

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ДЕРЖАВНИЙ ЗАКЛАД «ПІВДЕННОУКРАЇНСЬКИЙ  
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УШИНСЬКОГО»

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методичні рекомендації до практичних занять з дисципліни  
«Основи наукових комунікацій іноземною мовою»  
для здобувачів другого (магістерського) рівня вищої освіти  
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Методичні рекомендації до практичних занять з дисципліни «Основи наукових комунікацій іноземною мовою» для здобувачів другого (магістерського) рівня вищої освіти спеціальності 013 Початкова освіта. Одеса. 2022. 90 с.

Методичні рекомендації містять необхідну інформацію щодо мети та змісту практичних занять, методичного забезпечення основних форм контролю, результативності виконання практичних завдань, завдання для самостійної роботи здобувачів. Посібник презентує добірку текстів і вправ для розвитку навичок писемного і усного спілкування відповідно до стандартів сучасного англомовного наукового дискурсу, виокремлює лінгвостилістичні особливості англомовних наукових текстів, визначає вимоги й основні правила написання наукової продукції.

### Навчально-тематичний план дисципліни

<p><i>Семінар.</i> Предмет і завдання дисципліни «Наукова комунікація іноземною мовою». Теоретична та прикладна лінгвістика. Лінгвістичне обґрунтування викладання рідної та іноземних мов. Методи вивчення лінгвістики. Основні поняття лінгвістики. Мова та мовлення. Англомовний текст і сучасний англомовний дискурс.</p>	2
<p><i>Круглий стіл.</i> Англійська наукова проза / популярна наукова проза. Різниця між англійською науковою прозою та українською науковою прозою Жанри англійського академічного стилю. Композиційні форми академічного стилю. Наука в сучасному англомовному світі. Мотивація в науці. Наука і технології. Перспективні галузі.</p>	4
<p><i>Вирішення практичних завдань.</i> Англомовна наукова комунікація в епоху діджиталізації. Онлайновий простір англомовних наукових комунікацій. Наукові школи в педагогіці. Видатні англійські та українські вчені-педагоги. Авторські методи / патенти.</p>	2
<p><i>Семінар.</i> Фахова та наукова англійська термінологічна лексика, професійні вирази, контекстуальні значення багатозначних лексичних одиниць у процесі читання текстів за спеціальністю, професійні ідіоматичні вирази, клішовані звороти наукового стилю. Граматичні та синтаксичні особливості англійських наукових текстів. Стилістичні особливості англійських наукових текстів. Цитати. Антиплагіат.</p>	2
<p><i>Вирішення практичних завдань.</i> Написання резюме, тез, статей, рефератів, анотацій, рецензій, монографій, дисертацій. Семантичні та композиційні особливості. Лінгвістичні та стилістичні особливості. Вимоги. Джерела цитування. Правила написання посилань на наукові джерела, оформлення використаної літератури. Усна презентація, доповідь, виступ, бесіда, диспут, круглий стіл, дискусія, полеміка. Участь у міжнародних конференціях. Організація наукової конференції, види конференції, частини конференції, процедура проведення конференції, складання програми конференцій, реєстраційна інформація.</p>	2
<p><i>Круглий стіл.</i> Підготовка наукової роботи англійською мовою для публікації. Коротка наукова доповідь у сфері власного дослідження (магістерський проект). Показники оцінювання науковості: статистичні методи, кількість публікацій, індекс цитування; основні наукові пошукові системи (Google Scholar, Scopus). Академічна доброчесність як один з пріоритетів науково-освітнього простору країн Європейського Союзу. Етика наукової публікації та співавторства. Кодекс етики англійських та</p>	4

українських учених.	
<p><i>Дискусія.</i> Отримання міжнародних грантів для проведення наукових досліджень. Грантові можливості. Ресурси для українських науковців. Національний фонд досліджень. Фахові міжнародні педагогічні журнали. Правила написання, оформлення та розміщення статей в міжнародних наукових виданнях. Міжнародні наукометричні бази (Scopus, Web of Science, Scopus). Пошук статей та матеріалів по ключовим словам на платформах Scopus і Web of Science.</p>	2
<p><i>Семінар.</i> Підвищення рівня володіння професійною науковою англійською мовою. Основні вимоги для здачі екзамену IELTS/TOEFL на досягнення рівня володіння мовою «B2» для наукових та науково-педагогічних співробітників, які претендують на отримання вчених звань (доцент, професор) за різними спеціальностями).</p>	2

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## Вступ

Методичні рекомендації відповідають робочій програмі «Основи наукових комунікацій іноземною мовою». Матеріал призначено для здобувачів другого (магістерського) рівня вищої освіти, викладачів, наукових співробітників, а також для всіх, хто бажає удосконалити знання з ведення наукової комунікації англійською мовою.

Методичний посібник складається з юнітів, що включають спеціальні тексти, вправи, завдання для самостійної роботи спрямовані на формування навичок наукової комунікації англійською мовою.

Практичне оволодіння іноземною мовою в рамках цього курсу передбачає наявність таких умінь у різних видах іншомовної комунікації: - визначення особливості наукового та офіційного стилів мовлення; - вільне читання оригінальну літературу іноземною мовою у відповідній галузі знань; - оформлення наукової інформації з іноземних джерел у вигляді перекладу чи резюме; - повідомлення, доповіді іноземною мовою, пов'язані з науковою роботою та вести бесіду за спеціальністю; - оформлення наукової усної та писемної доповідь. Після опрацювання матеріалу здобувачі повинні знати основні вимоги щодо реферування наукових джерел, написання анотацій, тез, статей, оформлення наукового дослідження (магістерської роботи).

Матеріали методичних рекомендацій формують знання про сутність та структуру наукових досліджень і можуть бути використані як під час аудиторних занять так і для самостійної роботи здобувачів освіти другого (магістерського) рівня вищої освіти

***Unit 1. Science in the modern English-speaking world. Motivation in science.  
Science and technology. Prospective fields of science.***

**University and Higher Degrees in Great Britain**

In England, Wales and Northern Ireland the most usual titles for a first degree are Bachelor of Arts (BA) or Bachelor of Science (BSc). A first degree is usually awarded at the end of a three-year course, which most people start at the age of 18/19, after leaving school, a second degree is Master of Arts (MA) or Master of Science (MSc) and a higher degree is Doctor of Philosophy (Master or DPhil).

A higher degree is one which is awarded after further study, usually, although not always, involving research.

After a course of studies lasting from three to four years an undergraduate student sits for a final examination which, if he passes it, entitles him to a first degree. The final exam is the principal criterion for establishing the class of degree.

Uniformity of standards between universities is promoted by the practice of employing outside examiners for all examinations, and the general pattern of teaching (a combination of lectures, small group seminars or tutorials with practical classes where necessary) is fairly similar throughout Britain.

The range of second and further degrees in Britain is huge and complex – and depends on the arrangements of each autonomous university. There are MAs, MPhil, MSc, MBA, and many others. Some of these are obtained by doing another “taught course” and some by writing a thesis. Although some students take their second degree in the same university as their first degree, many more move to another university.

The award of a Master’s degree is the culmination of what is normally one-year full time or two-years of part-time taught study and demonstrates the attainment of mastery in the chosen subject area. Higher degrees are sometimes also called *further degrees*. *Research degree* is also used, but it is not an exact synonym of higher/further degree; it means a degree involving research, and not all (although most) higher degrees are research degrees.

Until recently, Master’s degrees were awarded without grade or class. Nowadays, however, Master’s degrees are classified into categories of *Pass*, *Merit* and *Distinction* – commonly 50+, 60+, and 70+ percent marks, respectively.

The most common types of research Master’s degrees are MPhil and MRes. The Master of Philosophy (MPhil) is a research degree awarded for the completion of a thesis. It is a shorter version of the Master but is of a lower standard. The Master of Research (MRes) degree is a more structured and organized version of the MPhil, usually designed to prepare a student for a career in research. For example, an MRes may combine individual research with periods of work placement in research establishments. Like the Master, the MPhil and MRes degrees are awarded without class or grade.

The Universities of Oxford, Cambridge and Dublin award MA degree to BAs without further examination, when a certain number of years have passed and (in

some cases but not all cases) upon payment of a nominal fee. It is commonplace for recipients of the degree to have graduated several years previously and to have had little official contact with the university or academic life since then. The MAs awarded by Oxford and Cambridge are colloquially known as the *Oxbridge MA*.

*The doctorate* generally requires an outstanding proficiency in some specialised branch of research. It is regarded as the highest degree. The degree of Doctor of Philosophy (Master) – DPhil at Oxford, Sussex and York – is awarded after a minimum of two or three years' research and indicates a higher level of attainment than a Master's degree.

The use of the word *philosophy* does not mean that the degree is restricted to philosophy. The name is the same for all faculties, and one may have a DPhil in English, or mathematics, or geography.

### **University and Higher Degrees in the USA**

An academic degree is a title conferred upon an individual by college or university trustees and faculty that officially recognizes completion of a prescribed academic curriculum undertaken at the undergraduate or graduate academic level.

*The bachelor of arts* (B. A.) degree is typically conferred by institutions of higher learning that are designated as four-year colleges, many of which are part of universities. In general, completion of a B.A. degree requires that the student successfully complete course work and fulfill elective requirements through personally chosen course work. Most bachelor's degree programs require that the undergraduate student complete at least 120 credits to graduate.

According to the US Department of Education as for graduate education, it falls into the following categories: master's degree education, intermediate graduate awards and post-baccalaureate certificates, professional degree education, research doctoral degree education and postdoctoral training.

#### *The Master's degree*

Graduate degrees vary, but the most commonly completed graduate degree is the *master's degree*. The master's degree is awarded upon completion of one to two years of advanced graduate study beyond the bachelor's degree, depending on the field of study and conferring institution. It recognizes heightened expertise in an academic discipline or professional field of study, gained through intensive course work; the preparation of a culminating project or scholarly paper or thesis; or successful completion of a comprehensive examination which tests students on foundational knowledge in the field of study.

A significant number of programs offer students the option of completing a final master's project or paper as an alternative to a scholarly thesis. These projects or papers typically focus on applied problems, issues relevant to the world of professional practice. As a result the master's degree has evolved into a pragmatic degree, combining theoretical, academic, and practical foci with the goal of preparing the graduate student for advanced practice and positions of leadership in the field of specialization. Such programs are growing in popularity and availability throughout the nation. The appeal of these programs lies in their ability

to offer well-grounded training to students, and to do so in a relatively short time. In sum, master's degrees can be separated into two types: *the research master's degree* and *the professional master's degree*.

The primary goal of these degrees is to provide graduate students with advanced post-baccalaureate training, preparing them for advanced doctoral study in a particular field. Although typically these degrees are required for admission into doctoral degree programs in the field of study, there is a growing trend toward offering admission to doctoral programs to students who lack a master's degree, awarding the master's degree to these students en route toward the doctoral degree.

*The research doctorate* is the highest academic degree conferred upon an individual in the US system of graduate education. Course work and examinations play important roles in the first stages of a research doctoral degree program of study. However, what distinguishes this degree from all others (in particular, from first professional doctoral degrees) is its recognition of the recipient's proven ability to conduct independent research at a professional level in either an academic or professional discipline. This independent research, typically presented in the form of a thesis, dissertation, or other major culminating project, must pass the review of a committee of scholars from both within and outside the field of study. Because of the comprehensive nature of this independent research and because it must be deemed to represent an important contribution to the body of knowledge in the field of study, research doctoral degrees take an average seven years to complete. In some cases, the doctoral candidate must also complete a supervised internship.

The most commonly known research doctoral degree is the doctor of philosophy (Master). However, there are a number of other doctoral degrees that enjoy the same status and represent variants of the Master within certain fields. Examples are the doctor of education (EdD), the doctor of dental science (DScS) and the doctor of architecture (DArch). The doctor of science (DSc), more commonly conferred in England, the British Commonwealth countries, and Russia, is considered to be a higher degree than the doctor of philosophy (Master) with regard to maturity and scientific accomplishment.

#### *Postdoctoral Education*

Many persons who have earned Master's or similar degrees enroll in postdoctoral training programs or internships. These occur most often in the allied health and medical sciences, the counseling professions, and the physical and natural sciences. Lasting one or more years, these programs do not usually confer a degree, but they are often considered necessary for those hoping to launch a professional or academic career in a given field of study.

#### *Honorary Degrees*

Honorary degrees are awarded by institutions of higher education primarily in recognition of some significant achievement rather than the completion of an academic course of study. For this reason, honorary degrees are not generally considered comparable to their academic counterparts.

**Select the word from the texts that best completes each of the sentences below:**

1. The requirements for an MA or Master degree usually include the preparation of ...
2. An examiner who is invited from another university in order to be present at the final examination and to ensure objectivity is called ...
3. A student who has already obtained a first degree and is studying for a higher degree is called ...
4. The examination held at the end of a three or four year university or college degree course is called ...
5. Master's degrees are classified into categories of ...
6. The degree obtained at the end of a more general course is usually called either ... or ...
7. The degree obtained at the end of a specialized course in a single subject is usually called ...
8. The main undergraduate qualification is the first degree such as ...
9. The most common types of research Master masters are ...
10. The MAs awarded by Oxford and Cambridge are colloquially known as ...

**Hanna Coolgrave tells us about her educational background. Complete each sentence with one of the words or phrases from the box below. Then speak on your own educational background. You may use Hanna's as a model.**

apply	graduated	grant	higher degree
honours degree	job	option	Master
place	primary school	scholarship	secondary school
stay on	study	subject	thesis

1. I started at ... in London when I was 5.
2. At the age of 11, I went on to ..., also in London.
3. At 18, I ... to university.
4. I got a ... at Manchester to ... Engineering.
5. In fact I was awarded a ... .
6. But at the end of the first year I changed to another ...
7. I ... from University in 2003.
8. I have a first class ... in Economics.
9. I decided to ... at university.
10. So I did a ... in business administration at the University of California.
11. During the course, I did an ... on small business development.
12. I found the topic so interesting that I applied for a ... to do a doctorate on the same subject.
13. Once I had got the money, I had to write a 50,000 word ...

14. So now I have a BA, an MBA and a ...
15. All I need now is a ...

**| *Progress questions.***

1. What is an academic degree?
2. What categories does British/American graduate education fall into?
3. Who is the Bachelor's degree conferred to?
4. When is the Master's degree awarded? What does it recognize?
5. What is the research doctorate? What characteristic feature distinguishes this degree from all others?
6. What is the most commonly known research doctoral degree? Do other variants of the Master enjoy the same status?
7. In what cases are honorary degrees awarded?
8. What is a "fellowship"?
9. What do various levels of academic degrees designate?
10. What are the differences and similarities between the systems of post-graduate study in the U.K., in the USA and in Ukraine?
11. What reasons have made you take up further study, do research?
12. What new experience and knowledge do you hope to gain from the Master study?

**| *Now let us discuss the educational policy in Ukraine.***

### **Ukraine: Education in the 21<sup>st</sup> Century**

Many countries consider education a major vehicle of social advancement. Training of highly qualified specialists, capable of solving the most complex problems of modern society is the main priority of higher education. The efforts of our scientists have always been focused on the fundamental problems of humanities, natural and social sciences.

At the end of the century the system of higher and further education in Ukraine underwent a process of great reforms. They were initiated to provide closer links between education and technological needs of industry. The major significance of the reforms was to move toward the democratization of university administration and the "humanitarization" of the educational process in terms of students' individual aptitudes and needs.

A distinguishing feature of our universities is that they are becoming internationally oriented. We have joined the European Cultural Convention which enables us to participate in all projects concerning higher and further education, academic mobility and recognition of qualification. The universities also expand their cooperation with such authoritative international organizations as UNESCO and the Council of Europe.

The need to make education more democratic and universal arises from the fact

that our country is integrating into the European community. Issues such as environment, exchange rate and economic competition, public health, national security, poverty, population control and human rights affect every country domestically as well as internationally.

The characteristic feature and the main trend in modern higher and further education is not only to check students' knowledge but develop their abilities and creative thinking. Today's scientific and technological progress demands of the university graduates to be prepared to deepen their knowledge individually and adapt themselves quickly to the changes in science or industry.

Much has already been done and is being done to transform the national system of education. A wide range of non-state schools, colleges and institutes have been introduced.

Of course, university education in Ukraine still faces a great variety of problems, connected with introduction of new disciplines, retraining of the faculty, reorienting university policies and programs towards new goals. But if we want to prosper in the new environment of the 21<sup>st</sup> century, our universities must truly orient themselves around new goals.

### | *Plan your discussion.*

1. The role of education in modern society.
2. Reforms of higher and further education in Ukraine.
3. The main trends in the native higher and further education.

## **In Focus**

### **Expressing tendencies**

<b>Phrases</b>	<b>Examples</b>
<i>There is a tendency for (someone) to do (not to do) smth.</i>	<i>There is a tendency for</i> university graduates to continue education and take a post-graduate course.
<i>To tend to do smth.</i>	After finishing a master's course young researchers <i>tend</i> to work towards a Master. Students <i>tend</i> to leave preparation for exams till the last minute.
<i>To be likely to do smth.</i>	Research supervisors <i>are likely</i> to create stimulating research environment for their postgrads.

<i>To have a tendency to do smth.</i>	Higher educational institutions <i>have a tendency</i> to introduce a learner's-centered approach to their teaching strategies.
<i>To be prone to do smth.</i>	Today Masters <i>are more prone</i> to accept responsibility for their personal learning and the production of a thesis.

***Any research conducted by a Master student is supervised by a competent researcher with an advanced academic degree.  
From the speech provided by the Dean of Guildford University on the supervision at his University you will learn about supervisors' activities.  
Compare this information with what you have at our University.***

When you are offered a place on any of our research degrees, you carefully match you with an appropriate supervisor who will be experienced in the field of your research interests. Your supervisor(s) will help you in formulating your research proposal and give you assistance towards successful and timely completion of your studies. Many Schools will offer dual supervision or a supervisory panel. In addition, students working in most of the Schools in the Sciences and Life Sciences will be part of a research group. We believe that this provides the opportunity for you to gain access to wider expertise and support.

Your Supervisor is usually the most important academic person-resource in your Master program. He is appointed from the School's academic staff. He is also your first point of contact for a range of questions, including professional development and administrative procedures.

The main activity is, of course, independent study and the production of a thesis based on it. As a research student, you will work closely with a supervisor who will guide and advise you throughout your period of study. The supervisor will also guide you in writing your thesis, but you retain the prime responsibility for your own work. Our University has approved policies on supervisory practice which set out how the responsibilities are shared between student and supervisor. In addition to your own independent study, you will take part in the general research life of your department, and may be involved in research seminars, colloquia and other activities with your colleagues and with academic staff. At the end of your period of study, you will present your thesis for examination and be given an oral examination on it.

We regard the support of the supervisor as crucial in assisting you to complete your program of study successfully and within the permitted length of time. However, it is also important to remember that, whatever the discipline, a research degree is an opportunity to carry out an independent and original piece of work. Supervisors can offer advice and guidance, but they will not tell you exactly what to read or how to design and carry out work on your thesis.

Your supervisor should be acquainted with procedures and regulations of writing and defending your thesis. It is expected that a supervisor and a student meet at regular intervals so that the supervisor may advise and inform about the development of the research project. He establishes a stimulating research environment, gives advice on the choice of project and planning, ensures that appropriate facilities are available, provides training in research, consults the Master, continuously monitors progress and provides structured feedback. Usually a supervisor remains aware of the student's situation and needs.

### **Golden rules on how to approach your supervisor**

1. Always leave a meeting with your research supervisor having agreed a date for the next one.
2. Do not become romantically involved with your supervisor.
3. Don't be too independent – you need to conform, too.
4. Discuss frequency of meetings with your supervisor at the beginning.
5. If anything is interfering with your work, let your supervisors know.
6. Establish exactly what is being criticized and how to put it right.
7. Ask direct but positively constructed questions.
8. Tell your supervisor what you are discovering as you are discovering it.

*Below you will find different opinions of Master students on supervision. Is research supervisor a boss, or a colleague, or a friend? What is your idea of an ideal supervisor? What do you prefer: to have a supervisor who is the name in his field, has plenty of ideas, which he is eager to share with you, or a supervisor who knows not much about your subject, but let you make the research independently?*

**A.** I found that my supervisor's advice on reading particularly related to geographical theory and methodologies was extremely good. While researching he gave me plenty of encouragement which really boosted my confidence. Once I started to write I found that he read what I gave him fairly promptly and his comments were very pertinent, enabling me to work through my ideas more logically. He has always made time in a busy schedule to discuss any problems. More than this, he went out of his way to be helpful when I was unwell. I have greatly appreciated the time and effort he has put into helping me and also for his encouragement and support throughout the four years I have been in the School. Although I could have felt somewhat isolated because my topic has few connections with other Master research being undertaken, this has been minimised by the good working relationship which has been established with my supervisor.

*(first year Master student)*

**B.** My experience has been that this School is a good place to do research on economic geography, because of the high level of staff expertise and their reputation and influence, which extend far beyond the U.K. Both of my supervisors have been helpful, available to answer questions, and interested in my work. I have

found a joint supervision arrangement to be especially beneficial to my work, given its holistic and innovative approach, and in my opinion the School's openness to joint supervision is a real strength.

*(final year Master student)*

***Discuss with your groupmates the issue of a good supervisor. You may use the expressions below.***

Appropriate supervisor, experienced in the field of your research interests, to guide and advise you throughout your period of study, the responsibilities are shared between student and supervisor, crucial support, to design and carry out work on your thesis, procedures and regulations of writing and defending your thesis, to establish a stimulating research environment, to provide training in research, to continuously monitor progress, to provide structured feedback, to remain aware of the student's situation and needs, to give plenty of encouragement, to boost one's confidence, pertinent comments, to appreciate the time and effort, encouragement and support, high level of staff expertise, reputation and influence, to be especially beneficial, holistic and innovative approach.

***Reproduce the information about a research supervisor making use of the topical vocabulary.***

### **Науковий керівник. Хто він?**

Для того, щоб не розгубитися у величезній кількості інформації, у кожного магістра є науковий керівник – досвідчений педагог та вчений, який може допомогти визначитися з темою, вибрати методики дослідження, дати поради щодо організації експерименту, а можливо, порекомендувати певну необхідну літературу. Однак науковий керівник лише спрямовує магістра, допомагає йому зорієнтуватися, але не робить роботу за нього.

Отже, науковий керівник – це той, хто має здійснювати керівництво науковою діяльністю магістра з висоти свого досвіду, допомагати йому рухатися до наміченої мети. Зазвичай їм стає доктор наук (причому тих самих наук, науковий ступінь на здобуття яких збирається здобути магістр). Але в деяких випадках (яких чимало) їм може бути і кандидат наук.

Наукові керівники затверджуються Вченою Радою ВНЗ протягом навчання в магістратурі разом з темою дослідницької роботи.

Існують два типи наукових керівників.

Перший тип найзручніший для магістра – такий науковий керівник у всьому допомагає своєму підопічному: перевіряє дані його експерименту, допомагає їх інтерпретувати, знаходить йому можливості публікуватися, править статті, радить, як сформулювати мету, завдання, гіпотезу дослідження тощо. Магістру, який має такого наукового керівника, живеться легше, але при цьому від нього вимагається і менше творчості. В результаті такий магістр може так і не набути навичок самостійних занять науковою роботою.

Другий тип наукових керівників можна назвати лінивими – вони не спроможні навіть почитати матеріали дослідження, відокремлюються від свого учня загальними порадами. Магістрам з таким науковим керівником дуже важко, особливо на початковому етапі навчання, але надалі, якщо такому магістру все ж таки вдасться написати і захистити роботу, він буде типом сформованого наукового працівника.

Краще, звичайно, якщо ваш науковий керівник є чимось середнім між двома крайніми типами, описаними вище.

*Write an essay on the topics suggested below:*

- your idea of a good supervisor
- your experience working with the supervisor

### **Progress Questions**

1. What is the educational background of your research advisor?
2. What is the field of his/her research?
3. What were the main findings in his doctoral research?
4. When did he finish his research to obtain the degree of Doctor of Sciences?
5. As an assistant professor/full professor, is he/she invited to go to other universities in Ukraine and abroad to deliver his lectures?
6. Is he/she known for his/her research only in Ukraine or any other foreign countries? Which ones?
7. Does he/she often go to the international scientific conferences?
8. How many students and future Masters are supervised today by him/her ?
9. How many scientific articles, monograph books, etc. has your research advisor published?
10. What are the main books/articles of your scientific advisor?
11. Did your scientific advisor get any prizes or awards for his/her research?
12. In what way does your research advisor assist you in your research?
13. Are you planning to publish any joint articles or take part in any conference(s) together?

14. What would you like to copy from the professional style of your advisor? What traits of his character would you like to develop in yourself?

### **In Focus**

#### **Describing change**

<b>Verbs</b>	<b>Examples</b>
to modify	The researcher decided <i>to modify</i> the course of the experiment.
to transform	Literacy <i>transformed</i> millions of people's lives.
to convert	Some European mid-sized factories are <i>converting</i> now to using solar power.
to fluctuate	The exchange rate between the euro and the dollar has <i>fluctuated</i> recently.
to adopt	Most employees became dependent on large corporations and had <i>to adopt</i> to new social environments.
to amend	The company's lawyers <i>amended</i> the contract to take account of new situations.

### ***Unit 2. Scientific Conference. Abstracts of the conference. Abstracts for the conference. Oral and written self-presentation.***

#### **Academic Conference**

Conference as a form of organization of scientific activity has been known for many centuries. The first historically recorded conference was in 416 BC in Greece.

A conference is a meeting of people that “confer” about a topic. An academic conference is a conference for researchers to present and discuss their work. Together with academic or scientific journals, conferences provide an important channel for exchange of information between researchers.

Conferences are usually organized either by a scientific society or by a group of researchers with a common interest.

The meeting is announced by way of a “Call For Papers” or a “Call For Abstracts”, which lists the meeting’s topics and tells prospective presenters how to submit their abstracts or papers. A call for papers (CfP) is a method used for collecting articles or conference presentations. A CfP usually is sent to interested parties, describing the broad theme, the occasion for the CfP, formalities such as what kind of abstract (summary) has to be submitted to whom and a deadline. Prospective presenters are usually asked to submit a short abstract of their presentation, which will be reviewed before the presentation is accepted for the meeting. (An abstract is a brief summary of a research article, thesis, review, or

any in-depth analysis of a particular subject or discipline, and is often used to help the reader quickly ascertain the paper's purpose).

Generally, work at the conference is presented in the form of short, concise presentations lasting about 10 to 30 minutes, usually including discussion. The work may be published in the conference proceedings, the latter being the collection of academic papers that are published in the context of an academic conference. They are usually distributed as printed books after the conference has closed. Proceedings contain the contributions made by researchers at the conference. They are the written record of the work that is presented to fellow researchers.

Often there are one or more keynote speakers (usually scholars of some standing), presenting a lecture that lasts an hour or so, and which is likely to be advertised before the conference. Panel discussions, roundtables on various issues, workshops may be part of the conference.

A large meeting will usually be called a conference, while a smaller is termed a workshop. They might be single track or multiple track, where the former has only one session at a time, while a multiple track meeting has several parallel sessions with speakers in separate rooms speaking at the same time.

Conference activity forms an important part of the career of any academic; for Master it is an important way of participating in academic debate, and "showcasing" their own work. Conference is a way of raising their individual profiles, and a springboard for future publications. "Conference culture" acquisition suggests the development of communication and oral presentation skills of Masters, abilities of delivering material in a public forum and defending their ideas.

*As you know, before a conference the so-called "Preliminary Announcement" is sent to all the establishments concerned. Here is one of them.*

*The Management and Technology Conference* will be held at the Doubletree at the University of Orlando, Florida, USA, on December 8 – 10, 2022.

This conference will focus on all the major areas of business, management and technology. Submitted papers will be peer-reviewed and carefully evaluated based on originality, technical soundness, significance and clarity of thought. Papers should not exceed 10 pages in length (letter size, 11 point type). A style guide can be found [here](#).

**Paper submission:**

E-mail your abstract or paper to us at [editors@triof.org](mailto:editors@triof.org). Please remove the names of all authors and institutions from the paper but include them

separately in the same e-mail. Papers should be submitted in RTF, Microsoft Word or Word Perfect Format. We will e-mail you with a notification of acceptance or rejection within three weeks. If your manuscript is accepted, you will receive a letter of acceptance, registration form, and paper style guidelines by regular mail. If you wish to attend without submitting a paper only a registration form will be needed or you may register **online** [here](#).

Authors will have approximately 20 minutes to present their papers. Registration at the conference will entitle the participant to admission to all presentations and workshops, and to receive a copy of the conference program and CD proceedings. **The conference fee is per person and must be received by October 30, 2022 to assure conference participation.** If your conference fee will be late please contact us in advance so we can make suitable arrangements. **To register online click** [here](#).

**All selected papers will be published in the conference proceedings and best papers presented will be eligible for inclusion in either the *Management & Business Review* or the *Journal of the Internet and Information Technology*.**

Please direct all correspondence to the attention of:

The editors

IMT Conference

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Tel (305)971-2312

Fax (305)971-8517

E-mail: [editors@triof.org](mailto:editors@triof.org)

Dr. Chris Rose. – Conference Chair

***In case of permanent contacts scientists exchange business correspondence and can send letters of invitation to each other.***

September 20, 2022

Dear Sir,

On behalf of our Organizing Committee I have the pleasure of inviting you to attend and possibly present your paper at the International Conference on Sustainable Development which is to be held in London on November 12-15, 2022. We are sure that your participation will contribute much to the success of the Conference.

If you intend to submit a paper (an abstract of not more than 200 words), we should like to have it not later than November 4. Enclosed you will find requirements to abstracts. We will have published Conference proceedings volume by the end of this year. No conference fee is required for invited speakers. The cost of food and accommodation will also be borne by the host University. But much to our regret the Conference budget does not permit us to cover your travel expenses.

We are looking forward to your participation in the conference and would like to have a definite answer by the above-mentioned deadline. You will find Registration Form enclosed with the letter. Should the proposed dates be inconvenient for you inform us of possible changes.

Yours faithfully,  
Prof. William Adams

***Being a conference attendee you are sure to fill in a registration form like that:***

**Conference Registration Form  
(Please complete and e-mail)**

First Name:	Last name:
Institution:	
Email:	
Address:	
City:	State:
Zip code:	
Country:	Tel.:
Fax:	

Preferred day and time for presentation: (Please circle):		
Wed. Dec 8.	am    pm	Thur. Dec. 9.    am    pm    Fri. Dec 10
am pm		

***Now think of the English version of a possible conference questionnaire; some points have been done for you.***

***One of the participants recorded the conference work. Here is a script of the welcoming speech by the conference Chairman.***

Ladies and Gentlemen,

I've been privileged to declare the conference open. On behalf of the Organizing Committee and in my own name I welcome the guests and the participants of the conference. I consider it a great honour to speak today. I believe at this assembly you will be provided with an ample opportunity to exchange opinions and discuss scientific and organizational issues of mutual interest. Could there possibly be a better forum for discussing research issues.

My pleasant duty as a Chairman is to introduce to you our honorable guest Professor Flowers from Kingston University, England.

Now let me remind you of the conference agenda and explain briefly the work to be done. I ask those taking the floor to keep to the point, to avoid digression. The working language of the Conference is English, simultaneous translation into Ukrainian has been arranged for users of the Ukrainian language. I invite the speakers to be brief.

I wish you every success.

***While taking part in the discussion the participants are supposed to make use of the following colloquial phrases:***

I'm (particularly) interested in this problem.

I should (would) point out (emphasize) that ...

I think (suppose, presume) that ...

I believe that...

I must say that...

In my opinion...; as for me...; to my mind...

I hold (am of) the same opinion.

I could comment on the question.

If I understand you correctly...

If I am not mistaken...

That's right; exactly; quite so; quite right; quite true.

I (quite, fully, entirely) agree with you; I think so, too.

I can't but agree with you.

I don't think so; I don't agree; I disagree.

I can't agree with you.

I'm afraid, you are wrong there.

I doubt that...

It's unlikely that...

Will you allow me to take the floor, please.

I should (would) like to ask you...

I should (would) like to ask you a question...; I am going to ask you a question...

I have a question...

I have a question and a comment (a remark) to make.

I should (would) like to know...

Could you clarify your point of view?

What is your opinion on..?

What in your opinion is the reason for..?

Do I understand you correctly that..?

Do you agree to that?

Do you consider that...?

Would you tell us how...?

I wonder why...

***Below you will find the text contributed by one of the former Masters who wanted to share his experience in attending a conference:***

You know, any scientific conference is an important event in the researcher's life, especially in post-graduate student's activity. It provides an opportunity for exchanging opinions with more experienced colleagues and gives impetus to valuable discussions.

I've taken part in several conferences, both as an organizer and as a participant. But now I'd like to dwell upon my first experience in attending an international conference of young researchers held under the auspices of the BSU. The initiative to convene the conference belonged to the University Academic Council. Thus, an organizing committee was formed which sent the so-called "Preliminary Announcement" to all the establishments concerned with a view of supplying potential participants with general information about the conference. From the announcement I learnt such important things as the main program of the conference, orders of plenary sessions, rules for scientific contributions, requirements to submitted abstracts, information about registration fees, hotel reservations, etc. It was very important for me as a post-graduate student that the abstract would be published in Conference Proceedings.

I immediately filled in the preliminary application form and mailed it without delay. After that I was to submit a short abstract of my paper (one printed page) before the deadline.

Finally, my abstract was accepted and I started preparing my report.

I will never forget the first conference day. The conference started at 9 a. m. with the registration of attendees. Before the plenary session I had some time to get acquainted with other participants, to look through the latest information, to buy some booklets about the conference work. I was particularly interested in the workshop on criminalistics, since it is my special field. There were more than twenty scientific contributions to our workshop, all of them being on topical problems of criminalistics and applied sciences. According to the workshop schedule I was the last to speak. All the reports were followed by discussions, mine wasn't an exception. I was asked several questions and did my best to answer all of them. I spoke without even looking into my notes and tried to make my reasoning very clear.

I also attended a poster session and found it of particular interest because I managed to study numerous texts of the papers supplied with diagrams, drawings, schemes and photographs.

The final session with review papers was truly rewarding for it summarized all that had been going on not only at the conference but also in the field of law for the past twelve months.

In conclusion, I'd like to say that I liked a specific atmosphere of the conference characteristic of any scientific meeting: groups of delegates discussing something, the sight of prominent scholars surrounded by their followers, talks, smiles, greetings, exchange of opinions.

***Check the knowledge of the topical vocabulary identifying English equivalents for the following Ukrainian ones:***

отримати запрошення  
 брати участь у конференції  
 Поділитися досвідом  
 під егідою  
 бути організатором конференції  
 зацікавлені установи  
 інформаційний лист  
 пленарне засідання  
 секційна робота  
 робоча мова конференції  
 організаційний внесок  
 тези доповіді  
 зробити повідомлення  
 обговорення за «круглим столом»  
 стендові доповіді  
 культурна програма  
 підбивати підсумки роботи конференції  
 заключна промова

***Translate the sentences from Ukrainian into English and try to use them while speaking about your personal experience in attending a conference.***

1. Міжнародна науково-практична конференція з забезпечення реалізації нових педагогічних технологій у сучасних умовах пройде у Південноукраїнському національному педагогічному університеті у травні 2022 р.
2. Стороною конференції, що приймає, виступить ПНПУ ім. К.Д. Ушинського.
3. Організаційний комітет вже надіслав інформаційний лист усім зацікавленим установам.
4. Інформаційний лист містить відомості про приблизну програму конференції, дату та місце проведення, вимоги, що пред'являються до оформлення тез, умови оплати витрат на проїзд та проживання.
5. Як правило, сторона, що приймає, надає учасникам конференції житло за мінімально можливою ціною, але не покриває витрати на проїзд.
6. Після закінчення роботи конференції друкуються тези доповідей.
7. На пленарне засідання виносяться найбільш значущі доповіді запрошених учасників, надіслані повідомлення заслуховуються на секціях. За доповідями йдуть дебати, питання.
8. Доповідачу необхідно дотримуватись регламенту, оскільки на доповідь надається не більше десяти хвилин.
9. Сьогодні популярністю користуються так звані стендові доповіді.

10. Будь-яка конференція надає можливість обмінятися думками щодо актуальних наукових проблем, доповісти про отримані результати.
11. Молодому вченому дуже корисно брати участь у обговореннях наукових проблем за «круглим столом», висловлювати свою думку, підтримувати чи у ролі опонента виступаючого.
12. Учасникам конференції пропонується різноманітна культурна програма: організуються зустрічі, екскурсії, відвідування визначних пам'яток міста.
13. Після закінчення роботи конференції відбувається заключне засідання, де із заключною промовою виступає головуєчий, та підбиваються підсумки роботи.

***Speak on the latest conference you have attended according to the plan:***

- preliminary announcement;
- conference status;
- host of the conference;
- conference sponsors;
- number of participants;
- registration fee;
- accommodation provided;
- problem field of the conference;
- conference agenda;
- ways of presenting one's reports, abstracts;
- plenary session; workshops;
- conference proceedings.

***Exchange opinions with your fellow students on the following issues:***

- role of conferences in young researchers' lives;
- functions of an organizing committee;
- requirements to submitted abstracts and papers;
- your personal experience in attending conferences;
- your first report delivered at a conference.

### **Progress Questions**

1. What is an academic conference? Who usually organizes/convenes academic conferences?
2. How do prospective participants get to know about the conference?
3. What information does a preliminary announcement contain?
4. Who is the preliminary announcement usually sent to?
5. What is the routine conference agenda? How is the work of the conference organized?

6. What is an abstract? What is the procedure of presenting abstracts or papers to the conference?
7. What are conference proceedings? When are they published and distributed?
8. What is the role of academic conferences in the activity of a young researcher?
9. Have you ever participated in a conference? What kind of conference was it?
10. What workshops did you attend? Did you make a presentation?
11. Was your abstract published in the conference proceedings?
12. What was your impression of the conference? What experience did you gain?

## In Focus

### Expressing difference

Phrases	Examples
<p>oppose to...</p> <p>differ from ... (in)</p> <p>contrast with ... (in)</p> <p>distinguish between</p> <p>different from... (in)</p> <p>unlike ... (in)</p> <p>dissimilar from ... (in)</p> <p>opposite to ...</p> <p>distinct from...</p>	<ol style="list-style-type: none"> <li>1. Critics <i>opposed to</i> D. H. Lawrence attacked his novels on various grounds.</li> <li>2. The meaning of many academic words <i>differs from</i> specific meanings they have <i>in</i> various disciplines where they are used.</li> <li>3. Academic life and study methods in the UK may <i>contrast with</i> what you have experienced in your country in many respects.</li> <li>4. We should <i>distinguish between</i> different meanings of the term “faculty” used in US and UK university systems.</li> <li>5. Your experience as a Master student may be very <i>different from</i> your time as an undergraduate.</li> <li>6. <i>Unlike</i> an old-fashioned rote learning modern education is based on stimulating creative thinking.</li> <li>7. The researcher’s approach is not <i>dissimilar from</i> the one applied in our investigation.</li> <li>8. The results of the first experiment were <i>opposite to</i> those got from the repeat experiment.</li> <li>9. Studying online is <i>distinct from</i> face-to-face study in using the Internet as the primary means of communication.</li> </ol>

***Unit 3. English-language scientific communication in the era of digitalization.  
Modern space of English-language scientific communications. Research  
internship programs.***

**Exchange Programs**

A student exchange program generally could be defined as a program where students from university choose to study abroad in partnered institutions. The term “exchanges” means that partnered institutions exchange their students, but not necessarily the students have to find a counterpart from the other institution to exchange with. Student exchanges became popular after World War II, and have the aim of helping to increase the participants’ understanding and tolerance of other cultures, as well as language skills and broaden their social horizons. The participants can either apply for a scholarship or be self-funded. An exchange student can live in a hostel, affordable apartment/house or student lodge. An exchange student typically stays in the host country for a relatively short period of time, often 6 to 10 months. Some students on exchange programs can receive academic credit from the country they study in. Most programs expect the prospective exchange student to demonstrate some ability to speak the language of the country they choose. Objectives of study visits can be described as follows: to enhance the educational experience of student; to strengthen the networking between students and universities; broaden personal and educational perspectives; explore, appreciate and understand different cultures; to enhance the ability of the student in second language learning; to eliminate fear and prejudice among nations; enable student to experience international education.

**Students’ experience and testimonials**

***Here are some testimonials of students who have been involved with student exchange programs. Other testimonials could be read on the websites of universities that offer these programs.***

“I spent the semester at the University. I had been studying Spanish prior to going to Mexico but for some reason just could not manage to say a word. For me the best decision I made was to stay with a host family. Together with my host family and my Spanish teachers I was soon speaking Spanish. It was beneficial that classes were small and help was always available. What I enjoyed most about my whole time in Mexico would have to be the wonderful people I met and the new culture I was able to experience.”

“I would definitely recommend a study program to other students, but I would emphasize that the success of an exchange depends mostly on yourself and your attitude. A positive attitude and a willingness to adapt and learn are crucial to making the most of your time. And don’t be afraid to try new things or befriend people you wouldn’t expect.”

“Being on exchange... forces you to explore, experiment, to change, grow, and develop. One of the greatest benefits of my participation in the AIIU exchange program was the independence and understanding that I gained while learning to navigate and enjoy a culture and country so different from my own. Whenever I look back on my experience I can't imagine where I would now be in life and who I would be as a person if I hadn't participated.”

(Australian Institute of International Understanding (AIIU) Exchange program with Japan.)

*One can find advertisements about exchange programmes, research visits on the Internet, in newspapers; relevant information can also be provided by research departments of the establishments concerned. Study some of such ads and comment on them.*

*Once you have made up your mind to participate in a programme you should contact the office in charge of the documentation for further information and fill in the application form like that.*

<b>UMEA UNIVERSITY</b>		Please include a photo of yourself
<b>SWEDEN International Summer University 2011</b>		
<b>Application form - Fill in with block letters</b>		
Name	Family name	Date of birth year month Day
Nationality	e-mail	
Current address (where we will send your letter of acceptance)		
City		Country
Postcode		
Please send the letter of acceptance to my work/university [ ]		
Send the letter of acceptance by e-mail [ ]		
Send it to my current address above [ ]		
Occupation	If student, discipline:	
I apply for the course:		
If student, number of years of studies in relevant disciplines:	Total number of years of univ. studies	
I hereby certify that all the information given above is correct. I have read, understood and accepted the general requirements		

Signature	_____	_____	_____
		date	_____
The application has been approved by /Dean or Rector)			
_____			
Signature			
_____			
Name			
_____			
Official stamp of the University			

***The following supplementary documents should be enclosed with the application:***

- a short essay on the problem under research or resume (an essay attached to the Application Form should describe who you are, why you are applying for this or that program, what your educational background is, what the anticipated results of the visit are, what your future plans are);
- a certificate issued by the department of English, certifying that you have a good working knowledge of English;
- a Curriculum Vitae (C.V.) (a curriculum vitae is one's personal and working history).

***Try to develop an essay of your own.***

***Study Sample Resume and prepare your own one by analogy.***

## RESUME

**SHAWN ROBERTS**

42 Litton Avenue

Chicago, Illinois 60602

Telephone: (312)280-98-98

E-mail: [srobrts@usanet.com](mailto:srobrts@usanet.com)

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**EDUCATION: UNIVERSITY OF ILLINOIS at URBANA/CHAMPAIGN**

Master of Science in Policy Economics, May 1994.

**GEORGE WASHINGTON UNIVERSITY** –  
Washington, DC

Bachelor of Arts in Political Science, May 1989

Graduated with honors.

Semester study abroad in Spain at the University of

Madrid.

**EXPERIENCE:**

**July 1994 - Present**      **EUROPEAN-AMERICAN**                      **COMMERCE**  
**ASSOCIATION** – Chicago, IL  
 Economic Affairs Specialist

- Develop marketing and feasibility studies on European Union imports to U.S. markets.
- Analyze economic trends among member states of European Union, and atmosphere for investment by American firms.
- Supervise staff of five.

**July 1990 – August**      **EUROPEAN TRADE REVIEW** – Washington, DC  
**1993**                      Trade Analyst

- Wrote regular series on current issues affecting US-European Community (E. C.) trade.
- Attended relevant congressional hearings and summarized proceedings for regular column on U.S.-E.C. trade regulation.
- Conducted research and wrote occasional reports on E.C. member states' progress towards economic and monetary union.

**May 1989 – July**      **GEORGETOWN UNIVERSITY** – Washington, DC  
**1990**                      Department of Political Science, Research Assistant

- Researched political and economic implications of European Union.
- Gathered data for research project on political instability and economic restricting in Latin America during the 1980s.

**HONORS:**

- University of Illinois
- Rotary International Scholarship

**SKILLS:**                      Experienced with the following computer applications: MS Word, WordPerfect, Excel; PowerPoint, FoxPro, Netscape. Driving License.

**LANGUAGES:**              Fluent in Spanish and English; Proficient in French; Elementary knowledge of German.

**INTERESTS:**              Travel, Reading. Jazz, Tennis.

- PERSONAL:**
- Member, American Economics Association.
  - Volunteer, Habitat for Humanity.

*There are various layouts for a C.V. and this is just one example. Study it and then write your own C.V.*

<b>Curriculum vitae</b>	
<b>Date of Birth:</b>	25 February 19..
<b>Name:</b>	Carol Brice
<b>Present address:</b>	25 Westbound Road, Borehamwood, Herts, WD6 1DX
<b>Telephone number:</b>	081 953 9914
<b>Marital status:</b>	single/married
<b>Education and qualifications:</b>	
1995-1997	Mayfield School, Henley Road, Borehamwood, Herts, WD6 1DX GCE in English Language; French; History; Geography; and Art.
2000-2002	Hilltop Further Education College, Kenwood Road, London NW7 3TM Diploma in Business Studies.
<b>Work experience:</b>	Johnson Bros. Pic, 51-55 Baker Street, London W1A 1AA
Oct '02-Dec '03	<b>Type of Company:</b> Retail Chain Stores <b>Position:</b> Junior Secretary <b>Responsibilities:</b> Secretarial work including typing; shorthand; correspondence; copying reports and minutes from shorthand notes; tabulating data; answering customers' calls; mail distribution; and general office duties.
Jan '05-present	National Auto Importers Ltd., Auto House, Sidmouth Street, London WC1H4GJ <b>Type of Company:</b> Car importers <b>Post:</b> Secretary to Assistant Director <b>Responsibilities:</b> Dealing with all correspondence; taking minutes at meetings and writing up Assistant Director's reports; receiving customers and suppliers; dealing with home and overseas enquiries; making decisions on behalf

	of A.D. in his absence; and representing the company at various business functions.
<b>Other information:</b>	While working I attended various evening courses for Italian and French, and was on a special Information Technology course at the City College. My interests include tennis, badminton, swimming, and reading.
<b>References:</b>	Mr B. Norman, Assistant Director, National Auto Importers Ltd., Auto House, Sidmouth Street, London WC1H 4GJ. Mrs T.R. Bradley, Senior Lecturer; Business Studies Dept, Hilltop Further Education College, Kenwood Road, London NW7 3TM.
<b>Current salary:</b>	<u>£14.000 per annum</u>

*If an applicant meets the requirements of the host university the selection panel will send him/her an official invitation.*

KINGSTON.  
UNIVERSITY

British Embassy, Minsk  
Consular Department

28<sup>th</sup> December 2022

Dear Sirs,

**Invitation to Kingston University in Relation to Participation in Know-how Fund REAP Project Ref. BEL/395/41/0001**

As UK Coordinator of the above UK Know-how Fund Regional Academic Partnership project, I invite:

Olga Petrova,  
Faculty of Primary Education,  
South-Ukrainian National Pedagogical University

to visit Kingston University within the period 21st February – 7<sup>th</sup> March 2022, and request the issue of a visa to cover that period. I confirm that all of Mrs Petrova travel expenses and the cost of one week of accommodation and subsistence will be met entirely from Know-how Fund REAP project funds.

I also request that the visa be issued free of charge.

In the event of any enquiries about this invitation please do not hesitate to contact me directly by FAX at Kingston University, or via the International Office of South-Ukrainian National Pedagogical University.

Thank you for your assistance with this matter,

Yours faithfully,

Dr Alan G. Flowers  
UK Coordinator  
REAP /395/41/0001

***Every applicant is expected to draft a tentative programme of the visit, may be like that:***

### **Programme of Study Visit to Kingston University**

#### *1. Intended Visit Outputs*

- 1.1. Increased awareness by academic teaching staff of South-Ukrainian National Pedagogical University of the Primary Education content.
- 1.2 . New developments in Primary Education teaching methodologies at South-Ukrainian National Pedagogical University.
- 1.3 . Increased availability of teaching materials to students at South-Ukrainian National Pedagogical University on modules related to Primary Education.

#### *2. Visit Objectives*

- 2.1. Observation of teaching methods in Primary Education classes at KU.
- 2.2. Identification of Primary Education teaching materials and development of a plan for further learning material purchases according to the REAP budget.
- 2.3. Discussions with Kingston Staff on current syllabus content in Primary Education.
- 2.4. Develop program for future Primary Education seminars.
- 2.5. Creation of personal action plans in relation to input of Primary Education at South-Ukrainian National Pedagogical University.

***Study visits can be individual and those arranged as a partnership scheme where both partners must be fully involved in preparing the application form and send the completed application to the appropriate programme regional manager. If you intend to participate in a partnership scheme the pre-project or inception phase of the partnership is designed to enable the partners from various institutions to prepare a full partnership proposal that describes in detail what the***

***partnership will achieve (the outputs) and the activities (the inputs) that will produce this.***

### **Description of the project**

1. Describe in detail the area of need and therefore focus of the project. Why does the need exist?
2. Describe the purpose of the project, outlining the transformation that the project is designed to bring about within its target group.
3. Elaborate your initial thoughts on how you will ensure that the materials/courses produced by the partnership will be adopted and disseminated.
4. Outline the activities you wish to undertake with your partner institution during this pre-project phase. For each activity list who will do what, giving names and designations of those who will be responsible.
5. Elaborate (separately) on the sorts of areas you might go on to develop in a full partnership, for example the development of new course materials, development of teaching staff, seminars or workshops for the teaching staff of your institution, purchase of teaching materials for adaptation at your institution, etc.

***As you have learned, study visits can be arranged as individual and partnership scheme and there can be collaborative research as well. The collaborative research model is a flexible method for engaging student learning teams in research.***

A successful adaptation of the collaborative research model for your course will depend on your careful planning of course content, duration of the course, number of students; course learning outcomes.

You'll need to make decisions about: how to establish the problem for exploration (whether to use a single, common problem or an umbrella topic with related problems); how learning teams will be established and maintained.

***Further there follows information supplied by a former post-graduate student who shares his experience in doing research at one of the British universities.***

I did my research on the REAP scientific exchange programme. I arrived in Britain for a 3-month visit which took place in February. It was my first experience in the country. I couldn't help thinking of what my stay in Britain would be like and whether my knowledge of English would be sufficient.

At Gatwick airport I was met by Prof. Flowers, the programme's coordinator from Kingston University.

From Gatwick airport the car brought us to the very center of London where we had a very pleasant walk, then we drove to the hotel where I was to stay.

The next morning Mr. Flowers arranged for me a visit to the University. He introduced me to the staff of the Law School. I was shown round, visited the local library.

Mr. Flowers himself is an excellent man, a capable and competent researcher. We spent a lot of time discussing different problems of mutual interest.

Law School was not very large. I found our research topics almost identical, but we used different approaches. It was as if we were doing the same by different means. Though I was practically given a free hand in the research, I tried to maintain permanent contacts with the Law School staff.

I must say I had a very busy time there. I was totally absorbed in my work. Time and efforts were necessary for writing reports and articles, getting the material ready for publication.

During the final weeks of my stay in England I worked against time trying to solve the remaining problems.

On the last day of my stay there my British colleagues gave a little farewell party for me. My supervisor made a speech. He spoke in very flattering terms about our collaboration.

I was glad to hear about the prospects of a series of exchange visits between our two Universities.

At the end I expressed my deep gratitude to all people who had worked with me for their valuable advice and assistance.

**Notes:**

**REAP** – Regional Academic Partnership Programme

**Check your knowledge of the useful vocabulary on the topic in question.**

наукове стажування  
 програма обміну  
 достатні знання  
 зупинятися в готелі  
 організувати відвідування  
 уявити колегам  
 компетентний дослідник  
 працювати у співпраці (с)  
 проблеми, що становлять взаємний інтерес  
 проводити спільні дослідження  
 застосувати інший підхід  
 надати повну свободу дій  
 бути поглиненим роботою  
 ретельно аналізувати  
 готувати матеріал до видання  
 переглядати періодичні видання

працювати не покладаючи рук  
 прощальна вечірка  
 приємно відгукнутися  
 висловити подяку

***Any research visit is finalised with a report on the visit's outcomes.  
 The report is to contain answers to the following questions.***

1. When did the visit take place? Where to?
2. What was the visit's duration?
3. What was the visit aimed at? (to develop some issue, to study related problems, to test a new approach)
4. What activities were accomplished? (lectures/reports delivered, articles published, joint papers produced)
5. Any follow-up activities? (the results reported, presentations made, new developments in progress, the latest papers in the submission stage)

### **Reports on Studies**

***Read the following report. Pay attention to the verb forms that are used.***

I am studying for the Diploma in Primary Education at the department of Primary Education. It is a one-year course which consists of lectures, seminars, essay writing, and an examination at the end. I started the course at the beginning of October this year; it will finish in June next year.

So far, I have enjoyed the course. However, I have had two kinds of difficulties: one is following some of the lecturers – they speak quickly and not very clearly; the other difficulty is caused by the use of mathematics in economics. I have difficulty in understanding and doing some of the equations.

This term I have done two essays: they were quite long, and required a lot of reading in the library. Although I found it rather difficult to write the essays, I learned a lot, and received good marks for them. Next term I shall have to write another essay.

***Study the following reports. Complete the reports by writing one or two words in each space.***

#### **A report on my studies**

I am (1)\_\_\_\_\_ for an M.A. in (2)\_\_\_\_\_ in the Department of (3)\_\_\_\_\_. It is a one-year course which (4)\_\_\_\_\_ of lectures, seminars, essays, an examination, and a (5)\_\_\_\_\_. I (6)\_\_\_\_\_ the course at the (7)\_\_\_\_\_ of October last year; the examination will be in June this year, and the dissertation must be (8)\_\_\_\_\_ in September this year.

Generally, I have enjoyed the course and I feel that I (9)\_\_\_\_\_ a lot, especially from the reading that I have (10)\_\_\_\_\_ to do. At (11)\_\_\_\_\_ I had some difficulties in (12)\_\_\_\_\_ some of the (13)\_\_\_\_\_: they spoke quickly and not (14)\_\_\_\_\_ clearly. The main difficulty that I have this term is (15)\_\_\_\_\_ my essays on time. There is so (16)\_\_\_\_\_ reading to do for them and I still read (17)\_\_\_\_\_.

I am not looking (18)\_\_\_\_\_ to the examination as I have difficulty in writing quickly and (19)\_\_\_\_\_ all the necessary facts. (20)\_\_\_\_\_ I do not mind doing this work (21)\_\_\_\_\_ I have already (22)\_\_\_\_\_ a subject that interests me.

### **Report on my research**

I arrived at the university (1)\_\_\_\_\_ the beginning of October last year to (2)\_\_\_\_\_ my studies. I am (3)\_\_\_\_\_ for a Master's degree in Pedagogy – by research. It will take me (4)\_\_\_\_\_ one or two years to complete.

At the beginning of last term I discussed my research with my (5)\_\_\_\_\_, Dr. M. Jones, in the Department of Primary Education, He (6)\_\_\_\_\_ me to draw up a research outline in the area I had (7)\_\_\_\_\_ for my research – ‘A case study in foreign aid to developing countries’. After further (8)\_\_\_\_\_ with Dr. Jones my outline was approved and accepted by the Primary Education.

My next (9)\_\_\_\_\_ was to begin reading appropriate books, journals and reports (10)\_\_\_\_\_ the background section of the research ‘A Study of the Literature’. My supervisor's (11)\_\_\_\_\_ was to keep a set of index cards and write the details of each (12)\_\_\_\_\_ I read on a card. Thus I have started making a (13)\_\_\_\_\_ which will be very useful for future reference. It will also (14)\_\_\_\_\_ me a lot of time when I need to provide one at the (15)\_\_\_\_\_ of my work.

I am quite pleased with the (16)\_\_\_\_\_ I have made so far, although the reading is taking me longer than I (17)\_\_\_\_\_. My supervisor asked me to present a paper on my research findings up to the present, to a small (18)\_\_\_\_\_ of research students in Primary Education. He was (19)\_\_\_\_\_ with the paper and said that it was a good seminar as it had (20)\_\_\_\_\_ a number of questions and a lot of discussion.

### **Progress Questions**

1. What opportunities can a research visit provide?
2. Where is it possible to find information about research visits, exchange programs?
3. What papers are necessary to prepare to apply for a program?
4. What supplementary documents should be included with the application form?
5. What paper is usually presented before a research visit?
6. What is the final document which every visiting researcher should provide?
7. Are you sure that any scholar benefits from a research visit? What qualities can a person acquire?

8. Have you ever participated in an exchange program/ research visit? Do you have an intention to apply for?

### In Focus

#### Expressing Certainty

Phrases	Examples
apparently undoubtedly it is evident presumably to be sure of course	The research will <i>apparently</i> lead to some interesting results. It is <i>undoubtedly</i> true that language ability is not simply a matter of intelligence. To get a better job is <i>presumably</i> a main motivation for going on to higher education. It was <i>evident</i> the students were guessing some of the answers instead of using their knowledge. As the recent findings show, the previously published figures <i>are sure</i> to be unreliable. It is, <i>of course</i> , essential to check data carefully.

### *Unit 4. Style of scientific prose. Scientific writing. Scientific speaking.*

#### SUMMARY WRITING

A *summary* is a restatement, in shortened form and in your own words, of the main ideas contained in a reading selection. It is best to prepare the summary from an outline. It will help you distinguish between generalizations and their supporting details, and make it easier for you to memorize main points in readings and to state them more easily.

In writing the summary it's a good idea to begin with a reference to (if there is any) the following: the author and his or her qualifications, the publication and the date, the central idea and its importance, the author's attitude and purpose in writing the selection. Keep a sense of proportion, write more about main points than about minor ones.

Be sure that the entire summary has a form of its own, with full sentences and with transitions (connections) between each point. Usually you do not need to include examples given in the selection unless they are important to the point being made.

Avoid quoting too much, use your own words as much as possible.

Don't overload your sentences in order to pack in as much information as possible. Be sure you are clear in presenting opinions. Distinguish between the author's point of view and that of any other person to whom he or she refers. For

the author's development of ideas, you might use words like *begins*, *continues*, *goes on to*, *concludes*. If you refer to the author's actual statements, you might use verbs like *says*, *states*, *discusses*, *mentions*, *argues*. The verbs, however, should be in the same tense, either all present or all past. (The present tense is more usual.)

Do *not* introduce your ideas or your attitudes or interpretation, into a summary. Your ideas will be added later only if you are asked to comment on, or to react to, what the author has said.

### List of Expressions Used for Summary Writing

**1. The article (text) is headlined ...**

The title of the text (article) under consideration ...

The headline of the article (text) (I have read) is ...

**2. The author of the article (text) is ...**

The article (text) is written by ..

**3. It is (was) published in ...**

It is (was) printed in ...

**4. The article is intended for ...**

**5. The main idea of the article (text) is ...**

The article (text) is about...

As the title implies the text (article) describes ...

The article (text) is devoted to ...

The article (text) deals with ...

The article (text) touches upon ...

The article (text) presents some results which illustrate ...

**6. The purpose (subject) of the article (text) is to give the reader some information on ...; ...is to compare (to determine)...**

The aim of the article (text) is to provide the reader with some material (data) on ...

The text (article) is concerned with ...

**7. The author starts by telling the reader(s) about, that...**

The article (text) opens with ...

The author writes (states, stresses, thinks, points out) that...

The article (text) describes ...

The description is based on ...

According to the article (text)...

Further the author reports (says) that...

Then the author passes on to ...

The article (author) goes on to say that...

The author gives a detailed (thorough) description of...

**8. The article (book, text) can be divided into 4 (5–7) parts (chapters).**

The first part deals with ...

The second part is about...

The third part touches upon ...

The fourth part of the article includes the fact on ...

**9. In conclusion the article (text) reads ...**

The text (article) ends with ...

The author comes to the conclusion that...

To finish with the author describes...

**10. I find (found) the article (text) interesting (important, dull, of no value, easy, (too) hard to understand ...**

The problem(s) touched upon in the text is (are) of great importance (interest).

The discussed problem is of great value.

**|** *Now read the texts “Science: The Endless Resource” and “What’s Special About Teaching Adults?”; study their sample summaries.*

### **Science: The Endless Resource**

Our future demands investment in our people, institutions and ideas. Science is an essential part of that investment, an endless and sustainable resource with extraordinary dividends. The Government should accept new responsibilities for promoting the flow of new scientific knowledge and the development of scientific talent in the youth. These responsibilities are the proper concern of the Government, for they vitally affect health, jobs and national security.

The bedrock wisdom of this statement has been demonstrated time and again. The return from public investments in fundamental science has been enormous, both through the knowledge generated and through the education of scientific and technical workforce. Discoveries in mathematics, physics, chemistry, biology and other fundamental sciences have been driven by important advances in engineering, technology, and medicine.

The principal sponsors and beneficiaries of scientific enterprise are people. Their continued support, rooted in the recognition of science as the foundation of a modern knowledge-based technological society, is essential. Scientific strength is a treasure which we must sustain and build on for the future.

To fulfill our responsibility to future generations by ensuring that our children can compete in the global economy, we must invest in the scientific enterprise. That means we must provide physical infrastructure that facilitates world class research, including access to cutting-edge scientific instrumentation and to world-class information and communication systems. We must provide the necessary educational opportunities for each of our citizens. Failure to exercise our responsibility will place our children’s future at risk.

Science is an endless resource: our knowledge of the physical and living world constantly expands. The unfolding secrets of nature provide new knowledge to address crucial challenges, often in unpredictable ways. These include improving human health, creating breakthrough technologies that lead to new industries and high quality jobs, enhancing productivity with information technologies and

improved understanding of human interactions, meeting our national security needs, protecting and restoring the global environment, and feeding and providing energy for a growing population.

The challenges of the twenty-first century will place a high premium on sustained excellence in scientific research and education.

### **Sample Summary**

The text under discussion is entitled *Science: The Endless Resource*. It deals with the role of science in modern life. First, it is stressed the Government should accept new responsibilities for promoting the flow of new scientific knowledge. Attention is drawn to the fact that fundamental science discoveries have seeded important advances in the society, scientific knowledge being an endless resource affecting health, jobs and national security. It is reported that unfolding secrets of nature provides new knowledge to address crucial challenges. The text goes on to say that we must provide physical infrastructure and educational opportunities that facilitate world class research. The author concludes that challenges of the twenty-first century will place a high premium on excellence in scientific research and education. In my opinion, the main idea of the text is to show that science is the foundation of a modern knowledge-based technological society.

### **What's Special About Teaching Adults?**

Perhaps the greatest difference between adults and younger ages is that the former come to lessons with a long history of learning experience. They will usually have gone through at least ten years of schooling and may then have gone on to study at a higher level. Those learning experiences – both bad and good – will have helped them to form strong opinions about how teaching and learning should be carried out. They also come with their own record of success or failure. Those who underachieved at school may subconsciously assume that they are going to fail again; those who were school successes may believe that learning English will be easy.

Adolescents (and to a lesser extent children) have their own histories too. Each failure predisposes them to more failure, each success provokes the hope of more success. But the younger the student the less likely it is that these educational histories are fixed.

Adults are frequently more nervous of learning than younger pupils are. The potential for losing face becomes greater the older you get. Adolescents dislike being made to look foolish in front of their classmates too, but there are probably other things which make them vulnerable in this way rather than an inability to learn (English). Older students, on the other hand, who are coming back to the classroom after a long absence, may have a high degree of anxiety about the process of learning itself.

One of the recurring nightmares for teachers of adolescents is losing control: the lesson that slips away from them, that they can't control because the students don't like the subject, each other, the teacher or the school – or sometimes just because they feel like it.

They may well have a view of the importance of learning which makes them stick to a course of study in a specially adult way.

Whereas in primary schools much learning takes place through play and knowledge gathering is done through games, songs and puzzles, adults, on the other hand, do not necessarily need their learning to be camouflaged, dressed up in quite the same way. If they can see the point of learning – and if we are able to explain the reason why we are asking them to do things to their satisfaction – we do not have to play games or sing songs to get their cooperation.

It is, of course, possible for adults to suffer from boredom in class, especially when they are studying on a full-time course and/or have studied in the same kind of class for a long time. Such people may respond well to lessons that are entertaining and which use enjoyable activities to facilitate language learning. We won't want to treat them like children, but some of them might, nevertheless, respond well to a lighter style of learning which does, indeed, involve quizzes, puzzles and the study of contemporary songs.

Good teachers are able to balance the serious study of English with the more entertaining activities that they think their students sometimes need. By watching their classes and asking their students what they think and feel, they can select a judicious blend of activity and style.

### Summary

The text under consideration is head-lined: "What's Special About Teaching Adults?". The author of the text is Jeremy Harmer. It is devoted to the description of differences between teaching adults and students or pupils of younger ages. The author stresses the fact that histories of learning experience form strong opinions about how teaching and learning should be carried out. The younger the student the less likely it is that these educational histories are fixed. The author points out that both groups of learners – adolescents and adults – may have a high degree of anxiety about the process of learning itself, both can be disruptive and exhausting.

Further on the author underlines that adults as a group have much to recommend younger learners. They bring life experience into the classroom which younger learners do not have. Adults do not necessarily need their learning to be camouflaged. They may respond well to lessons that are entertaining and which use enjoyable activities to facilitate language learning. The author concludes that good teachers are able to select a judicious blend of activity and style.

***Try to produce the summary of the text “Science” making use of the instructions given above. For reference consult the Academic Vocabulary provided in the Supplement.***

## **Science**

**Science** [from Latin *scientia* from *scire* to know] is systemized knowledge derived through experimentation, observation, and study. In its widest sense it is formulated knowledge, a knowledge of structure, laws, and operations. The unity of human knowledge may be artificially divided into religion, philosophy, and science. Sometimes it is considered as a method of reaming about the world by applying the principles of the scientific method, which includes making empirical observations, proposing hypotheses to explain those observations, and testing those hypotheses in valid and reliable ways.

Science and philosophy, as presently understood, have in common the quality of being speculative. The present distinction between science and philosophy lies largely in their respective fields of speculation. What is known as modern science investigates the phenomena of physical nature and by inferential reasoning formulates general laws there from. Its method is called inductive and its data are so-called facts – i.e., sensory observations; whereas deductive philosophy starts from axioms. Yet a scientist, in order to reason from his data at all, must necessarily use both induction and deduction.

Fundamental science is the part of science that describes the most basic objects, forces, relations between them and laws governing them. Fundamental science includes biology, chemistry, earth science and geology, physics, resource sciences, space and astronomy, biotechnology, engineering, computer and information technology.

The humanities are a group of academic subjects united by a commitment to studying aspects of the human condition and a qualitative approach that generally prevents a single paradigm from coming to define any discipline. Art, Communications, Counseling, Education, English, Foreign Languages, Literature, Philosophy, Religious Studies, Speech, Theatre are subjects distinguished from fundamental sciences.

Scientific theories simplify reality to allow us to understand basic forces and laws of the nature and society. We can observe actions and their consequences. Observation and description are not sufficient for understanding and ultimately predicting actions. Theory establishes relationships between cause and effect. We use it to interpret actions and outcomes so we can explain the process by which the actions were undertaken and the outcomes achieved. The purpose of theory in all scientific analyses is to explain the causes of phenomena we observe. To conduct analyses we frequently need to engage in abstraction. This involves making assumptions about the environment that simplify the real world enough to allow us

to isolate forces of cause and effect. Any theory is a simplification of actual relationships.

## **Abstract Writing**

### **Ten Steps to Writing an Effective Abstract**

An abstract is a condensed version of the manuscript, which highlights the major points covered, concisely describes its content and scope, and reviews its material in abbreviated form. It is usually the first section read and sets the tone of the paper for the reviewer. It must be concise and easy to read and must cover the important points of the paper.

Writing an abstract involves summarizing a whole manuscript and providing as much new information as possible. The best way to write an effective abstract is to start with a draft of the complete manuscript and follow these 10 steps:

1. Identify the major objectives and conclusions.
2. Identify phrases with keywords.
3. Identify the major results.
4. Assemble the information into a single paragraph.
5. State your hypothesis or method used.
6. Omit background information, literature review, and detailed description of methods.
7. Remove extra words and phrases.
8. Convey only the essential information.
9. Check to see if it meets the guidelines of the targeted journal.
10. Give the abstract to a colleague (preferably one who is not familiar with your work) and ask him/her whether it makes sense.

Writing an effective abstract will encourage people to read it, and increase its impact.

Many publications have a required style for abstracts. The “Guidelines for Authors” provided by the publisher will provide specific instructions. Stay within the publisher’s guidelines, or your manuscript might be rejected.

**| *Study examples of abstracts published in scientific journals.***

### **Optimal Minimum Wage Policy in Competitive Labor Markets**

David Lee, Princeton University; Emmanuel Saez, UC Berkeley

#### **Abstract**

This paper provides a theoretical analysis of optimal minimum wage policy in a perfectly competitive labor market and obtains two key results. First, we show that a binding minimum wage is nevertheless desirable if the government values redistribution toward low wage workers and if unemployment induced by the minimum wage hits the lowest surplus workers first. Importantly, this result

remains true in the presence of optimal nonlinear taxes and transfers. In that context, a binding minimum wage enhances the effectiveness of transfers to low-skilled workers as it prevents low-skilled wages from falling through incidence effects. Second, when labor supply responses are along the extensive margin only, the co-existence of a minimum wage with a positive tax rate on low-skilled work is always Pareto inefficient. Overall, our results imply that the minimum wage and subsidies for low-skilled workers are complementary policies.

### **Right to education – a challenge for the world?**

Jelena Dzankic

#### **Abstract**

This paper examines the right to education in the international legal system, claiming that the fulfillment of this human right should be guaranteed both by international and state mechanisms. First, the paper positions the right to education within the major documents of the UN legal framework. As such, it explores the pillars of the legal standards related to education: a) non-discrimination and equality; and b) the freedom of choice of the kind and contents of the process of education. Second, the paper views the importance of the right to education in the contexts of globalization and MDGs, liaising its realization with the projects and activities of international organizations.

### **Anaesthesia and Intensive Care Medicine**

William Ruth Spencer

#### **Abstract**

Currently, more than a quarter of the adult population smoke. This article considers the consequences both for associated disease and for perioperative complications. It also discusses the risks and benefits of stopping smoking immediately before surgery.

### **Cancer risks related to different energy sources**

P. Boffetta, E. Cardis, H. Vainio

International Agency for Research on Cancer, Lyon

#### **Abstract**

#### **CANCER RISKS RELATED TO DIFFERENT ENERGY SOURCES.**

The International Agency for Research on Cancer has previously evaluated the cancer risks associated with fossil fuel based industrial processes such as coal gasification and coke production, substances and mixtures such as coal tars, coal tar pitch and mineral oils, and a number of substances emitted from fossil fuelled plants such as benzo[a]pyrene and other poly-cyclic aromatic hydrocarbons. On the basis of these evaluations and other evidence from the literature, the carcinogenic risks to the general population and occupational groups from the fossil fuel cycle, the nuclear fuel cycle and renewable cycles are reviewed. Cancer risks from waste disposal, accidents and misuses, and electricity distribution are also considered. No cycle appears to be totally free from cancer risk, but quantification of the effects of

such exposures (in particular of those involving potential exposure to large amounts of carcinogens such as coal, oil and nuclear) requires the application of methods which are subject to considerable margins of error. Uncertainties due to inadequate data and unconfirmed assumptions are discussed. Cancer risks related to the operation of renewable energy sources are negligible, although there may be some risks from the construction of such installations. The elements of knowledge at our disposal do not encourage any attempt towards a quantitative comparative risk assessment. However, even in the absence of an accurate quantification of risk, a qualitative indication of carcinogenic hazards should lead to preventive measures.

***Produce an abstract of your own. Make use of the prompts given below.***

### **List of Expressions for Writing Abstracts**

It is alleged	кажуть, вважають, що ...
It is announced	оголошено, що...
It is appropriate	доцільно, що ...
It is believed	вважають, думають, що ...
It is the case	справа у тому, має місце
It is certain	безсумнівно, що
It is considered	вважають, вважається, що
It is expected	очікують, очікується, що
It is felt	вважають що
It follows	звідси впливає
It goes without saying	само собою зрозуміло
It is high time	саме час
It is known	відомо що
It is a matter of common(general) observation, knowledge	загальновідомо
It is a matter of experience	це справа практики
It is a matter of principle	це важливе питання
It is necessary	необхідно
It is no wonder	не дивно
It is to be noted	необхідно помітити
It is reported	повідомляється, що
It is said	кажуть що

***Finish up the following sentences with the information on your research project.***

1. The purpose/aim/intention of this paper is ...
2. This paper deals with ...
3. This paper/report contains/outlines/examines/assesses ...
4. The methods used for ... are discussed ...
5. The results of ... are presented ...
6. The results indicate the dominant role of ...
7. Data on ... are discussed
8. It is (therefore) felt/believed/apparent/obvious that ...
9. The author concludes by saying ...
10. To conclude/to sum up/in conclusion/on the whole attention is drawn to the fact ...
11. Our recommendation is that ... should be ...

### Essay Writing

There are various types of argumentative compositions such as: outlining the advantages and disadvantages of a certain question, giving your opinion on a subject, providing solutions to problems and discursive essays.

#### Here are useful tips for argumentative essays

- Before writing your composition, first make a plan. Plans for argumentative essays are given below.

#### Paragraph Plans for Argumentative Essays

	Introduction	Main Body		Conclusion
<b>Advantages/ Disadvantages</b>	<b>Paragraph 1</b> state topic	<b>Paragraph 2</b> advantages/ arguments for	<b>Paragraph 3</b> disadvantages/ arguments against	<b>Final Paragraph</b> Give a balanced consideration or your opinion without using personal words or expression
<b>Expressing opinions</b>	<b>Paragraph 1</b> state opinion	<b>Paragraph 2</b> argument 1 & reason	<b>Paragraph 3</b> argument 2 & reason	<b>Final Paragraph</b> restate opinion using different words
* When writing an argumentative essay expressing opinion, you may include the opposite point of view (other people's opinion) in a separate paragraph before the conclusion.				
<b>Providing solutions</b>	<b>Paragraph 1</b> state the problem	<b>Paragraph 2</b> suggestion 1 & reason	<b>Paragraph 3</b> suggestion 2 & reason	<b>Final Paragraph</b> summarise opinion or give best suggestion

				and reason
<b>Discursive essays</b>	<b>Paragraph 1</b> state topic	<b>Paragraph 2</b> one point of view (e.g. political)	<b>Paragraph 3</b> another point of view (e.g. economic)	<b>Final Paragraph</b> give your own opinion based the points already mentioned

- organize your thoughts before beginning writing and organize your paragraphs well;
- start a new paragraph for each new point you make. Each paragraph should start with a key sentence (a key sentence is a sentence which summarises the paragraph). You should provide examples and reasons to justify your points of view;
- use formal style – do not include colloquial English;
- do not use short forms;
- use correct grammar, vocabulary, and spelling. Use vocabulary and grammatical constructions that you are sure of. It is better to write simply and correctly than to try to write eloquently but make errors;
- avoid strong feelings (don't say: everybody hates..., or it is absurd to believe...);
- use generalisations (e.g. children assume/regard), but do not use overgeneralisations (e.g. all children assume that...);
- do not use strong personal expressions (e.g. I know) – use milder language (e.g. In my view, it seems to me that, in my opinion, I tend to believe, etc.);
- use linking words (e.g. even though, on the other hand, yet, etc.)
- use sequencing (e.g. first, then, finally, etc.)
- make reference to other sources (e.g. Police officials believe that ...)
- give examples – not personal thoughts (e.g. excessive intake of alcohol can damage the liver);
- do not refer blindly to statistics unless you are certain of a source (don't say: "According to statistics, my statement about students is precise." Which statistics?);
- use quotations or paraphrasing of quotations;
- keep your essays to no more than 200 or 300 words;

***Read the two models of essays and give reasons why model A is good and model B is bad. Then, re-read the good model and underline the linking words (consult the Supplement p. 184).***

## **Model A**

### **Competition – Productive or Destructive?**

Competition has long been the driving force behind improvements in areas such as world trade and sports performance. However, much can be said against

the desire to come first. As Bernard Hunt, a British journalist said, “Winning is a drug. Once you have experienced it, you cannot do without it.”

The main disadvantage of competition is that it can encourage dishonesty. This is illustrated by the large numbers of athletes who are disqualified from events every year for having taken harmful drugs to improve their performance. Politicians have also been known to be untruthful when they want to win an election so much that they will lie to get votes. In industry, the competition to produce more goods at cheaper prices is so great that it can lead companies to open factories in poor countries where they can exploit employees by making them work long hours for low wages.

On the other hand, competition in sport means that athletes have to make the greatest effort they can, which is an exciting thing to watch. Because of competition in the political arena, politicians are encouraged to make visible improvements to the country in an effort to gain voters’ support, which in the end benefits everyone. Finally, competition in industry tends to lead to lower prices, which is undoubtedly beneficial for consumers.

To conclude, competition has both good and bad points. Although it can result in dishonesty and exploitation, its benefits outweigh its drawbacks and have a positive effect on many aspects of our lives. Moreover, the competitive spirit is always with us, and is difficult to control, however hard one tries.

## **Model B**

### **Competition – Productive or Destructive?**

In some ways competition is good. In some ways competition is bad. It’s good when it makes things better, such as business and sports. It’s bad when it hurts people.

Competition is bad if it makes people not tell the truth, e.g. politicians. I hate politicians that don’t tell the truth! I hate them! All athletes who are too competitive take drugs to make them run faster, etc. Someone I know was thrown off the track team at school for taking such drugs. The whole world knows that this is bad for their bodies. Factories try to compete too much when they pay lousy wages to poor people in poor countries.

Competition is good because athletes want to get better at sports and politicians try to make their countries better and factory products get cheaper.

So you see, competition has its good and its bad sides but statistics prove that competition is more beneficial than harmful.

***In writing essays one is sure to use linking elements to make the narration better structured. Read and translate the sentences which illustrate the use of linking elements in context, underline them.***

1. It is my firm belief, that these experimental data do not agree with the preliminary observations.

2. Last but not least, could (can) you interpret these findings?
3. Your choice of career is both a fundamental decision and something that will influence the rest of your life.
4. According to the latest findings the use of mobile phones can be damaging to one's health in the long run.
5. To some extent this is true but computers will always need human input.
6. Needless to say, the scheme/project was bound to fail due to insufficient funds.
7. It is a well-known fact that this assumption is reasonable.
8. The fact that a great number of university graduates cannot find employment contradicts the belief that a university education is the key to a successful career.
9. He had collected every edition of the magazine but for one.
10. To put it another way, this approach is useful.
11. I would like to make two comments. First, to obtain accurate data one cannot use subjective techniques. Second(ly), the facts should be taken from reliable sources.

**Write an essay on the fundamental issues of your area of studies. Use as many linking words as possible.**

## In Focus

### Expressing that information is wrong

Adjectives	Examples
mistaken incorrect inadequate contradictory invalid misguided misleading	<p>There are solid arguments in Section A, but conclusions in Section B show that the author is <i>mistaken</i> and lacks hard evidence.</p> <p>I'm afraid the results of the experiment are <i>incorrect</i> and they need redoing.</p> <p>Current responses to the global energy crisis are <i>inadequate</i>, scientists warn.</p> <p>I don't think the two different analyses are compatible, it is not surprising that you had problems matching the two results, which could be viewed almost <i>contradictory</i>.</p> <p>We will only know the answer when we gather a lot more data otherwise some of the conclusions may be <i>invalid</i>.</p> <p>The search for a unified theory of the human mind is <i>misguided</i>, says a psychologist.</p> <p>Conclusions drawn on limited data can be <i>misleading</i>.</p>

*Unit 5. Oral presentation, report, performance. Rules of conversation, organization of discussion, controversy.*

## REPORTING AND PRESENTATIONS

***For many people delivering reports is an important and regular part of their work. Although reports tend to be conventional in organization and style, still they are made according to certain patterns.***

A successful report should consist of:

- a) an introductory paragraph which clearly states the purpose and content of the report;
- b) a main body in which the relevant information is presented in detail under suitable subheadings; and
- c) a conclusion which summarizes the information given, and may include an opinion and/or suggestion/recommendation.

### Points to consider

- Give your report an appropriate title, then carefully plan the information you will present. Think of suitable subheadings, then decide on the information you will include under each subheading. The subheadings should be used to indicate the beginning of each new section. Use linking words to join your ideas.
- Before you write your report you should think who the report is addressed to.
- Reports should be written in a formal style (complex sentences, non-colloquial English, frequent use of the passive, linking words/phrases, useful formal language).

There are various types of reports, such as assessment reports, informative reports, survey reports, proposal reports, work reports, investigation reports, research reports.

***Master students may eventually be asked to write a research report.***

The contents and organization of the research report are predictable and include statements or information about the following:

- the problem to be studied and why this problem is of interest;
- the purpose of or rationale for the present study;
- a summary of other research that has been done;

- the design of the experiment, if there is any, including the subjects, the variables/factors tested in the experiment and how and what type of information was obtained;
- what the findings tell us about the problem;
- areas for further research.

### Basic Framework for a Research Report

Preliminaries	1.	The title	The fewest words possible that adequately describe the paper
	2.	Acknowledgements	Thanking colleagues, supervisors, sponsors, etc. for their assistance.
	3.	List of contents	The sections, in sequence, included in the report.
	4.	List of figures/tables	The sequence of charts or diagrams that appear in the text.
Introduction	5.	The abstract	An extremely concise summary of the contents of the report, including the conclusions. It provides an overview of the whole report for the reader.
	6.	Statement of the problem	A brief discussion of the nature of the research and the reasons for undertaking it. A clear declaration of proposals and hypotheses.
Main body	7.	Review of the literature	A survey of selective, relevant and appropriate reading, both of primary and secondary source materials. Evidence of original and critical thought applied to books and journals.
	8.	Design of the investigation	A statement and discussion of the hypotheses, and the theoretical structure in which they will be tested and examined, together with the methods used.
	9.	Measurement techniques used	Detailed descriptions and discussion of testing devices used. Presentation of data supporting validity and reliability. A discussion of the analysis to be applied to the results to test the hypotheses.
	10.	Results	The presentation in a logical order of information and data on which a decision can be made to accept or reject the hypotheses.
Concl	11.	Discussion and conclusion	The presentation of principles, relationships, correlations and generalizations shown by the results. Interpretation of the results and their

			relationship to the research problem and hypotheses. Making deductions and inferences, and the implications for the research. Making recommendations.
	12.	Summary	A concise account of the main findings, and the inferences drawn from them.
Extras	13.	Bibliography	An accurate listing in strict alphabetical order of all the sources cited in the text.
	14.	Appendices	A compilation of important data and explanatory and illustrative material, placed outside the main body of the text.

**Note:**

1. There may be slight variations to the above. For example, the abstract may be separate and appear at the very beginning of the report. In its place there may be a section entitled ‘Outline of the research’. 9 may be called ‘Methods and procedures’. 11 may include ‘Recommendations and suggestions for further research’.
2. In abbreviated form, the traditional structure of a scientific or technical report is IMRAD = Introduction, Methods, Results and Discussion.

***Study the text “Science for Society”. Use additional information and deliver a report devoted to the role of science in modern society.***

### **Science for Society**

Today, more than ever, science is a vital source of educational, intellectual and cultural enrichment. When we talk of knowledge societies and knowledge economies, we are in practice pointing out that they are, in a fundamental way, science-based.

Science leads to technological advances and economic benefits that offer unique opportunities to meet basic human needs, reduce poverty, protect the environment and improve the quality of life.

The promotion of science and the use of its fruits require sustained political commitment and long-term action.

The essential function of the basic sciences is to carry out a thorough inquiry, leading to new scientific knowledge that enhances our understanding of natural phenomena. Increasingly, however, the “disinterested” model of scientific endeavour does not correspond to a reality in which there are strong expectations that science should lead to technological advances and improve people’s lives.

However, there are tensions here. Although the basic sciences have nowadays become an indispensable tool for development, the benefits of science are still unevenly distributed. Many developing countries in particular find themselves largely excluded not only from the benefits of the basic sciences but also from the very processes through which scientific knowledge is generated.

When talking about “challenges for science in the twenty-first century” one must recognize that, by its very nature, science is a cooperative endeavour and an activity without national borders. It has a remarkable capacity to mobilize intellectual effort on both theoretical and practical problems. By sharing scientific knowledge and joining together in making advances in science and technology, scientists are utilizing powerful means to promote international cooperation.

Scientific knowledge has led to remarkable innovations that have been of great benefit to humankind. Life expectancy has increased strikingly, and cures have been discovered for many diseases. Agricultural output has risen significantly in many parts of the world to meet growing population needs. Technological developments and the use of new energy sources have created the opportunity to free humankind from arduous labour. They have also enabled the generation of an expanding and complex range of industrial products and processes. Technologies based on new methods of communication, information handling and computation have brought unprecedented opportunities and challenges for the scientific endeavour as well as for society at large. Steadily improving scientific knowledge on the origin, functions and evolution of the universe and of life provides humankind with conceptual and practical approaches that profoundly influence its conduct and prospects.

At the same time, science itself is undergoing rapid change, with an “explosive” development of new fields, concepts, methodologies and potential applications.

It is often difficult to see the long-term consequences of scientific advance and its applications, and this heightens our sense of vulnerability. But it has also raised important moral, social, legal and cultural challenges.

The convergence of the information and life sciences has led to considerable progress in genetics and biotechnology. Human life, even the concept of life itself, is now challenged by advances in the biosciences and by the development of biomedical and genetic techniques.

Today, whilst unprecedented advances in the sciences are foreseen, there is a need for a vigorous and informed democratic debate on the production and use of scientific knowledge. Greater interdisciplinary efforts, involving both natural and social sciences, are a prerequisite for dealing with ethical, social, cultural, environmental, gender, economic and health issues.

One of the main challenges facing the basic sciences today is the fact that fewer and fewer talented youngsters seem to be interested in science, a global trend that seems to be leaving the faculties of mathematics, physics and chemistry empty. And young people are increasingly turning away from science as a career. This is a worrying trend, the reasons for which are multiple and complex. This

decline of interest in science and scientific careers must be counteracted for it threatens the sustainability of the scientific enterprise itself and, by extension, the prospects for using science for development.

Another challenge, of course, is the brain drain. For developing countries to be in a position to exploit what science offers, there is a clear need to build a critical mass of people involved in science and technology. Continual, large-scale brain drain, however, is a serious challenge to efforts to nurture and maintain sufficient numbers of highly qualified and innovative scientists and engineers. Effective encouragements need to be found to induce them to remain in or return to their countries. Strategies to facilitate this need to be developed, such as the building of working connections between research groups in major educational and research institutions; setting up centres and networks of excellence; and creating innovative partnerships.

Another operational issue to address as a priority is the involvement of industrialists in the common action supporting science for development. The improvement of science-industry cooperation is not always easy but, if successful, it opens up important possibilities for all concerned.

The problems the human society is facing today are numerous and diverse. They can be solved with greater success and no doubt in a shorter time if we manage to unite our efforts and promote cooperation worldwide.

***The reports are often made in the form of presentations. Further you will find information on how to make your presentation effective.***

### **Making an Effective Presentation**

A presentation is a report one gives to an audience. It can be a short report, a long analysis, a narrative of any length, formal, or informal. Whether oral or written, the presentation format should be clear and organized.

Simplicity, clarity and brevity are characteristic features of perfect presentation. The best presenters take the view that presenting is not formalized public speaking, it is a dynamic way of dealing with people.

If you want to be effective you are to maintain the delicate balance and proportion dealing with the three essential elements of presenting: presenter – audience – message.

Thus, you are to study how to do it.

1. Work on your image. Perceptions are sometimes more powerful than facts! First impressions influence the audience's attitudes to you. Wear an outfit that you know and love, not something new or fussy to feel comfortable.

2. Know your audience, their background and their motives. The factor of the listener is one of the most important parameters of effective communication. The golden rule of public speaking is that you should always keep your audience in mind. The best advice which can be given by an experienced presenter is: make your language natural and comprehensive for the audience.

3. Define your objective and analyze the communication situation. This will help you decide on the vocabulary and style you use in your presentation. Lexical expressive means help you personalize your message, reveal your attitudes.

4. Being an oral form of communication, presentation is to be well structured. The traditional and generally accepted structure of a speech contains the following elements:

- introduction, in which the speaker grabs the attention of the audience, introduces the subject, his purpose and himself to the audience;
- the body of the speech, which contains a summary of the major ideas and information that supports and clarifies the ideas;
- conclusion (close), which contains a summary or a conclusion from the information presented and which helps the speaker to end his speech gracefully.

Methods of Delivery – successful delivery of the speech depends to a considerable extent on the method of presentation selected by the speaker. Four general methods of delivery may be distinguished: impromptu, manuscript, memorized and extemporaneous. The *impromptu* method of delivery involves speaking without any specific preparation. In the *manuscript* method the entire speech is read to the audience. The *memorized* method of delivery involves writing out the speech word for word and committing it to memory. The *extemporaneous* method of delivery is based upon thorough preparation, memorizing the main ideas and abbreviating the manuscript to a number of key words and phrases. There is no commitment to exact wording. This method is usually described as the most effective one. The main advantage of this method is that it allows you great flexibility.

Making the Presentation – the following practical tips can be useful: greet the audience, and tell them who you are, then tell them what you are going to tell them; keep to the time allowed; if you can, keep it short; stick to the plan for the presentation; leave time for discussion; at the end of your presentation ask if there are any questions; finally, make your closing remarks by thanking your audience.

Voice Qualities – your voice is you. Bearing it in mind the speaker should know how to master his voice qualities, change them, adjust to the occasion. It is common knowledge that your voice shows not only your character but also your mood. During the presentation the speaker sounds self-assured, concerned, personally involved, very often enthusiastic. Follow the following tips: speak clearly; don't shout or whisper; be natural – don't rush, or talk deliberately slowly; pause at key points; avoid jokes; to make the presentation interesting; change your delivery, but not too obviously, e.g. speed (rate), pitch of voice, volume, etc.

Body Language – keep your body relaxed and use controlled gestures and pauses. Be careful not to move around too much during your talk (as this will distract your audience). Strike up eye contact if possible.

Visual aids significantly improve the interest of a presentation. Visuals help to: focus the attention of your audience; illustrate points which are hard to visualize; reinforce your main ideas; involve and motivate the audience.

***Think about your weak and strong points as a speaker in public.  
Compare and discuss your list with your partner.***

	<b>my</b>	
		<u>weak points</u>
<u>strong points</u>		
1	1	
2	2	
3	3	
4	4	
5	5	

***When you give a presentation, do you***

- use body language;
- keep eye contact with one person;
- shift your eye contact;
- smile from time to time;
- use a variety of gestures;
- keep fingering your spectacles;
- read your talk;
- talk to your notes, the blackboard or your visual aids;
- stand with your back to a wall or curtain to minimize distractions;
- keep visual aids covered until you need them;
- walk up and down;
- overrun your time;
- finish before you are expected to;
- stand in front of the window;
- if you distribute something to be looked at, stop talking till everyone has examined it;
- lean forward facing the audience;
- start summarizing what you are going to say, then say it, and end by summarizing it again;
- laugh at your own jokes;
- smoke;
- make your audience roll in the aisle with your jokes;
- wear whatever you feel comfortable and self-assured in;
- talk with ease;
- prepare your speech in advance and rehearse it in the bath.

***Study the text given below and say whether it meets the requirements of an effective presentation. Give your grounds.***

### **The Power of Language**

There is a debate going on in some colleges and universities today about the importance of a foreign language requirement. At some of these institutions,

students may choose between a second language and mathematics – or some other discipline.

When you live in the U.S., knowledge of a foreign language is helpful but not necessary for survival. From some students' point of view, saying "bonjour" instead of "hello" when they might spend a couple of weeks vacation in France over the course of a lifetime hardly merits a big investment in time and effort. Neither does learning a Spanish dialogue to take a trip South of the Border.

It is important, therefore, to define the benefits of learning a foreign language. **In the first place**, students should be made aware that in the U.S. alone, over 30% of the population is Spanish-speaking or of Hispanic origin. Learning French enables one to communicate in parts of Europe, Canada, and Africa. Chinese and Arabic cover over half the people in the world!

**Second**, learning a foreign language leads to a better understanding of cultures and mentalities different from one's own; and though it may be interesting to bow rather than to shake hands, the important thing is the thinking and questioning process that should lead to a better understanding of one's own culture as well as those of others.

**Third**, learning a language opens the door to great literatures and philosophies, which can have a tremendous impact on one's life. Reading literature in the language written is truly "living" the author's creation, in a way not possible through translation – no matter how great the translator.

**Finally**, we do business in a global economy; the better we communicate with associates around the world, the greater success we will achieve.

***Make individual or team presentations in class. To make your presentation effective use the following words and phrases. You may also consult the Functional Phrase List in the Supplement (p. 186):***

<i>Let me begin by saying ...</i>	<i>Дозвольте мені почати з того, що ...</i>
<i>I would like to begin (to start)...</i>	<i>Я хотів би почати з ...</i>
<i>First of all ...</i>	<i>По перше, ...</i>
<i>Secondly ...</i>	<i>По-друге, ...</i>
<i>Thirdly ...</i>	<i>По-третє ...</i>
<i>Further...</i>	<i>Далі ...</i>
<i>For example/for instance...</i>	<i>Наприклад...</i>
<i>An example of this is ...</i>	<i>Прикладом цього є ...</i>
<i>On the one hand ...</i>	<i>З одного боку ...</i>
<i>On the other hand ...</i>	<i>З іншого боку ...</i>
<i>Similarly ...</i>	<i>Подібним чином ...</i>
<i>Likewise ...</i>	<i>Аналогічно ...</i>
<i>Especially important...</i>	<i>Особливо важливо.</i>
<i>To sum up, ...</i>	<i>Підводячи підсумок ...</i>
<i>To summarize, ...</i>	<i>Якщо підсумовувати ...</i>
<i>Finally ...</i>	<i>Нарешті ...</i>
<i>In conclusion, let me say that ...</i>	<i>На завершення дозвольте мені</i>

сказати, що ...

## In Focus

### Expressing importance

Adjectives for evaluating importance	Examples
important significant fundamental crucial ground-breaking unique seminal notable	<p><i>Important</i> new information about the planets has been gained from the space probes.</p> <p>British scientists published a <i>significant</i> piece of research on the nature of cancerous cells.</p> <p><i>Fundamental</i> problems exist in current theories of the universe.</p> <p>A <i>crucial</i> stage of global warming could be reached within ten years, scientists say.</p> <p>A <i>ground-breaking</i> discovery has been made in research into ageing.</p> <p>The discovery of archeologists in Egypt is <i>unique</i> according to scientists.</p> <p>In his <i>seminal</i> work Abaka challenges current techniques, revealing flaws in data interpretation.</p> <p>The only criticism I have is that there is a <i>notable</i> lack of references to works before.</p>

*Unit 6. Scientific research. Summary of the research. Quotes. Anti-plagiarism.*

## RESEARCH PAPER

*The final aim of post-graduate studies is production of the dissertation and its defence. On the eve of the defence procedure abstract of the thesis is to be issued, it being a digest of the research made. Since abstracts are designed in accordance with the established pattern, in the abstract a researcher is to reflect certain scientific points: to state the purpose of the investigation, define its subject, object, describe the methods applied, ground its topicality and novelty, present personal findings, state the practical value and possibilities for further research. In the present section the lexical means to help you speak on the topic of your research are introduced.*

### 1. Presenting the topic of your research.

n.: study, investigation, research, paper

v.:	to deal with, to be devoted (to), to study, to investigate, to undertake, to examine
adj.:	detailed, thorough, extensive, comprehensive, preliminary, brief
adv.:	in detail, thoroughly, carefully, accurately

The paper deals with...

The study is devoted to...

The investigation studies...

The research of ... is dealt with in the paper.

An extensive study of the problem of... has been undertaken in the paper.

A comprehensive analysis of ... has been presented in the research.

The case of ... has been thoroughly studied in Chapter 2.

The investigation deals with...

... are dealt with in detail in the present research.

## 2. Defining the purpose of the research.

n.:	aim, purpose, task, goal, objective
v.:	to determine, to reveal, to establish, to describe, to provide, to present, to be designed (for) ..., to be intended..., to be aimed (at) ...
adj.:	main, chief, primary, principal
conj.:	in order, so that

The aim of the study is to determine the value ...

The research is aimed at revealing the ways of ...

The main purpose of the paper is to establish the regularities/the difference in ...

The investigation is designed to simplify the procedure of ...

The chief task of the research is to reveal the causes of.../ the essence of ...

The research is intended to eliminate ambiguity ... / undesirable effect ...

The research is aimed at providing evidence for ... / new facts in support of ...

The aim of the investigation is to present systematic description of ...

## 3. Explaining the topicality and novelty of the research.

n.:	topicality, novelty, merit, comparison, innovation
v.:	present, offer, combine, compose, resemble
adj.:	fundamental, chief, main, essential, obvious, certain, ordinary, standard, former, previous, expected, analogous (to), similar (to), identical (with)
adv.:	formerly, previously, usually, commonly (used)

We offer a fundamentally new approach...

The essential merit of our work is ...

The approach is not similar to that previously used ...

The novelty of the research can be seen ...

The research compares favorably with ...

Explanation is offered for ...

Since previous works suffered from considerable limitations ...  
 We tried to interpret the phenomenon of ...  
 We intended to overcome the difficulty of ...  
 Advantages and limitations of ... are discussed for the first time ...  
 In contrast to identical works in the field of ... our understanding provides ...  
 As opposed to commonly recognized classification ...  
 Unlike commonly recognized definition of ...

#### 4. Describing methods applied.

n.:	method, technique, approach, procedure
v.:	apply, present, follow, employ, use, allow, permit
adj.:	general, main, additional, modern, appropriate, reliable, effective, improved, promising, adequate, up-to-date, conventional, unconventional

Modern methods of scientific analysis have been applied...  
 Unconventional approach to ... has been presented in the paper.  
 Appropriate technique has been used ...  
 Reliable methods of analyzing facts of ...  
 The comparative method is useful in ...  
 Methods of empirical and systematic analysis were used ...  
 The approach is especially helpful when ...  
 The approach is more flexible and permits ...  
 The methods of synchronic and diachronic analysis used in the study allow/permit...  
 The technique is best suited in evaluating ...  
 Comparison is made of the method generally adopted with that used in the investigation.  
 We have applied an alternative method which ...

#### 5. Describing your findings.

n.:	theory, hypothesis, correlation, discrepancy, assumption, findings, data, evidence, viewpoint, model, function, basis, dependence, influence, effect, interrelations
v.:	assume, present, provide, report, check, produce, verify, extend (to), find, establish, generate, produce, reveal
adj.:	primary, simple, complicated, accurate, satisfactory, certain, preliminary, convincing, contradictory, ambiguous, similar, general, complete, full, variable
adv.:	especially, particularly, specially

It was found that ...  
 The data obtained enables us to determine the nature of ...  
 Our findings provide evidence for ...  
 Our findings make possible the application of ...  
 An analysis of ... indicated that ..., which made it possible ...

The principal advantage of the approach based on ...  
 Of special importance for ... is ...  
 Of particular value for ... is ...  
 The present observation supports the viewpoint ...  
 Obviously, it's due to the fact that ...  
 The influence of ... on ... has been revealed.  
 Little dependence of ... on ... has been observed.  
 This phenomenon is closely connected with ...  
 The validity of the assumption was questioned ...  
 The study has revealed a better understanding of ...  
 These discrepancies are caused by ...  
 The findings are in agreement with ...  
 Certain correlation between ... and ... has been established.  
 From the analysis of the data it was determined that ...

## 6. Recommendations for further application and research.

n.:	application, use
v.:	apply, use, suit, fit, enable, employ, permit, allow, serve
adj.:	helpful, applicable, wide, promising, limited, possible

The findings may find practical application in ...  
 The present investigation enables us ...  
 This approach is applicable to ...  
 The method can be used in the studies on ...  
 The approach is best suited for the investigation of ...  
 The findings are especially helpful when ...  
 Another method of treating ... is recommended.  
 The approach will make it possible to ...  
 Our observations can be particularly efficient when investigating.../for the study of ...  
 ...  
 We make a suggestion as to how ...  
 ... can be used (can be of use) if we study ...  
 ... can be helpful to determine ...  
 It is suggested that ... should be

## 7. Reporting on the results of your research, drawing conclusions.

n.:	result, conclusion, viewpoint, opinion, assumption, correctness, proof, evidence
v.:	obtain, present, provide, report, check, collect, summarize, sum up, find, extend (to), state, confirm
adj.:	final, certain, complicated, convincing, satisfactory

It has been shown that ...  
 It's concluded that ...

The results obtained show/confirm/indicate/make it possible to conclude/to draw a conclusion that ...

Thus, it may be stated that ...

Therefore we came to a conclusion that ...

The above said led us to a conclusion ...

As a consequence, a conclusion is made ...

Results from experiments prove ...

These factors are shown to be irrelevant to ...

... were described with particular emphasis on ...

New data on ... were obtained.

As a result of the investigation it was observed ...

As a result of the study some practical recommendations can be given.

The results indicate that additional work is needed to improve/perfect

We reported our results at ...

To sum up, ...

***In the extract below one can find some useful expressions to speak about the aims of one's research. Pay attention to the key words and phrases underlined for you.***

The problem of crime is not new to our time, but its challenge has, in our age, progressed to increasingly disturbing proportions. For thousands of years a great many thinkers have tried to deal with this major social issue, but it is in our generation that crime has become everybody's concern. The ever-increasing rate and the expanded variety of lawbreaking have made virtually all of us potential victims. Thus, it is not really surprising that, in this flourishing era of criminal activity, a bewildering array of criminology textbooks have offered themselves to illuminate the crime problem. This volume proposes to belong to that category of books.

This text, however, ventures to deviate in intent and orientation from most of the standard works in the field. Criminology textbooks have traditionally been of ambitious length in an attempt to cover the fullest possible scope and, perhaps, to create the illusion of presenting all relevant knowledge. Oddly enough, they might include swiftly changing statistical information, short-lived research results, and ephemeral theoretical constructs.

This paper is not intended to provide a comprehensive treatment of all details of the problem of crime. Instead, by drawing only essential outlines, it attempts to concentrate on a general and comprehensive understanding of the whole.

***Complete the sentences supplying them with the information on your own research activities.***

The present paper deals with ...

The research is aimed at ...

An attempt has been made ...  
 We have applied the method of ...  
 The method has been applied together with ...  
 Some features of the phenomenon have been described with the help of ...  
 We wanted to have a full view of ...  
 It's argued that ...  
 The paper abounds in ...  
 On the basis of the comparison made ...  
 Interdependence between ... has been revealed.  
 Research into ... provides an answer to the question ...  
 The research provides the answers to a multitude of questions facing ... and gives us the tools which ...  
 The main provisions of the research have been reported at ...  
 Some disputable issues have been discussed in ...  
 The reliability of the results obtained can be verified ...  
 The results of the investigation have been reflected in the form of ...

***Below there follows a summary of the research conducted in the field of linguistics which might serve as a model for describing your research paper. Study it carefully and pick out useful phrases.***

### **Summary**

The current paper is devoted to a problem of colloquial or informal speech which has recently moved into the foreground of both theoretical interest of the world's linguists and scholars and practical attempts of language teachers and students. Its significance and practical value in the age of mass communications are axiomatic. Yet, paradoxically many aspects of contemporary informal English (Standard Educated Colloquial/Informal English, SECE in this case) including its status and role in the system of national language (British English), its specific properties as distinct from the so-called "standard English", according to G. Brown and other prominent colloquialists, "at an infant stage of research and investigation". Practically underinvestigated are also the basic types of SECE, major settings and motives determining the choice of SECE in a particular communicative situation.

Finally, it's worthy to note an absolutely rudimentary stage of research in Britain and in our country into the status of SECE in modern media, including the British "quality and "popular" press and BBC radio and television broadcasting. Moreover, some pioneer attempts in this direction are sometimes assessed with a considerable share of scepticism.

It would hardly be surprising then that these and other problems relevant to the essentials of contemporary colloquial English and its functioning analyzed in the current paper may facilitate a serious approach to SECE as a sociolinguistic phenomenon worth of theoretical investigating and practical studying and the

course itself be used by scholars and students of English as a kind of theoretic introduction into the topic.

Most research papers dealing with informal English published recently in Great Britain and elsewhere concentrate on specifics of SECE in a chosen field. And that is only too natural and rewarding considering an extremely complex nature of informal English and absolutely insufficient level of its investigation. Guided by these considerations the author attempts to follow a systematic approach to the problem in question (undertaken in a number of fundamental works by E. Zemskaya, Y. Skrebnev, B. Gavranek, T. van Dijk, M. Stubbs and other scholars) and tries to present a comprehensive outline of SECE as an entity, relying on an interdisciplinary approach. It is for the reader to judge, however, to what extent such an approach is justifiable and beneficial.

On the basis of analysis of some modern relevant concepts the author dares to offer his understanding of the problem. These considerations have basically predetermined the structure and make-up of the paper, offering the following parts: introductory part, three chapters, conclusions, bibliography, supplement.

The paper is tailored along the programmes of foreign language institutes and departments and may be used by students, Masters, teachers and scholars, by all those whose line of activity is linked to English.

The author is fully aware of the futility “to embrace unembraceable” as regards such a complex (and underinvestigated) phenomenon as contemporary colloquial or informal language, therefore the given paper on SECE may only serve as an attempt in the right direction, at best. The author would be very much indebted to any critical remark facilitating further studies of SECE.

**| Now speak on your research paper dwelling upon the following issues:**

- composition of the dissertation;
- problems discussed in the introductory part;
- topicality and novelty of your research;
- research methods applied;
- your findings (anticipated results);
- assessment of the results obtained;
- practical application;
- possibility for further research;
- your reports, articles on the problem under research.

**In Focus**

**Expressing stages in a series of events**

<b>Adjectives</b>	<b>Examples</b>
initial	At the moment we're at the <i>initial</i> stage of the experiment.
intermediate	<i>Intermediate</i> results will be verified at the <i>final</i> stage of the
final	experiment.

<p>preceding prior current ongoing transitional critical subsequent eventual forthcoming</p>	<p>In <i>preceding</i> years two new parties were formed which became engaged in the attempts to win over voters.  <i>Prior</i> to the 1990s very few people had access to a home computer.  Now we witness <i>current</i> expansion in home computing.  Helen has a number of <i>ongoing</i> projects.  Due to technical problems emails with large attachments may not be accepted by the university's server, this is likely to continue during the <i>transitional</i> period while a new server is being installed.  The process will reach a <i>critical</i> stage next week, when problems may be greatest.  <i>Subsequent</i> generations will live in a different world.  The book examines the war and the <i>subsequent</i> changes in society.  The <i>eventual</i> publication of the research findings is likely to be in May, in the <i>forthcoming</i> issue of the "New Scientist".</p>
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### *Speaking Practice*

Read the sentence below:

**FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF YEARS.**

Now count the **F`s** in that sentence. Count them only once

Answer:

There are **six** **F`s** in the sentence.

A person of average intelligence finds **three** of them.

If you spotted **four**, you're above average.

If you got **five**, you can turn your nose at most anybody.

If you caught **six**, you are a genius.

*There is no catch. Many people forget the "OF"s.*

*The human brain tends to see them as V`s and not F`s.*

**The shape of your face can give a clue to your personality**

**Small face** You don't enjoy people intruding into your personal life and invading your privacy and can be rather secretive, Reflective and intelligent, yours is a passionate but fin personality, although you find these two traits in conflict at times, A tendency to be cautious means you don't trust too easily, but you do value a circle of close friends and family members.

**Oval face** A good decision-maker, you have strength of character, lots of energy, and usually finish what you start. Affectionate and outgoing by nature, you can be a bit gullible.

**Square face** You expect a lot from other people, but give as much in return, you're stubborn, strong-willed and quick to learn, but your staying power runs out when you lose interest. Highly sensitive to criticism, you're aggressive under pressure.

**Thin face** You don' suffer fools gladly and have an offbeat sense of humour. Energetic able to balance action with thought, you're not one who follows the crowd. You enjoy competition in the love stakes and opt for a partner who's companionable as well as attractive.

**Heart-shaped face** Practical rather than thinker, you have a degree of charm that can be devastating. Your romantic judgment can sometimes let you down, though. You appear placid and cool in most situations, but this hides a quick temper when crossed. Relationships may suffer if your partner can't live up to your high expectation.

### **Quotes by Mark Twain**

Be careful when reading health books; you may die of a misprint.

If you tell the truth you don't have to remember anything.

Keep away from people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you, too, can become great.

My mother had a great deal of trouble with me, but I think she enjoyed it.

The best way to cheer yourself is to try to cheer someone else up.

The human race has one really effective weapon, and that is laughter.

There are several good protections against temptations, but the surest is cowardice.  
When in doubt, tell the truth.

When we remember we are all mad, the mysteries disappear and life stands explained.

When you cannot get a compliment any other way pay yourself one.

You cannot depend on your eyes when your imagination is out of focus.

He had discovered a great law of human action, without knowing it - namely, that in order to make a man or a boy covet a thing, it is only necessary to make the thing difficult to obtain.

"The Adventures of Tom Sawyer", Chapter 2

## **Psychological humour**

### **Pavlov's Birds**

A student spent an entire summer going to the Harvard football field every day wearing a black and white striped shirt, walking up and down the field for ten or fifteen minutes throwing birdseed all over the field, blowing a whistle and then walking off the field. At the end of the summer, it came time for the first Harvard home football game, the referee walked onto the field and blew the whistle, and the game had to be delayed for a half hour to wait for the birds to get off of the field. The guy wrote his thesis on this, and graduated.

### **The Professor's Wish**

A grad student, a post-doc, and a professor are walking through a city park and they find an antique oil lamp. They rub it and a Genie comes out. The Genie says, "I usually only grant three wishes, so I'll give each of you just one." "Me first! Me first!" says the grad student. "I want to be in the Bahamas, driving a speedboat." Poof! He's gone. "Me next! Me next!" says the post-doc. "I want to be in Hawaii, relaxing on the beach." Poof! He's gone. "You're next," the Genie says to the professor. The professor says, "I want those guys back in the lab after lunch."

**Psychology is actually...**

Psychology is actually biology.

Biology is actually chemistry.

Chemistry is actually physics.

And physics is actually math.

### *Grammar Focus*

#### **Grammar Review 1 : Tenses in the Active Voice**

##### **Step 1. Use the correct form of the verbs in the Active Voice.**

1. Last time we (to decide) that it (to be) useful to hold presentation sessions every other month.
2. Most Universities (to award) honorary degrees, usually at the Master level.
3. At the moment amongst all students enrolled in Master courses the largest group (to study) for a qualification in business.
4. This (to result) from many changes and developments in recent years within the higher education sector.
5. Research degrees (to denote) advanced study in a chosen discipline with a view to the pursuit of an academic career.
6. The emphasis on research (to prompt) recently new levels of competition amongst universities.
7. Once the student (to present) a research design acceptable to his or her adviser, the independent research phase (to begin).
8. Her successful defence of the thesis (to lead) to the award of the degree.
9. Research study, whether at Masters or Doctoral level, (to depend) upon the individual supervision of students by a member of the faculty who (to share) their interests.
10. Schools, colleges and universities (to be) the most widely spread methods of formal education and training so far.
11. There (to be) no record of what (to take place) at the latest conference.
12. In South Africa universities doctoral studies (to remain) very much the same over the years.
13. After you (to spend) quite a bit of time with the topic, usually you do not want to write about something that (not to appeal) to you.
14. How much information you (to gather) in order to check the possible value of the “future” of your studies?
15. He (to conduct) the research since he graduated from the University.

##### **Step 2. Translate into Ukrainian paying attention to the words of time indication. Put questions to the underlined words.**

1. With an ever increasing climate of competition, other countries are emerging as desirable study destinations *at the moment*.

2. The last decade of the 20<sup>th</sup> century witnessed a process of swift and irrevocable change leading to the third industrial revolution.
3. Your research topic has been in an interdisciplinary area *so far*.
4. If a student-supervisor relationship is not working satisfactorily the only proper solution will be the appointment of a new supervisor *in future*.
5. The expansion of Doctoral Training Centres has also been a positive step of *late* as has the development of other models of doctoral training.
6. Adults with advanced degrees *as a rule* earn four times more than those with less than a high school diploma.
7. We have deeply thought about the possible impact of Master studies on our life.
8. *So far* policy makers have paid little attention to Master provision, despite the fact that Master education is of enormous value to the UK and will play a crucial role in economic growth.
9. The UK delivers 8% of world research output, and is second only to the US in a number of research disciplines.
10. The general principles of project management at Master level do not, however, vary significantly across the academic disciplines.
11. Such factors as the internalization of higher education and the growth in information technology are also influencing the way in which supervisors manage their Master students.
12. They asked a disinterested academic member of staff in a related research area to look over his thesis and make an independent assessment of its quality.
13. Access to education and training for all has not *always* been the right of all citizens and an obligation for governments.
14. *Currently* we are witnessing a worldwide shortage of Master degree holders.
15. Mr. Brown had been working in the laboratory *for* seven years before he got promotion.

### **Step 3. Translate into English.**

1. Як правило, магістерський курс відрізняється від бакалаврату тим, що він містить великий обсяг самостійної роботи.
2. Лише невелика частина слухачів вже склала іспити на здобуття ступеня магістра.
3. У цій країні досі немає єдиної системи об'єктивної оцінки знань.
4. Останніми роками спостерігається підвищення ролі університетів як великих дослідницьких центрів країни.
5. Від місцевих органів влади студенти одержують стипендії, які покривають вартість навчання та іноді – вартість проживання.
6. Він вже обрав тему магістерського дослідження та подав індивідуальний план роботи.
7. На минулій конференції він зробив дуже цікаву доповідь, яка викликала бурхливу дискусію.
8. Вступники до магістратури складають ЗНО зі спеціальності та іноземної мови.

9. До конференції він нічого не знав про результати дослідження і тому не включив їх у доповідь.
10. На тому етапі продовження дослідження було недоцільним, оскільки магістрант не зіставив отриманих результатів з попередніми.
11. Написання магістерської роботи складається з кількох етапів, і він щойно завершив перший.
12. Він пише перший розділ уже сім місяців і ніяк не може дійти до його логічного завершення.
13. Наскільки мені відомо, результати його роботи призвели до серйозного відкриття.
14. Магістрантам іноді важко сформулювати свої ідеї через брак теоретичних знань.
15. Магістрант витратив дуже багато часу, поки він отримав конкретні результати.

## Grammar Review 2: Emphatic Means

### Step 1. Translation tips:

Auxiliary do.

- 1) The above law does hold.  
Вищезгаданий закон справді працює.
- 2) I do hope you will make the right decision.  
Я дійсно сподіваюся, що ти обереш правильне рішення.

### II. Inversion:

- 1) Relevant for this theory був following point.  
Для цієї теорії значущим був наступний момент.
- 2) Perhaps nowhere been been achieved better results as in this field of science.  
Ймовірно, ніде не було досягнуто кращих результатів, ніж у цій галузі науки.
- 3) Nor should we forget the importance of this discovery.  
Не повинні ми забувати і важливості цього відкриття.  
А також ми не повинні забувати про важливість цього відкриття.

### III. Double negation:

- 1) Not until X made his famous discovery did scientists realize the importance of this law.  
Тільки тоді, коли X зробив своє відоме відкриття, вчені зрозуміли важливість цього закону.
- 2) The case is not improbable.  
Цей випадок вельми (цілком) ймовірний.

### IV. Cleft\* sentences:

- 1) *It is* these results of the research *that* are most important for us.

Саме ці результати дослідження є надзвичайно важливими для нас.

2) It was not until last night that Susan received an invitation to the conference.

Лише вчора Сьюзан отримала запрошення на конференцію.

3) It was Richard who was sent to England to study.

Саме Річарда відправили до Англії вчитися.

\* “Cleft” means divided. In a cleft sentence information which could be given in one clause is divided into two parts, each with its own verb.

### **Step 2. Start the sentence with the suggested words.**

1. I’ve never heard of such a good University course. – Never have I ...
2. I had hardly received the results of the first experiment, when new requirements were put forward for the second one. – Hardly had I ...
3. It may seem strange, but I don’t enjoy conducting out my research. – Strange as it ...
4. I have never met a more disorganised student. – Never have I ...
5. Although it may seem difficult, it is not impossible. – Difficult as it ...
6. In this very paper new data on the subject are presented. – It is in this paper ...
7. You must not reveal your secret results in any circumstances. – In any circumstances ...
8. When I completed my research I realized how much had been done. – Not until ...
9. This theory may be satisfactory in many respects but it is far from being probable. – Satisfactory as this theory ...
10. For that reason the present book is both timely and appropriate. – It is for that reason ...
11. The results of any research work can be presented in different forms. – Whatever the results ...
12. Although it is hard but we must finish this research. – Hard as ...
13. These results may seem controversial, but they are still valuable. – Controversial as ...
14. You can’t have read the same book. – It can’t have been ...
15. The facts were not all made public until later. – Only later ...

### **Step 3. Translate into Ukrainian paying attention to the language means of emphatic use.**

1. It is the academic staff’s responsibility to monitor the progress of the research that ensures the students’ mastery of the appropriate research skills.
2. The advances of modern sciences are seen to be not inconsiderable.
3. If you suffer a mental block, have lost confidence, or if anything at all is interfering with your work, do let your family know.
4. It is the supervisor’s expertise that helps conduct the research in the right direction.

5. Not only should a doctoral dissertation be of a high quality, but it should also make a significant contribution to a particular field.
6. The statistics do, however, indicate that only 50% of researchers complete their doctorates.
7. It was the University of Bologna in Italy that first conferred the degree of Doctor in the late 12<sup>th</sup> century.
8. Perhaps never was the invention mentioned above shared by so many scientists all over the world.
9. Nowhere can we see such rapid progress as in computer science.
10. Strange as it may seem, the debate on the subject went far beyond its original bounds.
11. It was not until the 5<sup>th</sup> century that the first universities were founded in Byzantium.
12. Whoever may the author have been he should have dwelt on this problem.
13. It is the three-level hierarchy of degrees that is gradually replacing the two-stage system which is still used in some countries.
14. It was because I answered confidently at the interview that I got the job.
15. Not until I got the final results did I realize how much had been done.

**Step 4. Translate into English.**

1. Саме з науковим керівником магістрант визначає термін роботи над кожною частиною магістерської роботи.
2. Хто б не висловив зауваження щодо мого дослідження під час обговорення, я уважно ставитимуся до кожного з них.
3. Щоразу, коли виникає проблема, звертайтеся до наукового керівника.
4. Хоча ці зауваження та суперечливі, вони мають бути проаналізовані.
5. Саме наукові факти характеризуються об'єктивністю, достовірністю та точністю.
6. Він дійсно переглянув і вивчив абсолютно всі види джерел, які мають відношення до наукової проблеми, що досліджується в роботі.
7. Молоді вчені не повинні ігнорувати і можливість відстоювати свою власну позицію.
8. А також ми не повинні забувати і про інші методи аналізу фактичного матеріалу.
9. Саме в архівах він знайшов необхідні документи з проблематики, що вивчається.

10. Тільки після того, як магістрант виступив на науковому симпозиумі, він набув досвіду публічного виступу.
11. Я дійсно знаю, як досягти значного результату.
12. Як не важко, ти маєш завершити теоретичну частину якнайшвидше.
13. Хоча результати дослідження спірні, вони таки представляють певний науковий інтерес.
14. Тільки після завершення експериментальної частини робота була представлена на обговорення.
15. Якою б складною не була науково-дослідна робота, зрештою вона завжди приносить задоволення.

### **Grammar Review 3: Modal Verbs and Their Equivalents**

#### **Step 1. Translation tips:**

1. He may/might/could be translating the article.  
Возможно, он сейчас переводит статью.
2. The supervisor must be satisfied with the result.  
По всей вероятности (должно быть) научный руководитель доволен результатом.
3. That can't be Professor Brown, he is in Italy now.  
Не может быть, что это профессор Браун, он сейчас в Италии.
4. Your colleague is bound to raise this question if he goes to that conference.  
Твой коллега непременно поднимет этот вопрос, если поедет на ту конференцию.
5. Masters must not use inaccurate data in their research.  
Аспирантам нельзя использовать неточные данные в своих исследованиях.
6. This article does not have to be referred to.  
На эту статью не обязательно ссылаться.
7. The participants of the conference could come to a certain decision.  
Участники конференции могли прийти к определенному решению.  
The participants of the conference were able to come to a certain decision.  
Участники конференции смогли прийти к определенному решению.
8. The student may/must/can't have read the book.  
Возможно,/Должно быть,/Не может быть, что студент прочел эту книгу.
9. The opponent was to have come, but he didn't.  
Оппонент должен был приехать, но не смог.
10. The students should have been more active at the seminars.

Студентам следовало быть более активными на семинарах.

11. He didn't need to wait for the director, the application was signed by the secretary.

Ему не нужно было ждать директора, заявление подписал секретарь.

He needn't have waited for the director, the application could be signed by the secretary.

Ему не нужно было ждать директора, заявление мог бы подписать секретарь.

1. He may/might/could be translating the article.

Можливо, він зараз перекладає статтю.

2. The supervisor must be satisfied with the result.

Ймовірно (мабуть) науковий керівник задоволений результатом.

3. That can't be Professor Brown, he is in Italy now.

Не може бути, що це професор Браун, він зараз в Італії.

4. Your colleague is bound to raise this question if he goes to that conference.

Твій колега неодмінно порушить це питання, якщо поїде на ту конференцію.

5. Masters must not use inaccurate data in their research.

Магістрам не можна використовувати неточні дані у своїх дослідженнях.

6. This article does not have to be referred to.

На цю статтю не обов'язково посилатись.

7. The participants of the conference could come to a certain decision.

Учасники конференції могли дійти певного рішення.

8. The student may/must/can't have read the book.

Можливо, / Мабуть, / Не може бути, що студент прочитав цю книгу.

9. The opponent was to have come, but he didn't.

Опонент мав приїхати, але не зміг.

10. The students should have been more active at the seminars.

Студентам слід бути активнішими на семінарах.

11. He didn't need to wait for the director, the application was signed by the secretary.

Йому не треба було чекати на директора, заяву підписав секретар.

He needn't have waited for the director, the application could be signed by the secretary.

Йому не треба було чекати на директора, заяву міг би підписати секретар.

## **Step 2. Translate into Ukrainian.**

1. The members of the dissertation committee do not necessarily have to be from the student's own university.

2. In the view of supervisors, their supervision should be able to contribute to the advancement of scientific knowledge through creating effective learning/research situations.
3. It is possible that your supervisor may be unaware of your concerns.
4. One of the requirements is that your papers are to adhere to the form and style of the journal.
5. One must also be able to effectively communicate his thoughts, ideas and research findings to others in the form of reports, articles, essays, multimedia presentations.
6. Higher education institutions should be more pro-active in providing Masters with the opportunity to develop the core competencies they need to succeed in a competitive job market.
7. The student may not have thought of this way before.
8. The article should have been subjected to a thorough review process by experts to determine its reliability and accuracy.
9. Persistence is necessary if creativity in science is to be recognized by others.
10. The opponent might not have understood what you meant.
11. You'd better apply for more than one job.
12. The experiment ought to have been carried out before.
13. One shouldn't immediately ask an interviewer about job benefits.
14. No member of the association shall remove official documents from these premises without written permission.
15. Members of the first scientific society must have been interested in science and often made predictions about future developments of science.

### **Step 3. Translate into English.**

1. Рішення, можливо, буде оголошено наступного тижня.
2. Після прибуття студентам слід зареєструватися в адміністративній будівлі.
3. Багато університетів можуть залишатися досить гнучкими у своїх підходах до досліджень.
4. Іноді можуть знадобитися роки, щоб більшість вчених прийняли нові ідеї.
5. Людина може бути експертом в одній або більше галузях знань.
6. Керівнику слід знати межі своєї відповідальності за результат.
7. Студенту доведеться виконувати роботу та брати ініціативу до своїх рук щодо планування проекту та його реалізації.
8. Можливо, твої колеги-магістри зіткнулися з аналогічними труднощами при влаштуванні на роботу.
9. Країна ніколи не може стати одним із головних гравців на економічному полі, доки не покращить свою інфраструктуру.

10. Цілком імовірно магістр вивчив величезну кількість джерел, перш ніж дійшов такого висновку.
11. Може важливо виявити помилки в тому, як записуються дані.
12. Пам'ятайте, що вам слід написати серйозну академічну роботу, яка повинна зробити певний внесок у область знань, що вивчається.
13. Вам слід частіше звертатися до наукового керівника за порадою.
14. Не обов'язково було робити три копії статті.
15. Будь-який магістр неодмінно досягне хороших результатів, якщо буде старанно працювати.

### **Grammar Review 4 : Connectives**

#### **Step 1. Translate into Ukrainian.**

1. Apart from lecture courses teaching is done mostly in laboratories or in tutorial groups. – Крім ...
2. Meanwhile, some of the local technical colleges had developed their courses to a higher level, and eight of these were given their own charters. – Тим часом ...
3. So within three years the number of universities in England doubled. – Тому ...
4. Yet an important difference remains. – Все ж ...
5. In particular, at the examination stage none of your examiners may have had the necessary understanding and competence to be able to bridge the disciplines and make a proper assessment of your research contribution. – Зокрема ...
6. Thus, good communication is absolutely vital, so if you are a student, make sure you know precisely what it is that is expected of you. – Таким чином ...
7. Actually the length of a doctoral dissertation varies from discipline to discipline, it is usual to expect a manuscript of at least 250 pages. – В сутності ...
8. The dynamics of this process becomes clearer as one works through the book. – ... у міру того як ...
9. Master study demonstrates the commitment of the individual as well as the specific skills they have honed during their studies and over 97% Masters found employment within a year after graduating. – ... так як і ...
10. Alternatively, in some areas such as fine art and design and the humanities, research work may be more individually based. – Або ж ...
11. In fact, this guide is designed to help you navigate the research voyage through developing a research question and thesis, doing the research, writing the paper, and correctly documenting your sources. – Фактично ...
12. First of all, you should analyse your previous experience in study. – Насамперед ...
13. Finally, you should make up your mind on your future career. – Нарешті ...

14. In addition, higher education institutions should work closely with employers to provide better information, advice and guidance on career choices for Master research students. – До того ж ...
15. However, it is important to ask whether the way the Master system is currently funded offers the best possible value for money and is flexible enough. – Однак...
16. At first, the proposal was viewed with suspicion but after much deliberation it was finally accepted. – З початку...
17. Contrary to popular belief, statistics alone can not provide the answer. – На відміну від ...
18. Therefore I feel that it is difficult to explain the discrepancy between the date. – Тому ...

Addition:	also, moreover, in addition, besides, in addition to, as well as, etc.
Contrast:	however, nevertheless
Contrast and comparison:	on the other hand, by contrast, on the contrary, conversely, in spite of/despite, etc.
Result and conclusion:	thus, therefore, hence, consequently, etc.
Alternatives:	alternatively, otherwise, instead
Rephrasing and correcting:	in other words, or rather, at least
“Main point” linkers:	anyway, in any case, the thing is
“Extra point” linkers:	by the way, incidentally
Reality:	in fact, indeed, actually, as a matter of fact, etc.
Exemplification and summation:	for example, for instance, all in all, in short
Organisation and narrative linkers:	firstly, at first, finally, at last, etc.
Reason:	because of, as a result of, owing to/due to
Clarification:	namely, such as, including, especially

### **Step 2. Translate into English.**

1. Більше того, програми постійно оновлюються, включають сучасні підходи навчання та вироблення необхідних навичок.
2. У будь-якому випадку, ваше завдання в максимально короткий термін подати результати дослідження.
3. Загалом рекомендується прикладати до пакету документів будь-які свідчення ваших досягнень – дипломи, сертифікати тощо.
4. Більше того, будь-яка кафедра зацікавлена у тому, щоб магістри захищалися вчасно.

5. Крім професійного викладання теоретичних аспектів, кожна з програм має прикладний характер.
6. Інструкція є коротку характеристику статті, тоді як реферат – короткий виклад змісту статті чи доповіді.
7. Фактично багато навчальних закладів пропонують програми підготовки до магістратури за спеціальними методиками.
8. До того ж, магістерський ступінь підвищує вашу значущість в очах роботодавця та є безцінним досвідом у житті.
9. Єльський університет відомий своїми досягненнями в галузі гуманітарних наук, водночас він є і одним з провідних науково-дослідних центрів США.
10. По-друге, точні формулювання підвищують ефективність наступного етапу наукової роботи.
11. Однак магістратура – це самостійна форма здобуття освіти, мета якої – навчитися займатися науковими дослідженнями.
12. До того ж, результати, подані в таблицях та схемах, у формі комп'ютерної презентації, допомагають у сприйнятті інформації.
13. Проте найкращий результат досягається, коли періоди власної творчості чергуються з періодами глибокого вивчення теми.
14. По-перше, до магістратури беруть не всіх, а лише тих, хто досяг успіхів у навчанні, і, по-друге, тих, хто веде реальну наукову роботу.
15. І нарешті, планувати свою участь у конференціях потрібно заздалегідь, тому що терміни подання тез зазвичай закінчуються задовго до початку конференції.

## **Grammar Review 5 : Sequence of Tenses. Reported Speech**

### **Step 1. Tips:**

1. “Why can't you work under pressure?”  
The first interviewer asked why she couldn't work under pressure.
2. Does the job provide benefits?  
The applicant asked if the job provided benefits.
3. “Modern technology began with the development of power-driven machines and growth of the factory system.”  
It was mentioned that modern technology had begun with the development of power-driven machines and growth of the factory system.
4. “Did you fill in the application form?”  
The clerk asked if I had filled in the application form.
5. “The European Union has developed international scientific cooperation over the last years”  
It was stressed that the European Union had developed international scientific cooperation over the last years.
6. “Think of another theme for your report.”  
The supervisor asked me to think of another theme for my report.

**Step 2. Complete each sentence in reported speech, beginning as shown.**

1. "Indicate the ways in which you have used these data."  
They were asked ...
2. "To succeed in your master's and doctoral studies is by no means the final product, as the landscape of Master research changes all the time."  
Professor Mouton says ...
3. "Did the analyses of interviews begin with a detailed summary of what had been said?"  
The employer wanted to know ...
4. "I have had some disasters but I have also learnt an immense amount from the graduate students I worked with."  
My colleague concluded ...
5. "A traditional course in social research methodology will not meet the needs of students concerning thesis requirements."  
Professor Brown soon explained: ...
6. "This is a type of individual study which indicates how well a student has learned to carry out research, think critically and organize information into clearly defined statements."  
The supervisor underlined ...
7. "It will lead to the explosive development of the Internet and its countless commercial applications."  
It was stressed ...
8. "Who wrote the application for you?"  
The interviewer asked ...
9. "The degrees of master and doctor were for some time equivalent".  
The lecturer said ...
10. "The scientific revolution has brought new ideas, discoveries and inventions."  
The reporter underlined ...
11. "Can students be supervised in groups?"  
The student asked ...
12. "Will curiosity-driven research be supported by public or private funds?"  
The Master wondered ...
13. "The main significance of the higher Master degrees is that they license the holder to teach."  
The scientific adviser agreed ...
14. "UK Universities and Research Councils will do more to identify and promote the economic and social value of Master study."  
The authorities promised ...
15. "Master students need the right support, advice, knowledge and skills to get the most from their Master experience."  
It was reminded ...

**Step 3. Translate into English.**

1. Йому пояснили, що вступники на навчання до магістратури проходять співбесіду з викладачами кафедри.
2. Міністр був задоволений тим, що університети також налагодили свої власні закордонні зв'язки.
3. Було рекомендовано певним науковим установам створити спеціалізовані дослідницькі центри.
4. Лектор звернув увагу студентів на те, що в процесі розвитку науки відбувається постійне оновлення знань, ідей та концепцій.
5. Їм сказали, що особи, які склали вступні іспити, звільняються від співбесіди.
6. Уряд заявив, що необхідно зміцнювати потенціал університетів у галузі підготовки наукових кадрів світового рівня у дослідницькому середовищі.
7. У статті наголошувалося, що австралійська дослідницька рада забезпечує фінансування 4650 дослідницьких проектів у всій Австралії.
8. Усі погодилися, що формування національної інноваційної системи освіти є найважливішим завданням, невід'ємною частиною освітньої політики держави.
9. Викладач поцікавився, де може пройти підвищення кваліфікації.
10. Голова Ради наголосив, що можливості для міжнародного співробітництва серед наукової спільноти розширюються.
11. Доповідач особливо наголосив на тому, що в історії людства було створено і існувала досить велика кількість найрізноманітніших картин світу.
12. Магістр хотів знати, хто запропонував два основні методи отримання достовірної інформації про природу та людину.
13. Було згадано, що конференції молодих вчених, круглі столи, зустрічі з провідними фахівцями у різних галузях науки є традиційними в університеті.
14. Автор підтвердив, що аналіз та синтез відіграють важливу роль в експериментальному дослідженні.
15. Ректор наголосив, що програма націлена на залучення молодих дослідників та фінансування витрат, пов'язаних з обміном співробітниками.

## Grammar Review 6 : If clauses

### Step 1. Translation tips.

1. If I were you, I would not use these data.  
Якби я був на вашому місці, я не використовував би ці дані.
2. Should you see Robert, ask him to call his supervisor.  
Якщо ви побачите Роберта (що мало ймовірно), попросіть його зателефонувати до свого наукового керівника.
3. In case I had this journal, I should give it to the students.

Якби я мав цей журнал, я б віддав його студентам.

4. Had Professor Brown had time yesterday, he would have commented on the experiment.  
Якби професор Браун вчора мав час, він би прокоментував цей експеримент.
5. If the Master had been given opportunity, the work might have been finished.  
Якби магістру забезпечили можливість, робота мала б бути завершена.
6. If the results are to be discussed at the seminar, they should be obtained in time.  
Якщо результати мають бути обговорені на семінарі, їх необхідно вчасно отримати.
7. Suppose the article is written, what are the further steps?  
Припустимо, що стаття написана, які наступні кроки?
8. But for the mistakes, your paper would have been included in the conference proceedings.  
Якби не помилки, ваша доповідь була б включена до збірки матеріалів конференції.
9. Provided the theme of the research is interesting, one can work at it with great enthusiasm and finish it quickly.  
За умови, що тема дослідження є цікавою, можна працювати над нею з великим ентузіазмом і завершити її швидко.

## **Step 2. Translate into Ukrainian.**

1. If you are not interested in the topic, you will find it hard to fulfil the work required.
2. It would have been better if he had performed the experiment himself.
3. If the advice is not what you expect, it is better to discuss it rather than ignore it.
4. Should you be truly creative, look at what other scientists are doing, and then do something different.
5. If Poisson had done the experiment, he would have changed his view about the problem in question.
6. If you are a Master student who is dissatisfied with your supervision, you should seek as a first priority for this to be resolved.
7. Provided you can make correct predictions, you will not only read with more understanding but you will be able to avoid rereading the sentences.
8. The Master would have known he was wrong if the lecturer had told him about it.
9. The supervisor can make a powerful contribution to the success of the project if this emotional relationship can be made constructive and supportive.
10. If you can afford it, speak to a lawyer who specializes in academic appeals.
11. If you feel like starting your Master studies, you should understand that you will have no time to waste and you need to concentrate on your studies.
12. In case some part of work is taking much longer than originally estimated, then something needs to be scaled down.

13. Provided the technology and social structure of a culture is relatively simple, education is simple.
14. If Professor Malton had been asked for help, he would have helped.

### **Step 3. Translate into English.**

1. На вашому місці я б ніколи не вплутався в цю суперечку.
2. Якби комп'ютерні технології були настільки розроблені, то дослідження космосу не досягло б такого прогресу.
3. Слід звернутися до численних літературних джерел, якщо цікавлять подальші подробиці.
4. Автор буде задоволений, якщо зміст книги виявиться корисним студентам.
5. Якби магістр працював старанніше, диплом було б захищено вчасно.
6. Якщо диплом готовий та схвалений науковим керівником, він проходить передзахист.
7. Якщо західна компанія дотримується принципу «просування зсередини», то потрапити до такої фірми на пристойну посаду з боку неможливо.
8. Якщо кар'єру не можна збудувати в рамках однієї компанії, робіть її в іншому місці.
9. Що б ти робив, якби не вступив до магістратури?
10. Хто б у це повірив, якби не експериментальні дані?
11. Якби магістр розповів про свої труднощі раніше, багато проблем можна було б уникнути.
12. У разі негативного результату не слід зневірятися.
13. Якби була конференція в Україні багато дослідників змогли б взяти в ній участь.
14. Так багато часу не було б втрачено, якби тема була затверджена одразу.
15. На вашому місці я б не порушував це питання.

## **Grammar Review 7: Types of Clauses**

### **Step 1. Translation tips:**

1. What has been made clear is their intention to avoid the conflict.  
Те, що стало зрозумілим, – це їхній намір уникнути конфлікту.
2. What method is to be used should be decided by the experimenter.  
Те, який метод слід використовувати, має вирішити експериментатор.  
Експериментатор повинен вирішити, який метод слід використати.
3. The question is whether they will be able to join us.  
Питання, чи зможуть вони приєднатися до нас.
4. Regardless of the unusual manner of presenting the results, they didn't cause a lot of arguments.  
Незважаючи на незвичайний спосіб подачі результатів, вони не викликали безліч суперечок.
5. The extent to which the student is involved into the research work depends on his interest to it.

6. Те, наскільки студент залучено до дослідницької роботи, залежить від його інтересу до неї.
7. Everything depends on the committee, since only its members have the right of the final decision.  
Все залежить від комітету, оскільки тільки його члени мають право остаточного рішення.
8. The question arises as to what these results lead.  
Постає питання, до чого ведуть ці результати.
9. Formulate your ideas clearly lest you should be asked many questions.  
Чітко формулюйте свої ідеї, щоб вам не ставили багато запитань.
10. She was late for the conference, for she was held up in a traffic jam.  
Вона запізнилася на конференцію, оскільки застрягла в пробці.
11. Since you have successfully finished this stage of work you can get down to the next one.  
Оскільки ви успішно завершили цей етап роботи, можете розпочати наступний.
12. The work is of particular importance in that it summarizes all available information on this problem.  
Робота є особливо важливою, оскільки вона узагальнює всю доступну інформацію з цієї проблеми.
13. As long as the required conditions are observed this relation is valid.  
Поки дотримуються необхідних умов, це ставлення обґрунтоване.

**Step 2. Make one sentence from each pair of sentences using the word given in brackets.**

1. A common error was encountered by people. They claim that the method was used inappropriately. (who)
2. This is an important point. Funding for Master courses is very difficult to find and fees alone can be considerable. (since)
3. The student has just been awarded a degree. His uncle lives next door to you. (whose)
4. I read a book. You recommended it to me. (which)
5. I tried to persuade her to change the topic. I didn't succeed, however. (although)
6. Her handwriting was very bad. Most teachers couldn't read it. (as)
7. The guidebook explained everything. We bought it. (therefore)
8. An increasing number of Master courses now contain both research and taught elements. The traditional division between the two modes of delivery still exists. (although)
9. She attended the university. The university has a good reputation. (that)
10. I met a person. He was totally ignorant of the situation. (who)
11. The students hadn't done their tasks. The teacher was very angry. (since)
12. He never does any homework. He managed to get a good mark in the test. (even though)

13. It is essential to find out the quality of supervision you are likely to receive. This working relationship will be a major part of your life for several years. (as)
14. Master students often face financial pressures. They have to work while studying. (because of the fact)
15. Master study in the UK is intensive. The courses are of relatively short duration. (so)

**Step 3. Translate into Ukrainian.**

1. In education when people refer to research they may mean either empirical or non-empirical studies.
2. During the 19<sup>th</sup> century colleges which were founded in the biggest English towns began to prepare students for external degrees off the University of London.
3. One idea which has been carried out successfully at Oxford is for a department to organize a “brainstorming session” on self-assessment for graduate students.
4. Deciding what the research is to be about can take a surprising amount of time.
5. When testing a hypothesis or a theory, the scientist may have a preference for one outcome or another.
6. It is important that we have a clear understanding of what we can expect from each other.
7. The introduction summarizes the relevant literature so that the reader will understand why you were interested in the question you asked.
8. The University welcomes applications for Master study from those who have completed degrees studying part-time.
9. It appears that the chief reason why students fail to get their Masters is because of inadequate supervision.
10. The advances in technology that are rapidly making all forms of information widely available may demand new approaches to education.
11. Poisson was so sure he was correct that he did not even prove experimentally his hypothesis.
12. We invited colleagues from London University in view of discussing the findings of the joint project.
13. While many adult students undertake degree level study for personal satisfaction, those whose aim is to improve their career prospects also reach their goals.
14. As other countries invest heavily in their own Master provision, the UK will need to work hard to maintain its competitive advantage.
15. Creativity often involves the ability to see which experiment will be a critical one to perform in order to test a new idea.
16. Owing to the lack of substantial evidence the investigation resulted in a failure.

#### **Step 4. Translate into English.**

1. Незважаючи на те, що ці методи схожі, вони обидва мають бути згадані у статті.
2. Теорія не пояснює те, що станеться далі.
3. Винахід не затвердили, оскільки не всі документи були підготовлені.
4. Стаття професора Волкера була настільки цікавою, що привернула увагу багатьох вчених.
5. Нестача цього приладу полягає в тому, що він дуже громіздкий.
6. Щойно студенти отримали курсові завдання, вони розпочали збирання теоретичного матеріалу.
7. Магістр пам'ятає той день, коли він уперше виступив із доповіддю на міжнародній конференції.
8. Було зроблено висновок, якого слід додати кілька прикладів.
9. Слід багато читати, щоб бути здатним відповісти на будь-яке запитання.
10. Невідомо, де це явище було описано вперше.
11. Магістр відповідав так, ніби не був упевнений у тому, що каже.
12. У статті наводяться приклади різних методів, які використовувалися багато років.
13. Науковий керівник не був задоволений роботою магістра, хоча дослідження було завершено вчасно.
14. Оскільки прилад зламався, експеримент не міг продовжуватись.
15. Йому не довелося виступити на конференції, оскільки матеріали доповіді були представлені вчасно.

### **Grammar Review 8: Participle I and Participle Constructions**

#### **Step 1: Translation tips:**

1. Difficulties occurring during the research are inevitable.  
Проблеми, які виникають під час дослідження, неминучі.
2. Here is example showing the peculiarities of this process.  
Ось приклад, що показує особливість цих процесів.
3. The son following his father devoted his life to science.  
Син, наслідуючи батька, присвятив своє життя науці.
4. Having written the article the Master student showed it to his supervisor.  
Написавши статтю, магістр показав її науковому керівнику.
5. When carrying out the experiment the scientist was sure that he was on the right way.

Проводячи експеримент, вчений був упевнений, що він йшов правильним шляхом.

6. My supervisor being away, I had nobody to ask for advice.

Оскільки мій науковий керівник був відсутній, мені не було до кого звернутися за порадою.

7. Other conditions being equal, the purity of the experiment is guaranteed.

За інших рівних умов чистота експерименту гарантована.

8. We continued our experiment, with several Master students helping us.

Ми продовжували наш експеримент, причому декілька магістрів допомагали нам.

9. This question is rather complicated, belonging as it does to the field which has not been investigated yet.

Це питання досить складне, оскільки воно відноситься до галузі, яка поки не вивчена.

10. The microscope having been repaired, the researcher proceeded with his observation.

Дослідник продовжував свої спостереження після того, як мікроскоп полагодили.

11. They watched his interest gradually increasing.

Вони стежили (за тим), як його інтерес поступово зростав.

12. The results were found attracting many scientists.

Виявилось, що результати залучають багатьох вчених.

## **Step 2. Translate into Ukrainian.**

1. They are all private institutions receiving direct grants from central government.
2. An abstract or summary is published together with a research article giving the reader a “preview” of what is to come.
3. It is evident that the notion of an “ideal” supervisor changes depending on the state the student has reached.
4. Seven completely new universities were founded in addition, all of them establishing campuses on the edges of historic towns without industry.
5. When undertaking such a degree students will be trained in research methods and given a high level study of a subject or problem.
6. Other factors being excluded, the prediction seems to come true.
7. Subsequent stages might find the supervisor operating more like a coach building up skills and confidence, and then finally acting more like a colleague and equal.
8. Writing the paper the student realized how difficult it was for him to express his ideas.
9. Having finished his report the student answered numerous questions.

10. Objections to the plan, supposing there are any, should be reported to the committee.
11. Following the discussion, the committee is to study the report and put forward its proposals.
12. Good working relationship should exist between supervisors and students, with the supervisors providing encouragement, personal support and guidance at all stages.
13. When planning to attend a conference, there are steps you can take to make you sure your conference experience is just what you need.
14. A C.V. is often required for those applying to graduate or professional programmes, being employed with international firms, or when promoting oneself within professional or academic fields.
15. Each questionnaire item asked respondents to choose one out of six options, with the two extremes being “very dissatisfied” and “completely satisfied”.
16. While taking part in conferences he got acquainted with many researchers.
17. Having looked through a lot of journals and papers the student began to write the report.

### **Step 3. Translate into English.**

1. Проблеми, які виникли у процесі дослідження, слід ретельно проаналізувати.
2. Залишивши доповідь на столі наукового керівника, Майкл вийшов із кабінету.
3. Отримавши конкретні дані, ми можемо розпочати їх інтерпретацію.
4. Проводячи досвід, вчений усвідомив, що все було передбачено.
5. Оскільки в конференц-залі було багато людей, ми не могли знайти вільні місця.
6. Після того, як науковий керівник приєднався до групи, магістри продовжили експеримент.
7. Звертаючись до головного завдання дослідження, слід сказати, що вона була повністю вирішена.
8. Навчаючись в магістратурі ми повинні пам'ятати, що час летить дуже швидко і терміни завершення роботи близькі.
9. Всім магістрам, які ведуть дослідження, призначаються наукові керівники з числа спеціалістів відповідної галузі знань.
10. Закінчивши свою доповідь, він взяв участь у дискусії.
11. Оскільки багато питань було ретельно підготовлено, засідання кафедри тривало недовго.
12. Університети, які бажають конкурувати зі всесвітньо визнаними вишами, були змушені вдосконалювати свої навчальні програми.

## **Grammar Review 9: Participle II and Participle Constructions**

### **Step 1. Translation tips:**

1. The result obtained was thoroughly analysed.  
Отриманий результат було ретельно проаналізовано.
2. The conclusion at this stage is more valuable than that made earlier.  
Висновок на цьому етапі є більш цінним, ніж той, який було отримано раніше.
3. Let me introduce the latest research so much spoken about.  
Дозвольте мені презентувати останнє дослідження, про яке так багато говорять.
4. The report followed by a great number of questions was very topical.  
Доповідь, за якою послідувала безліч питань, була актуальною.
5. Mr Warner followed by his son devoted their lives to science.  
Містер Варнер, а згодом і його син, присвятили себе науці.
6. Considered from this point of view the question is worth discussing.  
Під час розгляду з цього погляду це питання варто обговорити.
7. Stated in a simple form the aim of the research is as follows.  
Якщо сформулювати просто, ціль дослідження наступна.
8. The article, published as it was in a small journal, remained unnoticed for a long time.  
Оскільки статтю було надруковано у невеликому науковому журналі, вона залишалася непоміченою протягом тривалого часу.
9. I heard your name mentioned at the conference.  
Я чув, що ваше ім'я згадано на конференції.

## **Step 2. Translate into Ukrainian.**

1. Based on learning, the evolution of education is built on the evolution of species.
2. The discussion followed contained some useful ideas.
3. This misunderstanding, taken from an actual case study, shows that good communication is absolutely crucial to productive, successful student-supervisor relations.
4. Usually you explain or defend your thesis with reasons and evidence gained from your own personal experience.
5. There is a great demand for specialists with Master degrees related to a specific field of professional activity such as business or administration.
6. The theory explains certain phenomena not otherwise accounted for.
7. The explanation given is by no means exhaustive.
8. Many part-time students choose to follow a programme of study in collaboration with their employer, and the supervision provided both by the university and the place of work seems to be very effective.
9. The problem appeared solved when parallel discoveries were made.
10. The range of opportunities offered is extensive, from one- year full-time/part-time taught courses to three or more years of independent study for a research doctorate.

11. Rutherford's research work followed by many experiments of other scientists made a great contribution into science.
12. When thoroughly analysed this theory cannot be contradictory.
13. Unless otherwise stated the condition is as follows.
14. Seen in this context, the ranges of applicability and reliability of the method may be assessed.
15. The procedure followed by this investigator was suggested by Mr. Brown.

### **Step 3. Translate into English.**

1. Досліджувана проблема дуже важлива.
2. Значимість аналізованих результатів досі не зрозуміла.
3. Все залежить від кількості студентів, залучених до цієї роботи.
4. Метод, якого дотримувався наш дослідник, був простим.
5. Оскільки заява не була підписана, її не могли розглянути на засіданні Ради.
6. Він отримав потрібний результат, як зазначено вище.
7. Стаття, яку посилаються вище, зачіпає психологічний аспект цієї проблеми.
8. Дослідження, про яке багато говорять, не виправдало надії.
9. Численні питання, на які відповідав доповідач, спровокували тривалу дискусію.
10. Робота, виконана молодим ученим, привернула увагу фахівців з інших галузей знань.
11. Наукове керівництво сприймається як форма навчання.
12. Види діяльності, подані у цій статті, розвивають комунікативні навички студентів.
13. Отримані результати суперечили наявним даним.
14. Дані, на які посилаються у цій статті, вже було опубліковано.
15. Наша увага буде зосереджена на методах, що використовуються у різних наукових дослідженнях.

### **Grammar Tests**

#### **A. Оберіть правильне допоміжне дієслово до поданого запитання**

:

1. HOW MUCH ... THIS CHICKEN WEIGH?

- do
- is
- does
- has

2. WHAT TIME ... THE CONCERT START?

- does

- has
- is
- do

3. ... HE FIXED THE OLD ARMCHAIR? – YES, IT LOOKS BRAND NEW NOW

- did
- has
- had
- is

4. ... CLOTHES SOLD IN THIS SHOP?

- does
- do
- is
- are

5. WHY ... THE INSTRUCTIONS BEEN CHANGED?

- were
- have
- did
- are

**B. Оберіть правильне доповнення речення :**

6. I TURNED OFF THE TELEVISION IN THE MIDDLE OF THE PROGRAMME. I WAS ...

- interesting
- interested
- boring
- bored

7. I SELDOM VISIT ART GALLERIES . I AM NOT PARTICULARLY ... IN ART

- exciting
- excited
- interesting
- interested

8. THERE ' S NO NEED TO GET ... JUST BECAUSE I'M A FEW MINUTES LATE

- annoying
- annoyed
- fascinating
- fascinated

9. I DIDN'T FIND THE SITUATION FUNNY. I WAS NOT ...

- amused
- amusing
- terrified
- terrifying

10. I ENJOYED THE FOOTBALL MATCH . IT WAS QUITE ...

- disgusting
- disgusted
- exciting
- excited

**С. Оберіть правильну форму дієслова в дужках :**

11. IT'S A WEEK SINCE I LAST (TO SEE) HIM

- saw
- have seen
- see
- had seen

12. THESE ANIMALS (TO DISPLAY) A GREAT DEAL OF AGGRESSION IF DISTURBED

- display
- will displaying
- had displayed
- were displayed

13. THEY (NOT TO HEAR) THE INTRUDER BECAUSE THEY WERE SLEEPING ON THE TOP FLOOR THAT NIGHT

- haven't heard
- were not heard
- didn't hear

won't hear

14. THE ICY WIND (TO BLOW) THROUGH THE TREES AS JACK SET OFF ON HIS JOURNEY

is blowing

blows

had been blown

was blowing

15. THE PROBLEM OF ENVIRONMENTAL POLLUTION (TO GET) WORSE THESE DAYS

had got

have got

get

is getting

**D. Оберіть правильну форму дієслова в дужках :**

16. HARRY POTTER (TO WRITE) BY THE BRITISH WRITER.

had written

have been written

wrote

was written

17. THE JEWELLERY (TO STEAL)

were stole

were being stolen

was stolen

was stealed

18. LAST YEAR HER DREAM CAME TRUE AND SHE (TO OFFER) A CHANCE TO STUDY IN AMERICA

will be offered

was offered

offered

is offered

19. THE POSSIBILITY OF NEW NEGOTIATIONS (TO DISCUSS) AT THE PRESENT MOMENT

has been discussing

was discussed

- o is being discussed
- o discussed

20. A LOT OF CHILDREN (TO SENT) TO BOARDING SCHOOL IN THE OLD DAYS

- o were sent
- o had been sent
- o sent
- o have sent

**Е. Оберіть правильні варіанти наведеного речення у пасивному стані:**

21. THEY OFFERED HIM THE JOB TWO DAYS AGO

- o He had been offered the job two days ago
- o He offered the job two days ago
- o He was offered the job two days ago
- o A job was offered to him two days ago
- o A job had been offered to him two days ago

22. WE SENT THEM NOTHING

- o Nothing was sent to them
- o We were sent nothing
- o Nothing was sended to them
- o They were sent nothing
- o They were not sent nothing

23. MARY'S MOTHER BOUGHT HER SOME SWEETS

- o Mary was bought some sweets by her mother
- o Some sweets was bought to Mary by her mother
- o Mary was buyed some sweets by her mother
- o Some sweets were bought to Mary by her mother
- o Some sweets had been bought to Mary by her mother

24. TOM GAVE US A COMPLETELY FALSE IDEA

- o We were given a completely false idea by Tom
- o Tom was given a completely new idea
- o We was given a completely false idea
- o A completely false idea was given to us by Tom
- o A completely false idea has been given by Tom

## 25. THE WAITER IS SERVING US LUNCH AT THE MOMENT

- o The waiter is served by us now
- o Lunch is being served to us by the waiter now
- o Lunch served to us now by the waiter
- o We being served lunch by the waiter now
- o We are being served lunch by the waiter now

### *Texts for additional reading*

#### **1. What Is Psychology?**

Psychology is the scientific study of mental processes and behaviour. Psychologists observe and record how people and other animals relate to one another and to the environment. They look for patterns that will help them understand and predict behaviour, and they use scientific methods to test their ideas. Through such studies, psychologists have learned much that can help people fulfill their potential as human beings and increase understanding between individuals, groups, nations, and cultures.

Psychology is a broad field that explores a variety of questions about thoughts, feelings, and actions. Psychologists ask such questions as: "How do we see, hear, smell, taste, and feel? What enables us to learn, think, and remember, and why do we forget? What activities distinguish human beings from other animals? What abilities are we born with, and which must we learn? How much does the mind affect the body, and how does the body affect the mind? For example, can we change our heart rate or temperature just by thinking about doing so? What can our dreams tell us about our needs, wishes, and desires? Why do we like the people we like? What is mental illness?"

The research findings of psychologists have greatly increased our understanding of why people behave as they do. For example, psychologists have discovered much about how personality develops and how to promote healthy development. They have some knowledge of how to help people change bad habits and how to help students learn. They understand some of the conditions that can make workers more productive. A great deal remains to be discovered. Nevertheless, insights provided by psychology can help people function better as individuals, friends, family members, and workers.

#### **Ключові слова (Key words)**

- |                |                       |
|----------------|-----------------------|
| 1. psychology  | психологія            |
| 2. scientific  | науковий              |
| 3. study       | дослідження, вивчення |
| 4. mental      | розумовий, психічний  |
| 5. behaviour   | поведінка             |
| 6. environment | навколишнє середовище |

7. pattern	зразок
8. human being	людина
9. thought	думка
10. feeling	почуття
11. action	дія
12. mind	розум
13. dream	сон, мрія
14. desire	бажання
15. mental illness	психичний розлад
16. research	дослідження
17. psychologist	психолог
18. personality	особистість
19. habit	звичка
20. insight	здатність розуміти психічні процеси, ставити перед собою проблемну ситуацію, раптово знаходити рішення (на основі досвіду та інтуїції)

**Дайте відповідь на запитання згідно змісту тексту.**

- What is psychology?
- What do psychologists do?
- What does psychology explore?
- What kind of questions do psychologists ask?
- Why do we need psychological research?
- How can psychology help us?
- Why do you want to become a professional psychologist?
- What is your favourite topic in psychology?
- When do you think a person should consult a psychologist?

## **2. What is Sociology?**

The sociologist has a distinctive way of examining human interactions. **Sociology** is the systematic study of social behavior and human groups. It focuses primarily on the influence of social relationships upon people's attitudes and behavior and on how societies are established and change. As a field of study, sociology has an extremely broad scope and it deals with families, gangs, business firms, political parties, schools, religions, labor unions, etc. It is concerned with love, poverty, conformity, discrimination, illness, alienation, overpopulation and community.

**The Sociological Perspective.** In human society, newspapers, television and radio are the usual sources of information about such groups and problems. However, while the basic function of journalists is to report the news, sociologists bring a different type of understanding to such issues. The perspective of sociology involves seeing through the outside appearances of people's actions and organizations.

One major goal of this perspective is to identify patterns of and influences on social behavior. For example, sociologists study the passionate desire of movie or

rock fans to see in person, to talk with, even to grab the clothing of a star. Why do people feel this need so powerfully?

The sociological perspective attempts to provide explanations for such patterns. Sociologists are not content to just recognize that millions of people want to meet stars, rather they examine the shared feelings and behavior of fans within the larger social context of human culture.

***The Sociological Imagination.*** In attempting to understand social behavior, sociologists rely on unusual type of creative thinking, ***sociological imagination***, i.e. an awareness of the relationship between an individual and the society. Thus instead of simply accepting the fact that movie stars and rock stars are the «royalty» of human society, we could ask, in a more critical sense, why we are not as interested in meeting outstanding scientists, or elementary school teachers, or architects. Sociological imagination can bring new understanding to daily life around us.

***Sociology and Social Sciences.*** The term ***science*** refers to the body of knowledge obtained by methods based upon systematic observations. The sciences are commonly divided into natural and social sciences. ***Natural science*** is the study of the physical features of nature and the ways in which they interact and change. Astronomy, biology, chemistry, geology and physics are all natural sciences. ***Social science*** is the study of various aspects of human society. The social sciences include sociology, anthropology, economics, history, psychology and political sciences.

These academic disciplines have a common focus on the social behavior of people, yet each has a particular orientation in studying such behavior. Anthropologists usually study cultures of the past and preindustrial societies that remain in existence today. Economists explore the ways in which people produce and exchange goods and services. Historians are concerned with the peoples and events of the past and their significance for us today. Political scientists study international relations, the workings of government and the exercise of power and authority. Psychologists investigate personality and individual behavior. In contrast to other social sciences, sociology emphasizes the influence that society has on people's attitudes and behavior. Humans are social animals; therefore, sociologists scientifically examine our social relationships with other people.

To better illustrate the distinctive perspectives of the social sciences, let us examine sociological and psychological approaches to the issue of gambling. Viewed from the perspective of psychology, gambling represents an escape into a fantasy world where great fortune can be attained easily. By contrast, sociologists focus on the social networks that develop among many gamblers. Participants in gambling establish friendship groups. For such persons gambling is a form of recreation and may even be their primary social activity. This example shows that by viewing social phenomena from several perspectives, we can enhance our understanding of human behavior.

***Sociology and Common Sense.*** Human behavior is something about which we all have experience and at least a bit of knowledge from a source of wisdom, which

is called common sense. In our daily life, we rely on common sense to get us through many unfamiliar situations. Unfortunately, this source of knowledge is not always reliable. For example, it was once considered common sense» to accept that the earth is flat.

Like other social scientists sociologists do not accept something as a fact because «everyone knows it». Instead, each piece of information must be tested and analyzed in relationship to other data. Yet, it is important to stress that such findings have been tested by researchers.

**Ключові слова (Key words)**

1.	sociology	соціологія
2.	sociological perspective	соціологічні перспективи
3.	sociological imagination	соціологічна уява
4.	science	наука,
5.	natural science	природничі науки
6.	social science	суспільні науки
7.	common sense	здоровий глузд

**Дайте відповідь на запитання згідно змісту тексту..**

What does sociology focus on as a field of study?

What and who does it deal with?

What differs the work of a journalist from that of a sociologist?

What are the main goals of the sociological perspective?

Why is the sociological imagination very important in doing sociological research?

What types are the sciences commonly divided into?

What social sciences do you know and what do they study?

What differs sociology from other social sciences?

Why should a social scientist view social phenomena from different perspectives?

What is common sense?

How should common sense be used by social scientists?

**3. Five Things All Great Teachers Have In Common**

The quality of someone's teaching does not just refer to how much information they manage to get into their student's heads or the results that they produce. It also refers to their technique and presentation. Many teachers have a fantastic amount of knowledge that would be greatly useful to students, but they have no idea of how to express it. Great teaching often has less to do with wisdom and skills, but more to do with their attitude to their student, their subject and their work. This article explains the top five characteristics of great teachers, and how to incorporate them into your own lessons.

*1. Passion.* Without truly loving what you do it is impossible to be really good at what you do. If you don't adore your subject, then how can you expect your students to do the same? Never be afraid to show that you love what you are talking about, even if your students look at you like you are crazy when you

discuss algebra with a look of love in your eyes. Your enthusiasm and interest will soon rub off on them.

2. *Creativity*. Students love a teacher who is able to make dull subjects more interesting by incorporating colorful and exciting printables into lessons or by making up games. Standardized tests and the constant offensive of new curriculums will be making this harder, but it is still extremely important. Simply teaching the given material to your students does make you a good teacher, but to be a great one, you have to be prepared to develop unique learning methods and custom lesson plans.

3. *Flexibility*. Being a teacher is a committed profession. If a student does badly on a test then you have to be prepared to offer yourself to tutor them after school. Make yourself available whenever you are requested and make this information public so that the students who need the most help know that they can get it.

4. *Integrate*. Everyday life is not left isolated, and neither should education. It doesn't matter if you are the only one in the entire school who is integrating, you should continue to do so. If you aren't quite ready explain complex algebra with music, then take small baby steps by integrating one lesson with another discipline and seeing how things go from there. If you search online there will be many teaching resources that will give you ideas that you can begin to build on. This skill is all about trial and error.

5. *Connection*. You cannot possibly hope to teach effectively without having a connection with your students. A solid and trustworthy connection needs to be built between yourself and each individual student that you teach. Strictly speaking, you are the representation of the knowledge that forms the connection. Over time, the students will come to trust you, but you have to be interesting. It was mentioned before that you have to possess true passion for your subject, but it should not be your only one. Take up hobbies such as writing, athletics or playing a musical instrument. That way you will have something in common with the students which help to break down any barriers in place by the student/teacher differences. You need to be able to connect with your students.

### **Ключові слова (Key words)**

to be grateful — бути вдячним

to convince — переконати

to have a good command — добре володіти

to improve — поліпшити

to put into practice — застосовувати на практиці

to mock at — насміхатися

to do one's best — старатися

attitude — ставлення

**Дайте відповідь на запитання згідно змісту тексту..**

- 1 . What is the most important teacher's quality?
2. What is (was) your favourite subject ? Why?
3. What did your teacher do to make the lessons interesting and entertaining?
4. Who convinced you that it is absolutely necessary to choose your direction of study today?
5. What did you do at the lessons?
6. What do teachers develop in their pupils?

### *Topics for scientific research*

1. Обґрунтування існування різниці між англійською науковою прозою та українською науковою прозою.
2. Технологія написання резюме сучасного молодого українського науковця як крок до навчання та пошуку працевлаштування.
3. Особливості правил композиційних форм академічного стилю написання статей в міжнародних наукових виданнях.
4. Умови участі у міжнародних конференціях молодих науковців та проведення ними наукових досліджень.
5. Створення та процедура проведення наукової конференції на прикладі Південноукраїнського національного університету ім.К.Д.Ушинського.
6. Антиплагіат-перевірка магістерської роботи як чинник сучасної концепції академічної доброчесності.
7. Лінгвістичне обґрунтування викладання рідної та іноземних мов у сучасній магістратурі.
8. Основні вимоги для здачі екзамену IELTS/TOEFL на досягнення рівня володіння мовою «B2».
9. Правила написання посилань на наукові джерела, оформлення використаної літератури.
10. Показники оцінювання науковості: статистичні методи, кількість публікацій, індекс цитування; основні наукові пошукові системи (Google Scholar, Scopus).

### **List of Academic Vocabulary Used for Writing Abstracts, Making Summaries and Preparing Reports.**

As the title implies the article describes ...

The author concentrates on ...

He (she) presents a general picture of ...

The description of ... .. is based on ...

The article seems to be of particular interest to an audience of (interested in chemistry, mathematics, physics ...) students.

The asserted purpose of the present paper is to answer the question ...

In the attempt to give an account of ... the author offers a survey of modern interpretation of the problem ...

The paper acquaints the reader with the efforts of theorists (theoreticians) to define ... .

Though the paper is ... the general reader will find a wealth of information ... which makes the article attractive and useful ...

The paper discusses the application of ...

The reader will find the book (research article, volume) useful (helpful, interesting, attractive) of particular (special, great, interest) importance (significance, value).

In the reviewed book (paper) the method (theory, discussion, treatment) of ... is presented.

The purpose (aim, object) of the book (publication, paper, article, monthly, journal) under review (discussion, consideration) is to survey, explain, describe, provide, to examine, give...)

The scope (object) of the journal is (aims at providing a broad view of the subject) ... a critical review of, to publish important and topical results or fundamental research in the field of ...

Opposite views on ... open a range of hypotheses which can explain the phenomenon.

... is presented by 2 points of view that ... and the more prevalent view that ...

No view is discredited, both are supported by ...

The attempts are made ...

However, preference is given to the belief that ...

The paper does not give information on the applicability of the theory used ...

The method proposed by ... is applicable to the actual analysis.

The same concepts apply to all forms of ...

The author discusses (considers, determines, outlines, gives, proves, solves, extends, derives the theory (examples, method, the development).

The author thinks, supposes, estimates, claims, believes, considers, assumes, argues, notices, announces, points out, shows, states, emphasizes, reports, asserts, concludes, declares, confirms (that) ...

The concept of ... is given by ...

Footnotes to a table (the title) are indicated by ... (symbols) ...

The apparatus (the table) is shown, given in Figure I (Table II).

As can be seen from this figure (table) that ...

The measurements shown in Figure II illustrate...

Results reproduced (introduced) in Table II show...

The problem is stated (is discussed, has been discussed by) ...

References to ... are numbered (are indicated by) ...

Bibliography is a list of references (books, writings).

The subject field of a periodical embraces (covers, provides, encourages, is designed (to), is intended, is developed (to), is concerned with, is published for, contains, includes, combines, explores, examines, concerns, records, summarizes, suggests).

The concluding remark emphasizes that ...

In the reviewed paper the author has succeeded in showing (providing, presenting ...) the...

The method (procedure, approach, idea or result) seems to have practical interest (value) to ...

The method proves (permits, agrees with the measurement) ... is based on, is stated, is applied, is developed, is derived from, is outlined ...

However, the subject (applicability) is (seems) doubtful to ...

In spite of ... this method (the article) is (seems) ...

The author (editor, publisher, proofreader) is to blame for ...

The author failed to show (exhibit, provide, present, give a account of, direct our attention to ...)

The problem considered is the determination of ...

The (principal) results obtained (arrived at) confirm, show, lead to, coincide with ...)

### **Linking Words and Phrases Used in Written and Spoken Academic English**

Personal opinion:	in my opinion/view, to my mind, to my way of thinking, I am convinced that, it strikes me that, it is my firm belief that, I am inclined to believe that, it seems to me that, as far as I am concerned, I think that...
To list advantages and disadvantages:	one advantage of, another advantage of, one other advantage of, a further advantage of, the main advantage of, the greatest advantage of, the first advantage of ... one disadvantage of, another disadvantage of, one other disadvantage of, a further disadvantage of, the main disadvantage of, the greatest disadvantage of, the first disadvantage of ...
To list points:	firstly, first of all, in the first place, secondly, thirdly, finally, to start/begin with, ... .
To list points in a	beginning: first, to start/begin with, first of all, ....

specific sequence:	continuing: secondly, after this/that, afterwards, then, next, ... concluding: finally, lastly, last but not least, ...
To add more points to the same topic:	what is more, furthermore, apart from this/that, in addition (to this), moreover, besides (this), ... not to mention the fact that ... not only ..., but ... also ....., ... both ... and ....
To refer to other sources:	with reference to, according to ...
To express cause:	... because, owing to the fact that, due to the fact that, on the grounds that, since, as ....., in view of, because of, owing to ....., ...; for this reason ....., seeing that ..., ... now that ....
To express effect:	... thus, therefore, so, consequently, as a result, as a consequence, ...
To express purpose:	..., so that ..., ..., so as to / in order to ..., ..., in case ..., ... with the purpose/intention of ....
To emphasise a point:	indeed, naturally, clearly, obviously, of course, needless to say, ....
To express reality:	it is a fact that, in effect, in fact, as a matter of fact, the fact of the matter is (that), actually, in practice, indeed, ....
To express the difference between appearance and reality:	initially, at first, ....
To give examples:	for instance, for example, ....., ... such as, like ....., ... particularly, in particular, especially ....
To make general statements:	as a (general) rule, by and large, generally, in general, on the whole, ...
To make partially correct statements:	up to a point, to a certain extent/degree, to some extent/degree, in a sense, in a way, to a limited extent, ...
To express limit of knowledge:	to the best of my knowledge, as far as I know, ...
To state other people's opinion:	it is popularly believed that, people often claim that, it is often alleged that, some people argue that, many argue that, most people feel that, some people point out that ..., contrary to popular belief, ...
To make contrasting points:	... yet, however, nevertheless, but, even so, still, nonetheless, .... although, even though, regardless of the fact that, in spite of the fact that, despite the fact that, while ....
To express balance (the other side of the argument):	opponents of ... argue, claim, believe that .... while it is true to say that ..., in fact .... the fact that ... contradicts the belief/idea that ....
Negative addition:	neither ... nor ....., nor, neither ....., ..., either.
To express exception:	... apart from, but, except (for) ....
To clarify/rephrase:	in other words, that is to say, to put it another way, ....
To express similarity:	...; similarly,/likewise,/in the same way, ....
To give an alternative:	... either ... or .... ... on the other hand, alternatively, ....
To express condition:	... on the condition that, provided (that), providing (that), only if, as long as ....

	in the event of ..., in the event that, if ....., ... in case ....., ... whether (or not) ...? ... otherwise, or (else) ....
To express the consequence of a condition:	...; consequently, then, so, in which case, ... , ...; if so, ..., if not, otherwise, ... .
To express comparison:	... as ... as, more ... than, twice as ... as, less ... than ....
To conclude:	finally, lastly, all in all, taking everything into account/consideration, on the whole, all things considered, in conclusion, on balance, for the above mentioned reasons, therefore I feel that, to sum up, ... .
Time:	... when, whenever, before, until, till, after ... , ... since ... , ... while ..., ... now that ....
Relatives:	... who/that ..., ... whose ..., ... where ..., ... who/whom/that ....
Reference:	... regarding, concerning ... . ... with respect/regard/reference to, in regard/reference to ... .
Summarising:	in short, briefly, to put it briefly, ... !

## **Functional Phrase List Used for Conducting Discussions, Debates, Giving Presentations**

### **1. Starting a conversation/discussion**

I see...  
 Well...  
 I say...  
 First...  
 First of all...  
 To begin with...  
 Look here ...  
 Talking (speaking) of, about...  
 Let me see (think)...  
 Just a minute (moment)...  
 That reminds me...  
 To come back to...  
 May I have my say? ...  
 In fact...  
 The fact is that...  
 On the one hand ..., on the other hand ...  
 And now for...  
 As far as I know...

### **2. Ending a conversation/discussion**

To tell the truth ...  
 To sum up ...  
 Summarizing ...  
 Summing it up ...  
 On the whole ...  
 All in all...  
 In conclusion ...  
 Finally...

In the long run ...  
 In short...  
 To make (cut) a long story short ...  
 That's all (there is to it)...  
 For all I know ...  
 There it is ...  
 And so ...  
 So much for that...  
 Let's round off...

### **3. Expressing one's point of view**

My own feeling is ...  
 I can quite (well easily) believe it (that)...  
 It's my opinion that...  
 In my opinion ...  
 I think (believe, suppose, maintain, feel, hope) that...  
 To my mind ...  
 Personally, I...  
 I dare say...  
 To tell the truth ...  
 If you ask me ...  
 Do you mean to say ...?  
 What do you mean (think) ...?  
 I mean to say ...  
 What do you think of...?  
 What matters is ...  
 I want to press the point...  
 In any case ...  
 More than that...  
 I must admit...  
 I'm afraid ...  
 I'm tempted to agree ...

### **4. Discussing a topic**

I should like to know ...  
 Could you possibly...?  
 Please ...  
 Could I trouble you for...?  
 Any questions?  
 Have you got any questions for Mr. N?  
 I have (got) some (several) questions ...  
 Just one question on this point (paper) ...  
 As to the question of Mr. N...  
 I would like to ask you about (whether) ...  
 May I ask a question?  
 Will (would) you say a few words about...?  
 I wonder whether (if) ...  
 In reply to your question ...  
 I'd like to say that...  
 I have (got) a few (several) comments about (on)...  
 I should mention that...  
 I should emphasize that...  
 The problem (article, paper) under discussion ...  
 I'd like to add a few words to ...

I realize that...

Do you follow me?

Do you take my point? I can't make up my mind where I stand on this. I am convinced that...

That's the way I look at things.

### **5. Expressing agreement, approval**

I agree that...

I (quite) agree with you ...

I think so too.

I suppose so ...

That's right...

Quite right...

You are right...

That's my opinion too ...

I think you are right...

A fine idea!

What a good idea!

Not a bad idea!

Good!

Wonderful!

Excellent!

Splendid!

Beyond all questions ...

Absolutely right (certain) ...

Exactly so ...

There's no doubt about it...

That's fine...

That's OK.

### **6. Expressing disagreement, doubt**

I cannot agree (that)...

I don't agree that...

I don't quite agree (with you) ...

I doubt (it) ...

I don't think you are right...

I am afraid you are wrong (mistaken)...

It's a pity but (that)...

I am sorry but (that) ...

Nothing of the kind ...

I don't believe it possible ..

I don't believe that...

That's wrong ...

That may be true, but...

I am not sure ...

I see what you mean, but...

Surely not...

I find that hard to believe ...

### **7. Saying you do not know**

Sorry, I don't know...

I am very sorry, I really don't know ,

I am afraid, I don't know ...

I must confess, I don't know ...

I've no idea ...

I haven't a clue ...

I wish I knew.

### **8. Giving yourself time to think**

Oh... Well... . Just... Now ... You see ... You know ...

Just a moment (minute) ... Let me see ...

It's on the tip of my tongue ... How can (shall) I put this?

### **9. Adding more information**

I'd like to add ... To tell the truth ... In connection with ...

By the way... To continue ... To add ... As regards ...

Concerning ... As far as ... So far as you ...

### **10. Verifying the information**

Do you mean to say that...?

Can you confirm the fact?

Is it true that...?

Am I right to understand that...?

Can you prove it?

Are you sure?

I don't quite get the idea, I think ...

I am sure you didn't mean that...

I don't quite follow what you mean to say ...

Sorry...?

Pardon...?

## *Рекомендована література*

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Навчальне видання

**Мулик К.О., Алексєєва О.Б.**

**методичні рекомендації до практичних занять з дисципліни**

**«Основи наукових комунікацій іноземною мовою»**

**для здобувачів другого (магістерського) рівня вищої освіти**

**спеціальності 013 Початкова освіта**

Методичний посібник