівень знань	
3. тест на перевірку *володіння мовою*	
4. *розробляти* міжнародні тести	
5. мати справу з міжнародними екзаменами *на перевірку володіння мовою*	
6. перший рівень знань іноземної мови – це *рівень виживання.*	
7. мати п*ороговий просунутий рівень знань*	
8. розвивати навички *володіння мовою*	
9. документи для вступу до магістратури *дійсні*.	
10. Я хочу досягнути рівня *досконалого володіння мовою*	

5. Find the information and discuss it in class.

1) What Ukrainian language proficiency tests do you know?

2) Who must take these tests? Does everyone need to take them?

3) How are the exams conducted?

6. Find information and tell in detail about FCE language proficiency exam.

7. Translate the following sentences.

1. Існують стандартизовані тести, які оцінюють володіння людиною іноземною мовою.

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2. Іспит A 2 Key – це іспит елементарного рівня, що тестує вміння використовувати основні лінгвістичні конструкції в розмові та письмі.

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3. Міжнародний сертифікат з англійської мови — це ваша можливість навчатись або працювати за кордоном, отримати підтвердження вашого рівня, визнане в усьому світі, та довести собі, що ви насправді знаєте англійську мову.

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4. Мільйони людей в усьому світі щороку складають іспити на підтвердження рівня володіння англійською мовою. Іспит IELTS – всесвітньо відомий стандарт перевірки знання англійської мови.

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5. Кембриджські іспити *Young Learners* - це мотивація до подальшого вивчення англійської мови; набуття першого досвіду складання міжнародних іспитів; набуття впевненості в собі; яскрава подія, яку дитина запам’ятає.

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6. Здача Кембриджських іспитів означає велике досягнення в житті, підтверджене міжнародним сертифікатом Кембриджського університету.

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8. Prepare an oral summary of the text "International language proficiency exams" which you have read. Be ready to present it in class.

LESSON III

Guidelines for Language Proficiency Tests. Samples of Assignments

1. Read the new words and word combinations with their translations and write them down into your vocabularies.

1. guideline – настанова, вказівка	8. to require – вимагати
2. proficiency – рівень володіння	9. to assess – оцінювати
3. to consist of – складатися з	10. ability – здібність
4. to be concerned with – пов'язаний	11. to compare – порівнювати
5. to be related to – пов'язані з	12. solution – рішення
6. allow – дозволяти	13. to evaluate – оцінювати
7. to transfer – переносити	14. prompt – підказка

2. Read the word combinations and sentences with the new words and translate them.

Guideline, *to read the guideline, to follow the guideline*. There is a *guideline* how to take international exams. You should read *guidelines* at first, then try to publish an article in the journal. Follow the *guideline* and you will have an idea how to write an article.

Proficiency, *language proficiency, to check up proficiency*. There are different language *proficiency* exams. Oxford training centers deal with international *language proficiency* exams. After conducting an integrated course the teacher have to check up students' foreign language proficiency.

To consist of, *to consist of some components, to consist of sections*. Our lecture *consists o*f 1 hour and 20 minutes. IELTS *consists of* four components. Reading test *consists of* three sections.

To be concerned with / to be related to. The first two sections of listening *are concerned with* social needs. The situations in listening *are related to*

educational or training contexts. Reading is concerned with topics of general interest. Speaking *is concerned with* the topics about home/family, job/studies, interests and education.

To allow, *to allow the candidates, to allow the students.* The Dean *allowed* some students to take exams ahead of time because of the valid reason. Ten minutes *are allowed* at the end of the exam for the candidates to transfer their answers to the answer sheet. The tutor did not allow the students to stay in University after classes.

To transfer, *to transfer an answer, to transfer the points.* Ten minutes are allowed at the end for candidates *to transfer their answers* to the answer sheet. The *student transferred his answers* to the examination paper. Don't *transfer the answers* to the clean paper.

To assess, *to assess the article, to assess knowledge*. They are assessed on their ability to organise, present and compare data. The editor of the journal must *assess* the articles of *the* newcomers in this field. Please, *assess* our knowledge of foreign languages.

Ability, *different abilities, unusual abilities*. He has *an ability* to calculate big sums in his mind very quickly. They are assessed on their *ability* to organise, present and compare data. Student have *different abilities* to catch this or that material. The man has *unusual abilities* to predict the future.

To compare, *to compare graphs, to compare international exams*. They are assessed on their ability to present a solution to the problem, present an opinion, *compare* and contrast different opinions, and to evaluate ideas. The scholar *compared t*wo *graphs*. Don't *compare the international language proficiency exams*, they are all different.

Solution, *to come to the solution, solution of the problem*. I *came to the solution* the day before yesterday. They presented *the solution of the problem*. The scholar gave his *solution* concerning the publication of his article.

To evaluate, *to evaluate knowledge, to evaluate ideas*. The students' works *are evaluated* by the commission. They *evaluated the knowledge* of the senior

students. They are assessed on their ability to present a solution to the problem, present an opinion, *to evaluate ideas*.

Prompt, *to give a prompt, prompts at the exam.* The candidate is given a task card with *prompts* and is asked to talk on a particular topic. Please, *give a prompt* how to behave to the student who has never studied in Poland before. *Prompts at the exams* are inadmissible.

3. Read and translate the text and answer the questions to it.

International language proficiency exam – IELTS

IELTS consists of four components. All candidates take Listening, Reading, Writing and Speaking tests. The total test time is 2 hours 44 minutes.

1) Listening has 4 sections, 40 items and lasts about 30 minutes,
2) Reading has 3 sections, 40 items and lasts for 60 minutes,
3) Writing has 2 tasks and lasts for 60 minutes,
4) Speaking lasts from 11 to 14 minutes.

Listening test consists of four sections. The first two sections are concerned with social needs. The first section is a conversation between two speakers and the second section is a monologue. The final two sections are concerned with situations related to educational or training contexts. The third section is a conversation between up to four people and the fourth section is a monologue. Candidates hear the recording once only and answer the questions as they listen. Ten minutes are allowed at the end for candidates to transfer their answers to the answer sheet.

Reading test consists of three sections with 40 questions. There are three texts, which are taken from journals, books, magazines and newspapers. The texts are on topics of general interest. One text contains detailed logical argument.

Writing test consists of two tasks. It is suggested that candidates spend about 20 minutes on Task 1, which requires them to write at least 150 words, and 40 minutes on Task 2, which requires them to write at least 250 words.

Task 1 requires candidates to look at a diagram with some data (a graph, a table or a chart) and to present the information in their own words. They are assessed on their ability to organise, present and compare data, and are required to describe the stages of a process, describe an object or event, or explain how something works. In **Task 2,** candidates are presented with a point of view, argument or problem. They are assessed on their ability to present a solution to the problem, present an opinion, compare and contrast different opinions, and to evaluate ideas.

Speaking test is conducted by a trained examiner. There are three parts.

Part 1. The candidate and the examiner introduce themselves. Then the candidates answer general questions about themselves, their home/family, their job/studies, their interests and other similar topics. This part lasts five minutes. **Part 2.** The candidate is given a task card with prompts and is asked to talk on a particular topic. The candidate has one minute to prepare and they can make some notes if they wish, before speaking for one or two minutes. The examiner then asks one or two questions on the same topic. **Part 3**. The examiner and the candidate discuss more abstract issues which are thematically linked to the topic in part two. The discussion lasts between four and five minutes.

The Speaking test assesses if candidates can communicate effectively in English. The assessment includes Fluency and Coherence, Lexical Resource, Grammar Accuracy, and Pronunciation.

IELTS results are reported on a nine-band scale. Different institutions accept different IELTS scores for their courses. The institution to which you are applying may require a higher or lower score than most other institutions. Consult the university site about the definite score which you need.

Questions to the text:

1. What is IELTS?
2. How many components does IELTS include?
3. How much time does the total exam include?
4. What does listening test consist of?

5. What does reading test consist of?
6. What does writing test consist of?
7. What does speaking test consist of?
8. What scale are IELTS results reported on?

4. a) Read the following word combinations and sentences and translate them into your native language.

1. to deal with international *language proficiency* exams	
2. to *consist* of four components	
3.*to be concerned with* social needs	
4. *to transfer* the answers to the answer sheet	
5. *to assess language proficiency*	
6. *to require assessment* of knowledge	
7. *related* to educational contexts	
8. to give task cards with *prompts*	
9. to *assess* on the ability to organise, present and *compare* data	
10. to present *a solution* to the problem	

b) Read the following word combinations and sentences and translate them in English.

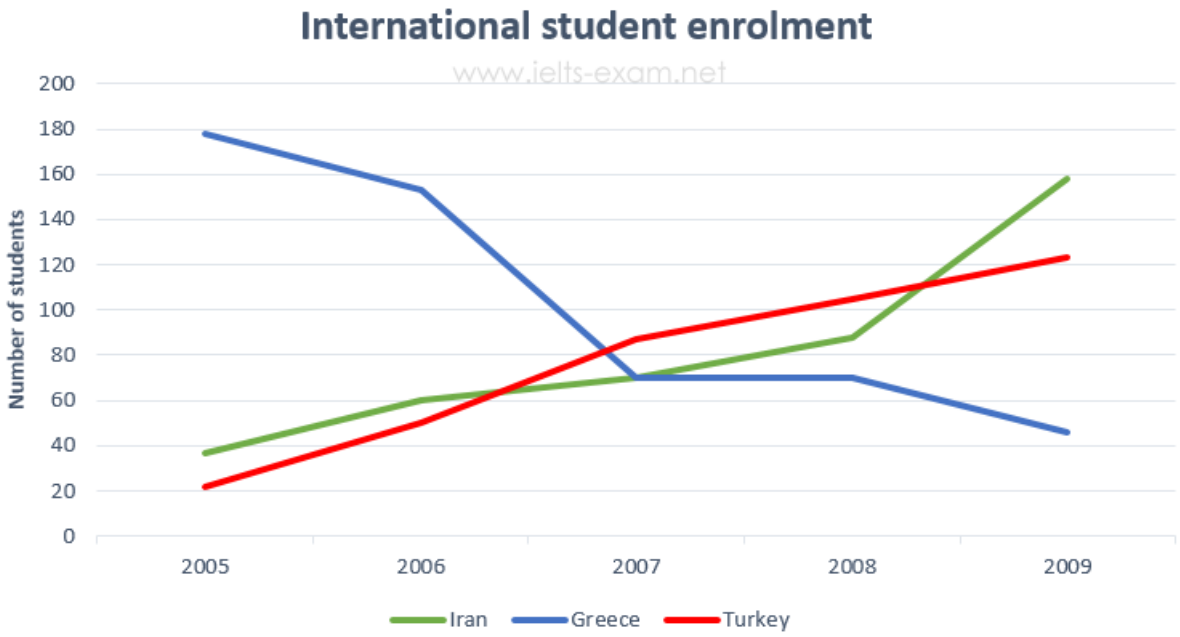
1. *складатися з* 4 компонентів	
2. мати справу з міжнародними екзаменами *на знання мови*	
3. *потребує оцінювання* знань	
4. *бути пов'язаним* з освітніми цілями	
5. надавати *підказки* студентам	
6. виносити *рішення* на обговорення	

7. *переносити* відповіді на аркуш	
8. *порівнювати* дані експериментів	
9. *оцінювати здібності* студентів писати есе іноземною мовою	
10. *оцінювати* вміння усного іншомовного мовлення	

5. Do the writing from one of IELTS tests.

Task. *The line graph gives information about the number of Iranian, Greek and Turkish students who enrolled at Sheffield University between 2005 and 2009. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

At first read the example of the answer, then try to write your own variant.



Model answer. The diagram shows the enrolment of Iranian, Greek and Turkish students at Sheffield University from 2005 to 2009. During this period, enrolment of both Iranian and Turkish students rocketed sharply. However, Greek admissions dropped significantly with numbers being almost the reverse of those for Iranian students.

Iranian numbers grew steadily up to 2008 followed by a sharp rise reaching almost 160 students in 2009. Similarly, numbers of Turkish students showed steady growth throughout the period from about 20 in 2005 to over 120 in 2009. In contrast, enrolments of Greek students decreased dramatically from a high of 180 students in 2005 to just about 70 in 2007. Numbers then levelled off throughout 2007 finally dropping again to a low of around 45 in 2009. A further point of interest is that from 2007 to 2008, enrolments from all three countries were very similar, the average difference being approximately 20 students. Overall, the graph highlights a considerable difference between growth in Iranian and Turkish enrolments but reduction in Greek enrolments. (169 words).

6. Write your opinion about the following topic and present it in class (example is taken from IELTS tests).

Topic. Some people believe that it is good to share as much information as possible in scientific research, business and the academic world. Others believe that some information is too important or too valuable to be shared freely. Discuss both these views and give your own opinion.

Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write at least 250 words.

7. Translate the following sentences.

1. Мільйони людей в усьому світі щороку складають іспити на підтвердження рівня володіння англійською мовою з метою отримання роботи, вступу на навчання, еміграції тощо.

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2. Міжнародний сертифікат з англійської мови – це ваша можливість навчатись в іноземному виші, працювати в іноземній компанії або просуватися по кар’єрних сходах.

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3. Співбесіда триває 14-16 хвилин в парі з іншим кандидатом. Присутні два екзаменатора: один спілкується з вами, інший слухає. Обидва оцінюють ваші мовні та мовленнєві вміння.

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4. Тест на аудіювання складається з чотирьох розділів. Перші два розділи стосуються суспільних потреб людини. Останні два розділи стосуються ситуацій, пов'язаних з освітнім або навчальним контекстом.

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5. Тест на письмо складається з двох завдань. Завдання 1 вимагає від кандидатів подивитися на схему з деякими даними (графіком, таблицею або діаграмою) та представити інформацію словами. У завданні 2 кандидати повинні написати есе та представити власну точка зору на подану проблему.

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6. Тест на читання складається з трьох розділів із 40 запитаннями. Є три тексти, взяті з журналів, книг, журналів та газет. Тексти подані на теми загального інтересу.

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8. Retell the information about international language proficiency exam – IELTS which you have read. Be ready to present it in class.

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Навчальне видання

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ОСНОВИ НАУКОВОЇ КОМУНІКАЦІЇ ІНОЗЕМНОЮ МОВОЮ

навчальний посібник

для здобувачів освіти другого (магістерського) рівня вищої освіти

Видається в авторській редакції