Міністерство освіти і науки України
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ
УНІВЕРСИТЕТ СІЛЬСЬКОГО ГОСПОДАРСТВА
імені ПЕТРА ВАСИЛЕНКА
Навчально-науковий інститут переробних і харчових
виробництв

Кафедра мовної підготовки
Ємельянова Є.С., Анастасьєва О.А.

ACADEMIC ENGLISH

АНГЛІЙСЬКА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

навчально-методичний посібник
для аудиторної та самостійної роботи
для здобувачів освітньо-кваліфікаційного рівня
«доктор філософії»

Харків
2020

1

Ємельянова Є.С., Анастасьєва О.А. Academic English. Англійська мова за професійним спрямуванням: навч.- метод. посібник для аудиторної та самостійної роботи для здобувачів освітньо-кваліфікаційного рівня «доктор філософії». – Харків, 2020. – 84 с.

Метою посібника є розвиток діяльнісної іншомовної компетенції як у повсякденних ситуаціях ділового спілкування так і фахової комунікації. Текстовий матеріал обрано із актуальних джерел, що сприяють надбанню навичок пошуку, опрацювання та презентації інформації за темою дослідження або фахом. Посібник також містить тестові завдання для контролю/самоконтролю рівня засвоєння теоретичних знань і практичних навичок.

Рецензенти:

Полякова Т.Л.	кандидат філологічних наук, доцент, завідувач кафедри мовної підготовки Харківського національгого університету сільського господарства імені Петра Василенка
Сухова Г.В.	кандидат філологічних наук, доцент кафедри Ділової англійської мови та перекладу НТУ "ХПІ"

Відповідальний за випуск (зав. кафедри): Т.Л. Полякова, канд. філол. наук, доцент

Зміст

Тема 1.
Науковий функціональний стиль: основні риси та сфери застосування

Мета заняття: Формування базових знань мовної системи при фаховому використанні наукового функціонального стилю англійської мови**.**

1. Discussion:
1. What is style?
2. What features characterize scientific style?
3. Where is scientific style applied?
4. Why is it necessary to use scientific style in academic life?

2. Read the text below. Choose the proper concept (A-H) for the gaps (1-8):
A. Correction
B. Useful information
C. Concision
D. Visuals
E. Clearness
F. Style
G. Interest
H. Scientific writing

Scientific Writing

_____ (1) is a distinctive manner of expression, in writing or speech. The word evolved from Latin for *stilus spike, stem, stylus*. It is the way in which something is said or done, as distinguished from its substance. Style is also a convention with respect to spelling, punctuation, capitalization, and typographic arrangement and display followed in writing or printing.

_____ (2) must be accurate, concise, useful, clear, illustrated with visuals, targeted to a specific audience, well organized, interesting, consistent, complete and correct in spelling, punctuation and grammar. • Scientific precision – Inaccurate statements destroy the author credibility. On the other hand, the readers make decisions, operate equipment, and draw scientific conclusions based on the information presented.

_____ (3). It is important to avoid wordiness caused by: – modifiers: *final outcome, completely finished*; – coordinated synonyms: *each and every, basic and fundamental*; – excess qualification: *perfectly clear, completely accurate*; and circumlocution: a long, indirect way to express the idea. The author must also avoid repetition, pompous language, jargon, and consider that reducing a document is hard work. Blaise Pascal once wrote, "I have made this a long letter because I haven't the time to make it shorter."

People read a paper, technical report, or thesis because they intend to use the information in some way. Therefore, each sentence must contain _____ (4).

_____ (5). Keep the writing short and simple by breaking the text into short sections, and avoid jargon, because unknown terms is a cause of poor communication and also make the text obscure to the readers. Present the story in a logical, orderly fashion, one step at a time. The use of visuals is recommended, and may include: photographs, drawings, diagrams, graphs, tables, and flowcharts. Organize the document, plan before writing, creating a rough outline that spells out the contents and organization of your document.

Illustrate the manuscript with _____ (6). They make the document more interesting to the reader. You can use photographs, drawings, diagrams, graphs, tables, and flowcharts..

_____(7). Your paper competes with many other communications and, therefore, must be lively and lucid, to attract the reader, not dull and boring.

_____ (8) in spelling, punctuation and grammar is a key characteristic of every good paper or book.

(Based on 'Scientific Style in English' by Marcelo Sampaio de Alencar)

3. Find the adjective in each row that is significantly different in meaning from the others. Note that the other adjectives are not synonyms but simply words with a similar meaning.

1. accessible, accurate, certain, definite, exact, precise
2. achievable, attainable, elemental, feasible, resolvable, viable
3. adequate, appropriate, evident, sufficient, suitable, suited to
4. analogous, comparable, identical, related, separate, similar
5. basic, central, crucial, essential, fundamental, satisfactory
6. broad, deep, extensive, far-reaching, minor, sizeable, substantial
7. complete, comprehensive, exhaustive, inconclusive, wide-ranging
8. different, divergent, diverse, incompatible, parallel, unrelated
9. essential, explicit, fundamental, primary, vital
10. marked, notable, pronounced, salient, sensitive, significant, striking.

4. Choose the sentence (a or b) that best enables the reader to quickly assimilate the information contained in the sentence.

(1a) The geothermal fields in Iceland represent a significant test site for assessing the robustness of such methods.
(1b) A significant test site for assessing the robustness of such methods is represented by the geothermal fields in Iceland.

(2a) A detailed analysis on samples was carried out in order to understand whether this anomaly was due to the extraction process and the resulting alterations and / or by the presence of fractures.

(2b) In order to understand whether this anomaly was due to the extraction process and the resulting alterations and / or by the presence of fractures a detailed analysis on samples was carried out.

(3a) The findings highlighted in patients with severe disabilities a lack of this kind of motor function.

(3b) The findings highlighted a lack of this kind of motor function in patients with severe disabilities.

(4a) The results of the experiments show a good quality of the prediction when high precision is required.

(4b) The results of the experiments show that the prediction is of a good quality when high precision is required.

(5a) Finally, the results gained during the last competition, in which the University of Seoul participated for the first time, confirm the reliability of the system.

(5b) Finally, the reliability of the system was confirmed by the results gained during the last competition, in which the University of Seoul participated for the first time.

Тема 2.
Культура наукового спілкування

Мета заняття: Оволодіння навичками, необхідними для успішної реалізації комунікації в умовах професійної наукової діяльності.

1. Discussion:
1. What is academic communication?
2. Who are the participants of academic communication?
3. What are the main principles of academic communication?

2. Read and discuss the text below:

Culture of Academic Communication

Interacting with peers and tutors is a vital part of communication in university life. In the classroom context, you will often have to give feedback on the work produced by your peers and you will in turn receive feedback on the work that you produce.

At times, you may disagree with what your peers say or you may have a different viewpoint on a particular issue. At other times, you may need to ask questions to help you gain a better understanding of what your tutors or peers have said. How do you put across your thoughts and ideas in a way that will be well received by your peers?

This tips will help you to interact effectively and appropriately with your peers and tutors.

Feedback

In academic life, people often give feedback on other people's work and receive comments on their own.

When giving feedback on work done by your peers, aim to provide a balanced review which highlights both strengths and areas for improvement.

Interacting with Peers and Tutors

- ### Show appreciation for your peer's work

Showing genuine appreciation for someone's work can easily be conveyed by the use of phrases like the following:

I really like what you have done/how you have...

I think it is a great idea to...

You have done a good job on...

- ### Be tactful and meaningful

When highlighting areas for improvement, ensure that you communicate your ideas in a way that is both tactful and meaningful so that they will be received more positively by your audience. The following are some techniques that you may find helpful:

● Combine criticisms with positive comments, e.g. *Your product sounds really good, but*

I think its benefits can be put across more persuasively. For example,...

● Use seems, sounds rather or a similar phrase, to tone down the harshness of your criticism, e.g. *Your tone here seems/sounds rather arrogant. Could you...?*

● Use not + very + positive adjective, e.g. *The recommendation is not very practical. How about...?* This sounds better than *The recommendation is impractical.*

● Put across your suggestion as a question, e.g. *Might it be better to combine the two paragraphs...?*

● Use I wonder, e.g. *I wonder if you would consider changing...I think it would make your conclusions even stronger.*

- ### Be specific

Be specific and always give examples wherever possible as they help to make your ideas more concrete and easily understood. As

for tone, do not dictate. Instead, show respect for your peers and recognise that ultimately they are still in control of their work.

- **Express agreement/disagreement appropriately**

At times, you may want to express agreement or disagreement with what your peers or tutors have said. Here are some phrases for expressing different levels of agreement:

> *You are absolutely right.*
> *You have a very good point there...*
> *I agree with you on the whole...but I feel that...*
> *I am not sure I totally agree with your...*
> *I totally disagree with what you have said...*

In a culture where members place a high value on face, be mindful not to sound too blunt in expressing your disagreement. Therefore, the last phrase above, which signals complete disagreement, must be avoided or changed into a less confrontational alternative.

- **Interacting with Peers and Tutors**

In a culture where members place a high value on be mindful not to sound face, too blunt in expressing your disagreement.

- **Demonstrate understanding of your peers' or tutor's viewpoints**

When you want to present a differing viewpoint, it would help if you could first acknowledge your peers' or tutor's viewpoint and demonstrate understanding of their position. Here are some examples:

I appreciate where you are coming from..but don't you think...?
You've presented a convincing case for...However, is it possible to look at it from another perspective...?

- **Receive feedback openly and objectively**

As for receiving feedback, what attitude or mindset do you need to have? Most importantly, you need to keep an open mind, stay objective, and not take criticisms personally. Focus on the goal of improving your work and learn from the feedback

given. At the same time, have confi dence in your own work and be discerning in accepting suggestions for improvements as they may not all be valid.

Body Language

As well as communicating verbally, we all communicate nonverbally all the time. Certain aspects of this nonverbal communication may differ from individual to individual and culture to culture. Generally, do be aware of your own body language but do keep an open mind when interpreting others'. Send positive body language signals When you interact with peers and tutors, you use more than just words and tone. You also use your body to convey your message. You should use both words and body language in a complementary rather than a contradictory way; for example, you clarify or reinforce your words by using appropriate hand movements. However, often, you use your body language unconsciously. The signals you send may appear unfriendly and aggressive, causing misunderstanding. This is why at all times, you should consciously send positive body language signals to your peers and tutors. To raise awareness of your own body language, you should pay attention to facial expressions, head and hand movements and space.

3. Grammar revision. Choose the correct word:

1. The company was **founded / funded** in 2010.
2. The samples were **weighed / weighted** and found / founded to be 100 g.
3. It was different **form / from** what was expected.
4. This **choice / choose** was due to the cost of the materials, which was higher **than / then** we had anticipated.
5. Many problems can be solved **whit / with** this approach.
6. The recipient was **filed / filled** with the resulting substance.

7. **Trough / Through** the use of this method, many issues can be resolved without **losing / loosing** face.
8. We decided to **sue / use** this particular approach because …
9. The professor **grouped / groped** his students in pairs.
10. In **addiction / addition**, we believe that our methodology has many applications.

4. Vocabulary mastering. Insert the words below into the spaces:
experiment, experience, prove, test
1. We **experimented / experienced / proved** some difficulty in conducting the tests in such extreme conditions.
2. In this paper we attempt to **experiment / prove / test** our theory and show that it could be applied in a wider range of contexts than currently perceived.
3. They tried, and failed, to **experiment / prove / test** that their results offered conclusive evidence of life on Mars.
4. We **experimented / proved / tested** with several different designs before finding the one most suited to our purposes.
5. The new medication was **experimented / proved / tested** on 312 subjects with learning difficulties.

Тема 3
Проблеми вибору лексиксико-стилістичних засобів у письмовому мовленні наукового функціонального стилю

Мета заняття: Засвоєння змістовно обумовлених мовних та мовленнєвих засобів у іншомовному письмовому науковому спілкуванні.

1. Discussion:
1. What is the principle of choice of language units in academic communication?
2. Is there any difference of language means in oral and written communication?
3. What is coontation? Is it good when the word you use in academic communication has several meanings?

2. Read and discuss the text below:

The Choice of Languange Means

Know clearly what you want to write. Then write it as simply and directly as you can. Editor Roscoe Born describes a good sentence as a "rifle shot – one missile, precisely aimed – rather than a buckshot load sprayed in the general direction of the target". This metaphor calls attention to a few key points related to sentence structure: Sentences work when they are clear, direct, and to the point. They work when they have the right sound, balance, and substance. And they work when they move smoothly from one point to the next. When the sentences in a piece of writing consistently hit the mark, the end result is an effective finished product.

Choose words that will have intended meaning to your readers.

Avoid cliché. A cliché is an overused word or phrase that springs quickly to mind but just as quickly bores the user and the audience. But in scientific discourse feel free to use them.

Select Specific Adjectives. Use precise, colorful adjectives to describe the nouns in your writing. Strong adjectives make the nouns even more interesting and clear to the reader. For example, the adjectives used in the phrase "sleek, red convertible" give the reader a clear picture of the car.

Avoid using adjectives that carry little meaning: *neat, big, pretty, small, old, cute, fun, bad, nice, good, dumb, great, funny*, etc.

Use adjectives selectively. If your writing contains too many adjectives, they will simply get in the way and lose their effectiveness.

Too many adjectives: A tall, shocking column of thick, yellow smoke marked the exact spot where the unexpected explosion had occurred.

Revised: A column of thick, yellow smoke marked the exact spot where the unexpected explosion had occurred.

Include Specific Adverbs

Use adverbs when you think they are needed to describe the action in a sentence. For example, the statement "Mayor Meyer *reluctantly* agreed to meet the protesters" tells much more than "Mayor Meyer agreed to meet the protesters".

Don't, however, use a **verb** and an adverb when a single vivid verb would be better, for example, "Wane *was hot on her heels* as she walked down the corridor, so Melanie stopped."

Use the "Right" Words. The words in your writing should not only be specific and colorful, but should also have the right feeling, or *connotation*.

Once you've gathered and arranged all your details, you need to tie them together into a smooth, easy-to-red paragraph or essay. Transitional words do this by showing your readers how pieces of information are linked in terms of location, time, or logic.

Illustration. Illustration is a process through which writers select specific examples to represent, clarify, and support either general or abstract statements. For most writers, illustration is an instinctive process: we sense the need for an example each time we discuss a subject in abstract or general terms.

Of all methods of thinking in writing, illustration (also called exemplification) is undoubtedly the one with which we are most familiar. Our daily conversations are punctuated with such phrases as *for example*, *for instance*, and the like. Example is often used interchangeably with such terms as *instance*, *case*, *sample*, and *specimen*. Each term helps explain something larger.

Example is a typical instance, fact, and thing, person, illustrating or forming particular case of general principle, rule, state of things, etc. It can clarify or illustrate something that has just been defined. Examples provide readers with the specific information they need to understand the controlling idea; specific support or evidence for a general statement.

When you use examples in your writing, you need to carefully consider how they clarify, emphasize, or support what you are saying.

Illustration may also take the form of an ***anecdote***, ***fable***, ***parable***, or ***analogy*** that displays the general point being made. *Anecdote* may be real or hypothetical, although a real-life example frequently is more impressive. Fable, parable or brief stories were widely used in a medieval sermon to illustrate a moral point.

3. Identify neutral synonyms of given verbs of literary style:

literary	neutral	literary	neutral
merit	finish	elucidate	try
encounter	meet	endeavor	make clear
enhance	maintain	strive	detect
emerge	increase	propound	describe
assert	deserve	depict	show
commence	appear	reveal	make efforts
cease	follow	hinder	prevent
pursue	begin	discern	propose

4. Put the following transitions into the proper place:

> **after, as soon as, before, once, while**

It is a good idea to find out who the influential members are ... you meet the whole team.

If possible, take action ... you sense a conflict. Do not delay.

... the aims of the session are clear to everyone, do encourage frank and open discussion.

Do not give too much attention to "impossible people" ... you are trying to agree future action.

Brainstorm possible solutions only ... you have identified the real reason for the problem.

5. Read the text below. What do the words in bold refer to?

Science refers to the system of acquiring knowledge – based on empiricism, experimentation, and methodological naturalism. The term science also refers to the organized body of knowledge humans have gained by **such (= ......)** research. Most scientists maintain that scientific investigation must adhere to the scientific

method, a process for evaluating empirical knowledge **which (= ..…)** explains observable events in nature as a result of natural causes, rejecting supernatural notions. Less formally, the word science often describes any systematic field of study or the knowledge gained from **it (= ……)**. Particular specialized studies that make use of empirical methods are often referred to as sciences as well. This article concentrates on **the first (= ……)**.

Усний і письмовий переклад технічної літератури з іноземної мови. Проблеми машинного перекладу фахових наукових текстів

Мета заняття: Формуванння навичок ефективного використання машинного перекладу фахової літератури.

1. Discussion:
1. What kinds of translations doyou know?
2. How do oral and written translation differ?
3. Can we absolutely rely on machine translation?

2. Read the text below. Match the title (A-D) with the proper paragraph (1-5):
A. Delivery
B. Degree of accuracy
C. Something elusive
D. Fluency of Translation
E. Translation time

Key differences between Oral translation (Interpretation) and Written Translation

1. _____

Interpretation takes place on the spot. The process can occur in person, over the phone, or via video. Translation, on the other hand, can happen long after the source text is created. This gives translators ample time to utilize technologies and reference materials to generate accurate, high-quality translations.

Perhaps the biggest difference between interpreters and translators, then, is that most professional translators use computer-aided tools in their work. This involves converting the

source content into a file type that's easy to work with (typically RTF), applying a translation memory (TM) to the text to automatically translate anything the tool has translated before, and filling in the gaps from scratch. As the translator goes through each section of text, they may refer to glossaries and translation style guide templates to ensure quality. Finally, they'll pass the translation to another linguist to proofread, then convert the final written document back into its original format ensuring the closest possible match.

2._____

Oral translation (interpreting) takes place on a regular basis during any conversation, speech or discussion. We can translate personally, but also via telephone, television or video.

Written translation usually takes place some time after the formation of the text. As a result, the translator has time to become familiar with different helpful materials to rectify errors.

3. _____

Oral and written translation require different level of accuracy as interpreters are trying to be the most thorough. It is very difficult when working on live and sometimes they omit details of the speech.

Before handing over the text, they have time to check every word. It allows them to faithfully present the original content.

4. _____

Interpreter must know the source and target language fluently enough to explain on live in both directions without the use of reference materials. They are the most excelent people with ualifications, and their work is extremely demanding. For this reason, they work in pairs and must swap every 20 minutes to avoid fatigue.

5. _____

Making metaphors, analogies, and idioms resonate with the target audience is a challenge that both interpreters and translators face. On top of this, interpreters must capture tone, inflections, voice quality, and other unique elements of the spoken word and then convey these verbal cues to the audience.

(Based on https://www.quora.com/What-are-the-differences-between-oral-and-written-translation)

3. Read and analyze the text below:
Machine translation

Machine translation (MT) is a sub-field of computational linguistics that investigates the use of computer software to translate text or speech from one natural language to another. At its basic level, MT performs simple substitution of words in one natural language for words in another.

The idea of machine translation may be traced back to the 17th century. In 1629, René Descartes proposed a universal language, with equivalent ideas in different tongues sharing one symbol. In the 1950s, The Georgetown experiment (1954) involved fully-automatic translation of over sixty Russian sentences into English. The experiment was a great success and ushered in an era of substantial funding for machine-translation research. The authors claimed that within three to five years, machine translation would be a solved problem. This was the beginning.

Current machine translation software often allows for customisation by domain or profession (such as weather reports) — improving output by limiting the scope of allowable variants. This technique is particularly effective in domains where formal or formulaic language is used. It follows that machine translation of government and legal documents more readily produces usable output than conversation or less standardised text.

Improved quality can also be achieved by human intervention: for example, some systems are able to translate more accurately if the user has unambiguously identified which words in the text are names. With the assistance of these techniques, MT has proven useful as a tool to assist human translators and, in a very limited number of cases, can even produce output that can be used as is (e.g., weather reports).

This class of error is extremely widespread. When users employ machine translations systems, it's because they want to communicate to people with whom they do not have a language in common. What that means is that the users of these systems are often in no position to understand the output (or input, depending on which way the translation is going) of such systems and have to trust the translation technology and its designers to get things right.

Say whether the following statements are true or false according to the text :

1. Machine translation was invented in the XX century. True / False

2. Machines translate poems better than weather reports. True / False

3. Most mistakes in machine translations appear because a user doesn't know programming. True / False

4. Machine translation is absolutely useless. True / False

4. Choose the sentence (a, b or c) that best enables the reader to quickly assimilate the information contained in the sentence.

(1a) Do you have any openings in your laboratory for PhD students?

(1b) Do you have any openings for PhD students in your laboratory?

(1c) For PhD students do you have any openings in your laboratory?

(2a) We are planning at my department a series of workshops on XYZ in November this year.

(2b) At my department we are planning in November this year a series of workshops on XYZ.

(2c) At my department we are planning a series of workshops on XYZ in November this year.

(3a) I would like to request a delay in submission of manuscript #: 08SFL-00975 until 21 October.

(3b) Until 21 October I would like to request a delay in submission of manuscript #: 08SFL-00975.

(3c) I would like to request a delay until 21 October in submission of manuscript #: 08SFL-00975.

(4a) Please find attached a copy of the paper for your convenience.

(4b) For your convenience, please find attached a copy of the paper.

(4c) Please, for your convenience find attached a copy of the paper.

(5a) I inadvertently submitted my manuscript #08CV-0069 for the SAE Magnets Congress, as an "Oral only Presentation" instead of a "Written and Oral Presentation".

(5b) I inadvertently submitted for the SAE Magnets Congress my manuscript #08CV-0069, as an "Oral only Presentation" instead of a "Written and Oral Presentation".

(5c) I inadvertently submitted as an "Oral only Presentation" instead of a "Written and Oral Presentation" my manuscript #08CV-0069 for the SAE Magnets Congress.

5 . Mastering vocabulary. Choose the correct word:

1. This is a simple and **economic / economical** method, i.e. it is easy to use and there is no waste involved.
2. In this paper we develop a framework for analyzing the capital allocation decisions facing **economical / financial** institutions.
3. Fuel efficient cars are **economic / economical**, though the extra efficiency comes at a **economical / financial** cost.
4. We discuss the role of banks in reducing the costs of **economical / financial** distress of families in Italy.
5. It is an issue for further behavioral and **economic / economical** research.
6. This procedure will only be effective and **economical / financial**
if times are cut considerably.
7. The paint should be spread on the surface as **economic / economically** as possible.
8. It requires a very **economic / economical** use of interior space.
9. Children are **economically / financially** dependent on their parents.
10. Traders often take unjustified risks in the **economical / financial** markets.

Тема 5
Анотування і реферування (рідною та іноземною мовами).
Види анотацій і рефератів

Мета заняття: Набуття теоретичних знань, практичних умінь та навичок укладання анотацій і рефератів наукових публікацій.

1. Discussion:
1. What is summary?
2. What should a good summary include?
3. What shouldn't a good summary include?
4.When can you be asked to make up an abstract? What are their types?

2. Read and discuss the text below:

Summary

A summary is a capsule version of the passage / text / reading selection. Unlike a paraphrase, however, a summary is shorter than the original passage – usually about one third as long. A paragraph can often be summarized in a single sentence. And a three- or four-paragraph passage can usually be summarized in a single paragraph.

A **summary** is a condensed version of someone else's work. A good summary concentrates on the factual information contained in the original document and does not contain personal opinions or evaluations. During at university you will often need to write summaries of books, book chapters, lectures, and, as a useful study technique, portions of your class notes. Summarizing forces you to think carefully about the ideas and concepts in any body of information. When you write summaries, you call on your ability to comprehend, analyze, synthesize, and evaluate

information – all important thinking skills. Developing your summarizing skills will prime you for success in university and beyond.

The steps in preparing to write a summary are the same as those in preparing to write a paraphrase. You must begin by reading the original passage very carefully. You must think about the meaning of each word, each phrase, each sentence, and each paragraph. If you do not understand the meanings of some words or phrases, look them up in a dictionary or other reference book.

Once you have a clear understanding of the passage, however, you do not re-express it sentence by sentence, as you do in writing a paraphrase. Instead, you select only the main idea and the most important supporting ideas from the original passage. Those are the ideas that you present in your summary. The topic sentence of the summary paragraph should express the main idea of the passage. The rest of the summary paragraph should present the most important supporting ideas from the passage. The **details** of the passage **should not be included** in the summary.

Whenever you plan and write a summary, remember that entire summary should be written in your own words. It should, however, **express only the ideas and the point of view expressed in the original passage**.

Many of the summaries that you write will have an *objective, academic tone*. But you can be asked to write a personal summary, which is an excellent way to learn about a subject by relating it to your own life.

3. Read and analize the instructions for writing a summary.

Guidelines for writing summary
- Capture the whole in just a few words.
- Summarize the general idea.
- Omit details.

- Cite the source of the summary.
- Use reasons to develop paragraphs that explain, prove, persuade, or state an opinion.
- Think of paragraphs as ways to package (or "punctuate") a text into chunks of meaning.
- Vary the length of sentences in a paragraph. Include both short and long sentences in order to hold the reader's interest. Too many short sentences can make writing seem choppy and juvenile. Too many long sentences can make the reader lose interest.
- Most writing continues for more than one paragraph. A new paragraph indicates a new idea, a new step, or a new aspect of the topic.
- A paragraph of sentences that all begin in the same way or with the same kind of information can sound monotonous. Vary the beginnings of the sentences within a paragraph.

Useful phrases for writing a summary:

1. *The article deals with…*
2. *The paper studies (describes / discusses)…*
3. *The … is/are studied (investigated / examined / analyzed / considered)*
4. *Special attention is given to …*
5. *The data are/have been obtained*
6. *The documents have been found*
7. *The … has/have been established.*
8. *The … was/were determined.*
9. *It is/has been studied / investigated / obtained / proved …*
10. *at the temperature (pressure / voltage / concentration / angle / rate / altitude) of …*

under the influence (action / control) of ...
under some (certain) conditions
in the presence / absence of ...
within the range of / from ... to ...
11. *The value is derived theoretically*
12. *The aim (object / purpose / task) of the research (study / investigation / experiment / paper / article) is to determine ...*
13. *The study is designed to illustrate ...*
14. *The technique is employed to improve the efficiency of ...*
15. *The device has been used to calculate ...*
16. *The theory has been developed (worked out / outlined) to elucidate the mechanism (structure / behavior) of ...*
17. *Diagrams are introduced to simplify the discussion ...*
18. *The technique is best suited in evaluating / when ...*
19. *The technique is rather (most / highly / especially / particularly) useful (efficient / suitable / applicable / convenient / important) when evaluating ...*
20. *The instrument serves to .../ as ...*
21. *The peculiarity of the method is in ...*
22. *The method is characterized by ...*
23. *The method is to ... / consists in ...-ing*
24. *This method allows us to ...*
25. *The results make possible the application of ...*
26. *The approach has (presents / offers) several advantages ...*
27. *The apparatus combines some advantages of the previous devices ...*
28. *The conclusion is made that ...*
29. *The method has / suffers from some limitations ...*

30. *A comparison was made between / was given between theoretical values and numerous data*
31. *A general conclusion is made as to …*
32. *It is concluded that …*
33. *Thus, a conclusion can be made that …*
34. *It may be noted that …*
35. *… are /is especially emphasized*

4. Grammar revision: plurals.
Form the plural of some nouns from Greek and Latin as they are formed in the original language. Refer to a dictionary for the correct spelling of the plural form. Some nouns have alternative plural forms e. g.:
one formula – several formulas or formulae
one index – several indexes or indices
one medium – several media or mediums
one phenomenon – several phenomena

At the end of the history book were four (appendix) describing source materials. Op art produces its effects because of the mind's reaction to visual (stimulus). Our (hypothesis) were very different, but our conclusions were the same. The validity of your judgment depends upon the (criterion) you use. We studied both harmful and necessary (bacterium) in biology. This pond is absolutely full of (alga). Every triangle has three (vertex). Which of the (phylum) do humans belong to? We studied all the (formula), but still could not finish the problem. The mass (medium) must recognize their influence and use it responsibly.

5. Vocabulary revision. Certain words may be misspelled because they are similar to other words in spelling or

pronunciation. Refer to a dictionary for the meaning of any word you are unsure of:

accept – except	formally – formerly	quiet – quite
advice – advise	personal – personnel	respectfully– respectively
affect – effect	precede – proceed	stationary - stationery
brake – break	principal – principle	weather -whether

6. **Vocabulary revision. Chose the correct word from each pair in parentheses.**

She refused to (accept, except) anyone's (advise, advice). The invitations were (formally, formerly) printed on elegant (stationary, stationery). She tried to answer (quiet, quite) (respectfully, respectively), but she sounded a bit (irrelevant, irreverent). The last (scene, seen) presented the moral of the play. I have to (choose, chose) another (coarse, course) before the end of the (weak, week).

7. **Vocabulary revision. Note the expressions in *italic* and translate the sentences.**

Writing is a process – a series of developmental steps *rather than* a single act. *In some cases*, you'll want to write a formal outline to organize your plans. More frequently*, however,* you'll probably use an informal outline or rough notes that follow your own methods of organization. You may mention *whether* the experiments were successful *or* not; *whether* the results had been expected; what further experiments will be necessary.

Whenever Fleming uncovered a dish, the medium inside became contaminated with microorganisms from the air. *If* their experiments fail, or *if* the results are not clear, scientists must perform new experiments. Clearly, *unless* we find some new sources of energy, our present system is unsustainable. Some alternative methods are developed *through* scientific research. Good soil is *both* a gift *and* a responsibility. Technological

innovations should *therefore* constitute a productive asset in the farming system. Soils with a high clay content are called "heavy soils", *in contrast to* easily worked "light soils" that are composed mostly of sand or silt. Soil characteristics depend *in part* on pore spaces and particle sizes. *In fact,* the majority of American households have at least one dog or cat, and most people say that the love and companionship their animals provide more than offsets the cost of food and other expenses involved in maintaining the health of a furry or feathery friend. *Recent* polls indicate that an overwhelming majority of Americans believe that we must implement stricter legislative controls and make economic sacrifices *in order to* preserve and protect the environment

Тема 6
Цитування чи плагіат? Оформлення посилань

Мета заняття: Активація знань і навичок щодо свідомого використання посилань і цитат у науковому іншомовному тексті.

1. Discussion:
1. What are quotations?
2. Why do we need use quotations in scientific papers?
3. How should one use quotations?
4. What is plagiarism? Why is it bad?

2. Read and discuss the text below. :

How to avoid plagiarism in your papers
Plagiarism is the unethical practice of using words or ideas (either planned or accidental) of another author/researcher or your own previous works without proper acknowledgment. Considered as a serious academic and intellectual offense, plagiarism can result in highly negative consequences such as paper retractions and loss of author credibility and reputation. It is currently a grave problem in academic publishing and a major reason for paper retractions.

Ways to Avoid Plagiarism in a Research Paper
Guard yourself against plagiarism, however accidental it may be. Here are some guidelines to avoid plagiarism.
1. Understand the context
Do not copy–paste the text verbatim from the reference paper. Instead, restate the idea in your own words. Understand the idea(s) of the reference source well in order to paraphrase

correctly. Examples on good paraphrasing can be found here (https://writing.wisc.edu/Handbook/QPA_paraphrase.html)

2. Quote

Use quotes to indicate that the text has been taken from another paper. The quotes should be exactly the way they appear in the paper you take them from.

3. Identify what does and does not need to be cited

Any words or ideas that are not your own but taken from another paper need to be cited. Cite Your Own Material. If you are using content from your previous paper, you must cite yourself. Using material you have published before without citation is called self-plagiarism. The scientific evidence you gathered after performing your tests should not be cited. Facts or common knowledge need not be cited. If unsure, include a reference.

4. Manage your citations

Maintain records of the sources you refer to. Use citation software like EndNote or Reference Manager to manage the citations used for the paper. Use multiple references for the background information/literature survey. For example, rather than referencing a review, the individual papers should be referred to and cited.

5. Use plagiarism checkers

You can use various plagiarism detection tools such as iThenticate or eTBLAST to see how much of your paper is plagiarised.

3. Please, pay attention to the following recommendations:
How to quote directly from other papers

Quoting is necessary when a passage contains exactly the words needed for your research paper.

Put quotation marks (either " " or   in the same paper) at the beginning and the end of a phrase or sentence.

Identify the author with a footnote either at the bottom of the page or at the end of the chapter or paper.

If you use any of the parts of Rodrigue, Slack, Comtois's text that are not in italics without any acknowledgement you are committing plagiarism.

Let's imagine you wanted to quote from the last line of Rodrigue, Slack, Comtois's paper, which concludes as follows:

It is here that environmental management systems, such as ISO 14000, may offer opportunities to green the logistics industry.

Cite the exact phrase or sentence used by putting it in quotations marks. Then reference the author.

Examples:

As noted by Rodrigue, Slack, Comtois [2017]: "It is here that environmental management systems, such as ISO 14000, may offer opportunities to green the logistics industry."

As an alternative to As noted by Rodrigue, Slack, Comtois [2017] you could say:

Rodrigue, Slack, Comtois [2017] conclude: "…"

As Rodrigue, Slack, Comtois [2017] state: "…"

As Rodrigue, Slack, Comtois state in their 2017 paper: "…"

In his Conclusions, Rodrigue, Slack, Comtois [2017] write: "…"

It is necessary quoting exactly to give the precise wording used by the original author. It is unacceptable when it is used to make up the bulk of a paper, or of a part of a paper. It is also unacceptable when it is used to avoid the work of putting the ideas into your own words.

However, using quotation marks is acceptable when you are reporting another's author's definition or a philosopher's statement.

If a quotation is longer than one or two sentences, don't use quotation marks, but it still requires a footnote.

Notice the use of single quotation marks (') for quote inside another quote.

Never paraphrase technical words.

Typical ways to paraphrase:

a) use of synonyms for non key words (especially verbs, adverbs and adjectives);

b) change of part of speech, for example: from noun to verb, from noun to adjective, from one category of noun to another category of noun (e.g. *science* to *scientist*);

c) change of nouns and pronouns from singular to plural and vice versa;

d) change of verb form, for example: from –*ing* form to infinitive, from simple to continuous, from active to passive;

e) change of style from personal to impersonal;

f) reversal of the order in which information is presented.

A much better way to paraphrase is to keep the important words and change the sentence structure.

4. Choose the sentence (a, b or c) that best enables the reader to quickly assimilate the information contained in the sentence.

(1a) Please could you let me know how I can change the status of my paper.

(1b) Please you could let me know how I can change the status of my paper.

(1c) Please could you let me know how can I change the status of my paper.

(2a) Given that our deadline is the first week of next month, I would be grateful to receive your revisions by the end of this month.

(2b) By the end of this month, given that our deadline is the fi rst week of next month, I would be grateful to receive your revisions.

(2c) Given that our deadline is the first week of next month, I would be grateful to receive by the end of this month your revisions.

(3a) I have raised this problem twice before in fact as you can see from the attached emails below,

(3b) From the attached emails below, as you can see I have in fact raised this problem twice before.

(3c) As you can see from the attached emails below, I have in fact raised this problem twice before.

(4a) To speed the process up very much anything you could do would be appreciated.

(4b) Anything could you do to speed the process up would be appreciated very much.

(4c) Anything you could do to speed the process up would be very much appreciated.

(5a) I resubmitted my manuscript (ID 09–00236.R1), revised according to the Editor's and Referees' comments, on April 3 of this year.

(5b) Revised according to the Editor's and Referees' comments, on April 3 of this year I resubmitted my manuscript (ID 09–00236.R1).

(5c) On April 3 of this year I resubmitted my manuscript (ID 09–00236.R1), revised according to the Editor's and Referees' comments.

Тема 7
Опис процесів та механізмів

Мета заняття: формування та закріплення навичок опису процесів та механізмів у науковому дискурсі.

1. Discussion:
1. What are quotations?
2. Why do we need use quotations in scientific papers?
3. How should one use quotations?
4. What is plagiarism? Why is it bad?

2. Read and discuss the text below :
Description of processes and mechanisms

Description is used to create a picture in words of a person, place, object, or state of mind. Descriptive writing helps develop our thoughts into clear sequences and invariably adds liveliness and specificity to our essay.

Students are often asked to present research data orally and in written form, to give clear, detailed well-structured descriptions and presentations in academic and professional areas for different purposes, for example, to make a definition livelier, to strengthen an account of cause and effect, to make an illustration more specific, to flesh out an explanation of the process, to make a classification clearer. And of course, description can serve as the dominant rhetorical strategy in an entire essay.

In addition to portraying verbally the physical characteristics of a person, place, or object, description can also be used to recreate an idea, emotion, a quality, or a mood.

The following recommendations can help you develop your work:

Function

Answer the question **"What does it do?"**

Keep this section brief — chance are, if your reader is interested in a full mechanism description, he or she already has some idea what the object is for.

Of course, if the object will be so unfamiliar to your reader that the rest of the document won't make sense, then provide whatever background information your reader is likely to need. (Sometimes the only way to do this is to show a prototype of your mechanism description to a test user… see "Usability Testing.")

If the object participates in a process, then you may need to write a brief process description as well.

Appearance

Answer the question **"What does it look like?"** You may have to use classification to break a complex object up into its various components, and describe each in sequence.

Being able to describe something accurately, in a way that your reader can understand, is an essential skill for a technical writer. Sometimes you will have to describe a thing — this is called a mechanism description. At other times you will have to explain the steps in a process — this is called a process description. Often you will have to do both. Let's review some of the strategies technical writers employ when they write descriptions.

A mechanism is a device with at least two parts that work together to do something. Some things are quite simple, while others are enormously complex. To describe a mechanism, first provide a technical definition and state the mechanism's purpose:

A cooling fan is an electromechanical device that uses an electrically-driven propeller to move air. Today, many devices, including personal computers, generate substantial amounts of heat during operation. The heat must be dissipated in some way, and the most common way to move heat out of a computer system is active air cooling using a fan.

Then focus on its physical attributes: size, shape, color, and material. You may use visuals to help you. For example:

A typical cooling fan is square in shape and measures 92mm diagonally. The housing is made of black injection-molded ABS plastic. Each corner has a mounting hole, allowing the fan to be installed into a chassis with the help of screws or rubber stems.

3. Write a description of a device (machine) using at least 150 words. You should spend about 20 minutes on this task.

5. **Grammar revision. Read the text below. Choose the correct grammar form:**

I am **enthusiastic / an enthusiastic** and motivated twenty-four **year-old / years-old** Electronics Engineer with **a / the** special interest in XYZ. I have spent **the last / last** six months doing **an / the** internship at XTX Semiconductors Inc in Richmond. This internship was part of **my / the my** Master's and entailed **characterization / characterizing** a linear power amplifier for UMTS mobile handsets. I **will be getting / am going to get** my Master's diploma in March next year.

6. Insert the correct preposition into the spaces. In some cases no preposition is required (mark ø).

I am currently working (1) _____ a paper that I would like to submit (2) _____ the journal's special issue (3) _____ the conference. The paper is the extension (4) _____ the work that I presented as a poster (5) _____ the conference, which I think you saw. The draft is still (6) _____ quite an early stage, but I would really appreciate your input.

I know that you have a lot (7) _____ experience in this area and I am sure my paper would really benefit (8) _____ your input. (9) _____ any case, I have what I think are some really important

new results, so I hope that you will find this paper of interest too. Obviously I don't want to take up too much (10) _____ your time, so perhaps you might just focus (11) _____ the Discussion and Results. Also, if you could quickly browse (12) _____ the Literature Cited to make sure I haven't missed (13) _____ any important papers (yours are all there by the way!).

The deadline for submission is (14) _____ Oct 10, so if you could get your revisions back to me (15) _____ the end of this month (i.e. September) that would be great.

I do appreciate the fact that you must be very busy, so please do not hesitate to let me know if you don't have the time.

Thank you very much (16) _____ advance

7. Insert the words below into the spaces:

addresses, aim, aimed at, aims to, continuation, feasibility study, framework, propose, scope, targeted, this end, undertook

1. Our _____ is to provide a short, practical analysis of how this language is used.

2. This article _____ de fi ne the difference between a hazard and a danger.

3. This article is the result of a _____ investigating…

4. This work _____ the problems inherent in…

5. This work is a direct _____ of the work begun by Richardson [2014].

6. To _____ we have tried to…

7. We have _____ funding as being our main priority.

8. We _____ a new code for calculating the number of hours required.

9. We _____ this study to…

10. Within the _____ of these criteria, we propose to…

Тема 8
Опис результатів дослідження. Графіки та діаграми

Мета заняття: Розвиток навичок опису результатів наукового дослідження англійською мовою.

1. Discussion:
1. What are graphs and diagrams? How are they different?
2. When is it necessary to use them?
3. Why are descriptions to the graphs and diagrams needed?
4. What types of graphs are there?

2. Read and discuss the text below:

Graphs, Charts & Diagrams in Describing the Results of your Research

The Results should answer the following questions:
1. What did I find?
2. What did I not find?
3. What did I find that I was not expecting to find? (e.g. that contradicts my hypotheses)

Follow the order you used for the protocols or procedures in your Methods. Use figures and tables to sequence the answers to the above questions.

There are two typical ways to begin the Results:

Give a general panorama of your surveys, experiments etc. without repeating the details you gave in the Methods section, as in the three examples below:

Overall, the results presented below show that …

The three key results of this empirical study are: …

The following emergent themes were identified from the analysis:

Go directly to your results. Invite your readers to look at one of your figures or tables, either in the first sentence or very shortly after (See examples).

When it comes to presenting and explaining data charts, graphs, and diagrams, you should help people understand and memorize at least the main points from them. As to the use cases, diagrams and other visuals perfectly fit for describing trends, making a comparison or showing relationships between two or more items. In other words, you take your data and give it a visual comprehensible form. Data can be represented in many ways. The 4 main types of graphs are a bar graph or bar chart, line graph, pie chart, and diagram.

Bar graphs are used to show relationships between different data series that are independent of each other. In this case, the height or length of the bar indicates the measured value or frequency. Below, you can see the example of a bar graph which is the most widespread visual for presenting statistical data.

Line graphs represent how data has changed over time. This type of charts is especially useful when you want to demonstrate trends or numbers that are connected. For example, how sales vary within one year. In this case, financial vocabulary will come in handy. Besides, line graphs can show dependencies between two objects during a particular period.

Pie charts are designed to visualize how a whole is divided into various parts. Each segment of the pie is a particular category within the total data set. In this way, it represents a percentage distribution.

Diagram is a plan, drawing, or outline created to illustrate how separate parts work and overlap at the connecting points.

3. Here are some useful practical tips. Study them and use when fulfilling the practical task below:

Describing a graph or diagram

Once you create a fascinating graph for your presentation, it is time to know how to describe graphs, charts, and diagrams. To catch your audience's attention from the very beginning, you can use the following phrases for introduction:

Let me show you this bar graph…
Let's turn to this diagram…
I'd like you to look at this map…
If you look at this graph, you will notice…
Let's have a look at this pie chart…
If you look at this line chart, you will understand…
To illustrate my point, let's look at some charts…

To describe diagrams or any other type of graphs as clearly as possible, you should name each visual element. For example:

The vertical axis shows…
The horizontal axis represents…
This curve illustrates…
The solid line shows…
The shaded area describes…
This colored segment is for…
The red bar…

The pie chart is primarily used to illustrate how different parts make up a whole. The best way to present your data in a pie chart is to compare the categories with each other. The following comparison words can be used interchangeably:
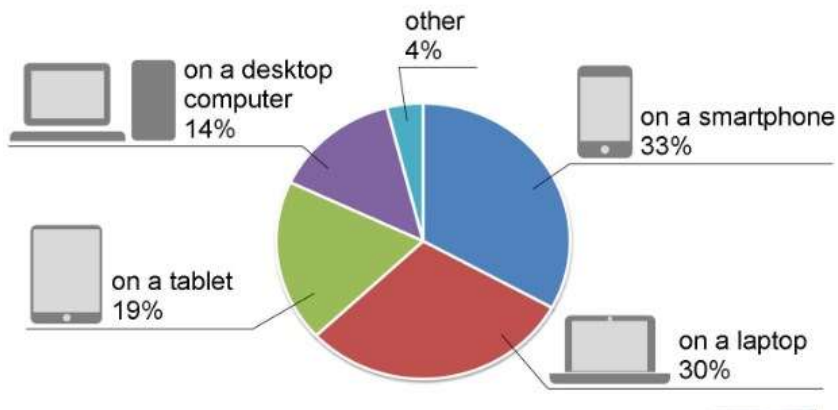
to compare
compared to
as opposed to
versus
more than
the majority of

only a small monitory
greater than
less than

Practical task: Describe the pie chart that represents how grown up internet users prefer to browse the web. Use the phrases given above:

4. Make and describe a line graph that represents the annual temperature in Ukraine by months. Use the phrases given above:

5. Grammar Revision. Choose the correct grammar form:

1. In the periodic table, there **is / are**, a lot of similarities between the elements in the same group.

2. After the experiment, the data **was / were** statistically analysed using SPSS.

3. All atoms of a given element **has / have** the same number of protons in the nucleus.

4. The pressure exerted by a gas **depend / depends** on its volume and temperature.

5. All of the rocks in the sample **is / are** basaltic, implying a volcanic past.

6. The presence of a double carbon bond in alkenes has/have a significant effect on their chemical structure.

7. The flagella of both prokaryotes and eukaryotes **differ / differs** in both structure and function.

8. There **is / are** several ways in which precipitates can be formed.

9. Analysis of the compounds in the different solutions **was/were** carried out using spectrometry.

10. Differences in the efficacy of antidepressant drugs and placebos **increase / increases** as a function of severity of depressive symptoms.

6. Choose the best sentence (a or b). (the main differences in the word order).

(1a) The following are some examples of rare species:
(1b) Examples of rare species are the following:
(2a) Among the factors which in fl uence longevity of seeds, of particularimportance are temperature and moisture content.
(2b) Temperature and moisture content are particularly important factors in fluencing the longevity of seeds.
(3a) Sometimes 802.16 systems are referred to as Worldwide Interoperability for Microwave Access (WiMAX) systems in the tradepress.
(3b) In the trade press, 802.16 systems are sometimes referred to asWorldwide Interoperability for Microwave Access (WiMAX) systems.
(4a) However, this operation is only de fi ned for some nouns, which arecalled countable nouns.
(4b) However, only for some nouns this operation is de fi ned, these nouns are called countable nouns.

(5a) To do this exercise, you do not need to be able to understand the meaning of the technical words.

(5b) You do not need to be able to understand the meaning of the technical

words in order to do this exercise.

(6a) A gradual decline in germinability and in the subsequent vigor of the resultant seedling, a higher sensitivity to stresses upon germination and eventually loss of the ability to germinate are generally recorded.

(6b) There is generally a gradual decline in germinability and in the subsequent vigor of the resultant seedling, followed by a higher

sensitivity to stress upon germination, and eventually a loss of the ability to germinate.

(7a) This leads to the expression in the plasma membrane of AGEs

derived from misfolded proteins, which are known to transmit to surrounding cells (Fig. 2).

(7b) This leads to the expression of AGEs derived from misfolded proteins in the plasma membrane, which are known to transmit to surrounding cells (Fig. 2).

Дефініції. Структура та правила укладання

Мета заняття: Набуття умінь ефективного користування мовними та мовленнєвими засобами при реалізації формальної наукової комунікації, зокрема укладання дефініцій.

1. Discussion:
1. What are definitions?
2. What types of definitions are there?
3. Is it possible to develop a universal definition for a concept?

2. Read and discuss the text below:

Definitions and their types

There are many different types of definitions, each used to explain a particular type of concept. However, the two most general types of definitions are intensional and extensional definitions.

There are specific types of definition forms we'll cover in a minute. But first we need to start with the most used forms of definitions, intensional and extensional.

Intensional definitions

An intensional definition specifies the necessary and sufficient set of features or properties that are shared by everything to which it applies.

Term	Definition
Baked Goods	Foods that are cooked in an oven of some fashion that uses prolonged dry heat, usually based on flour or corn.

In this first definition, we see that the category portion of the definition is "foods that are cooked in an oven", followed by

46

the differentiator of being "based on flour or corn". It is both necessary and sufficient for anything being baked to be cooked in an oven of some fashion. Intensional definitions are best used when something has a clearly defined set of properties and have too many referents to list in an extensional definition. For instance, you would want to use an intensional definition to define business records, as a business record is a document (hard copy or digital) that re-cords a business dealing. To attempt to enumerate each and every type of business record would be nearly impossible.

Extensional definitions

The opposite of an intensional definition, an extensional definition is usually a list naming every object (or at least enough of a list to create clarity in the reader's mind) that belongs to the concept.

Term	Definition
Baked Goods	Breads, cakes, pastries, cookies, biscuits, scones and similar items of food that are cooked in an oven of some fashion.

This example presents the individual differentiators first "breads, cakes, pastries, cookies, biscuits, scones" that belong to a common category "cooked in an oven".

Stipulative definitions

This is used when you make up a term for the first time. Which means that you've completed all of the research necessary and can't find that term anywhere. It is your assignment of meaning to your term.

Term	Definition
Charlotte's Sprinkle Scone	A baked vanilla flavored scone, dusted with sugar, covered in chocolate sprinkles both baked in and rolled onto the top of the scone.

The stipulative definition here begins with the general definition of scone, the category and then adds the differentiator, or specific characteristics of this particular type of scone.

47

Lexical definitions

This is how the term is used in a particular community

Partitive definitions

These are definitions that explain the concept as being *a part* of a greater whole; the distinct part(s) of a ore *comprehensive concept*.

Term	Definition
yeast	As a key ingredient for most baked goods that is commonly used as a leavening agent in baking bread and bakery products.

Functional definitions

These are definitions that explain the *actions* or *activities* of the concept in relation to the more *comprehensive concept*.

Term	Definition
yeast	An ingredient that is commonly used as a leavening agent in baking bread and bakery products.

This definition focuses on what yeast *does* within the baking process.

Encyclopedic definitions

These are definitions that go beyond the requirements of *definition*. Not only do these types of definition provide the context and characteristics of the concept, they provide additional information about the concept as well.

Term	Definition
yeast	As a key ingredient for most baked goods that is commonly used as a leavening agent in baking bread and bakery products, where it converts the fermentable sugars present in the dough's gluten into carbon dioxide and ethanol, thus trapping the releasing bubbles of gas into the gluten and making the dough fill up like a balloon as it rises.

(Based on https://www.unifiedcompliance.com/education/how-to-write-definitions/#The-Various-Types-of-Definitions)

3. Read the following abstract. Identify 5 definitions in the following paragraph:

Society is a group of people who form a semi-closed system. At its simplest, the term society refers to a large group of people sharing their own culture and institutions. A society, then, is a network of relationships between people. The English word society is derived from the French société, which, in turn, had its origin in the Latin societas, a "friendly association with others," from socius meaning "companion, associate, comrade or business partner." Thus, the meaning of society is closely related to what is considered to be social. Implicit in the meaning of society is that its members may share some mutual concern or interest, a common objective or common characteristics.

The social sciences generally use the term society to mean a group of people who form a semi-closed social system, in which most interactions are with other individuals belonging to the group. More abstractly, a society is defined as a network of relationships between social entities. A society is also sometimes defined as an interdependent community, but the sociologist Tönnies sought to draw a contrast between society and community. An important feature of society is social culture, aspects of which include roles and social ranking.

12. The definitions in the table have been mixed up. Rewrite them including, where necessary, an appropriate article (the, a / an) at the beginning of the sentence and incorporating 'is a' after the class.

term	class	link	explanation
oxygen	place	who	spends a lot of their time looking for

			funds for projects.
gold	person	which	in theory people go to study but in reality often spend most of their time just having fun.
researcher	country	where	has revolutionized the world.
Apple	animal	where	is widely considered to be man's best friend.
Internet	metal	which	it is believed by many that everyone has the same opportunities.
university	company	that	is essential for our survival.
dog	gas	which	tends to go up in value during financial crises.
USA	tool	That	has made vast quantities of money through cutting-edge

			technologies.
gold	person	which	in theory people go to study but in reality often spend most of their time just having fun.

Тема 10
Правила укладання есе. Види наукового есе

Мета заняття: Формування і розвиток навичок аналітичного й креативного письма на основі аналізу національних та міжнародних стандартів.

1. Discussion:
1. What is an essay?
2. What types of essays are there?
3. What is the typical structure of an essay?

2. Read and discuss the text below:

Guidelines for writing a three-part essay

The kind of composition that you, as a student, are most frequently required to write is the *essay*. When you write a paper about the theme of a novel or one about the differences between light and sound, when you answer an essay question test on how cultures influence behavior, and even when you write an article explaining why students should keep the university classrooms clean, you are writing essays.

***Essay* is a piece of prose that expresses an individual's point of view; usually it is a series of closely related paragraphs that combine to make a complete piece of writing**.

Part I. Introduction

This first section of an essay consists of a simple paragraph that introduces the topic and the controlling idea of the essay. This most important sentence in the introductory paragraph is the ***thesis statement***, ***the sentence that tells the controlling idea of the essay***.

Usually, the introduction begins with a few sentences that capture the reader's interest and that lead into the thesis statement. You may want to begin an essay introduction by posing a question, telling a brief story, presenting a direct quotation, making a startling statement, or providing background information.

Part II. Body

This middle section consists of three or more developmental paragraphs. Each paragraph should have a **topic sentence** that supports the thesis statement of the essay. ***The topic sentence is a sentence which contains the main idea. It tells the readers what the paragraph is about and limits the information to be included in the paragraph***. Although the topic sentence is usually the first sentence of the paragraph, sometimes more experienced writers may put it in the middle or even at the end of a paragraph.

It is followed by ***supporting sentences*** which are related to the topic sentence and give you more information about it.

For example:

Topic   Water Pollution

Topic sentence	Water pollution (*topic*) + has endangered animal life in the seas and rivers (*controlling idea*).
Supporting sentence A	Many of the fish in the seas are dying and in some areas the fish that are caught cannot be eaten.
Supporting sentence B	Sea birds are dying because of oil spills in the sea.

Notice:

the topic sentence states the main idea of what you want to write about – it includes <u>the topic</u> + <u>a controlling idea</u>.

The topic sentence often includes a transitional word or phrase that indicates a relationship of time, importance, cause and effect, or contrast between that paragraph and the other developmental paragraphs of the essay.

Part III. Conclusion

This final section consists of a single brief paragraph. The most important sentence in the conclusion restates and emphasizes the controlling idea of the essay. That sentence is called the **concluding statement**.

Like any other kind of composition, an effective essay requires careful planning, organization, and development. Suggest facts, details, examples, reasons, and events that you might include in the developmental paragraphs of the essay. If necessary, do research to gather information and ideas that will support both the topic sentence of the paragraph and the thesis statement of the essay.

What is outlining?

Outlining is a way of organizing your thoughts before you write. An outline is like a *plan* which shows the main parts and points of an essay which you can follow as you write.

Before starting to write an outline, there are a few steps to follow:

a) *Brainstorm* on a scratch sheet of paper. This means you write down as many ideas and details as possible that come into your head about the subject. Here's how a scratch sheet of paper might look for the topic "Advantages of living in a country with a hot climate".

People are happier   Sun is good for you.
in a sunny climate.   More fresh fruit and
More out-door parties. vegetables available.

Do not put on so much
weight.
   Fewer clothes needed.
   Winter clothes are
   expensive.
No heating bills.
b) *Make an outline* by using some of the headings.
Topic: *Advantages of living in a country with a*
                hot climate
c) It is more fun to live in a hot climate
a) people are happier
b) there is more out-door life
d) It costs less to live in a hot climate
fewer clothes are needed
there are no heating bills
e) It is better for your health
a) the sun is good for you
b) more fruit + vegetables are available

3. Study the organization of the model essay.
                Owning a Car in an Urban Area

Introduction As the standard of living is getting higher, more and more people are buying cars just as they are buying TV sets. It is however debatable if buying a car in an urban area is advantageous or not. <u>Having a car in an urban area on the one hand provides the owner with comfort and safety, but on the other hand involves a lot of worry and expense</u>.	 *Thesis Statement*

Support I	
<u>There are some advantages to owning a car in an urban area</u>. First, sitting in your car is much more comfortable than having to wait a long time for the arrival of the bus or train. In bad weather the driver of the car is warm and comfortable and is always guaranteed a seat. Second, in urban areas it is much safer to be in your car, especially at night, than having to walk down a dark street to get to a bus stop or train station.	*Topic sentence*
Support II	
<u>On the other hand, there are some disadvantages to owning a car</u>. First, a car is expensive. Gasoline is not cheap and car insurance rates in urban areas are very high. There are other expenses to be considered too, such as car maintenance and repairs as well as having to pay for parking. Second, owning a car causes a lot of worry and stress. If you leave your car in the street it might get stolen or its parts might get stolen. It is also very stressful to be driving on the freeway or in traffic jams and there is the constant fear and stress of being involved in an accident.	*Topic sentence*
Conclusion	
Owning a car in an urban area can be both advantageous by providing comfort and	

safety and disadvantageous by causing worry and stress as well as a lot of expenses to the driver. In my own opinion, owning a car is indispensable for getting around safely and freely in a big city, and its advantages far outweigh its disadvantages.

4. Compare two types of essays. Take notes about how they are similar and different:

Comparison Essay

When you compare two subjects (ideas, events, objects, experiments, charts, etc.), you help your reader understand their similarities and their differences. ***Comparison*** involves pointing out the similarities between two or more items. To help make the comparison as precise as possible, the items compared are usually the same kind or class of things. Birdwatchers, for instance, may compare bird A with bird B by certain distinguishing marks, colors, and features.

The ultimate challenge when writing a comparison is to "make the familiar seem new and the new seem familiar."

Use the guidelines below and the models that follow to help you write balanced and logical comparisons.

Searching and Selecting

*The subjects for your writing will depend upon the course in which these guidelines are being used. Keep in mind that the subjects must be related in some important way and be of some interest to you and your readers.

* Try writing freely about your course work, noting potential subjects – ideas, objects, characters, or events – as they come to mind. Graphic organizers can help you think through your analytical writing.

Comparison

Subject A   Subject B

Similarities

Differences
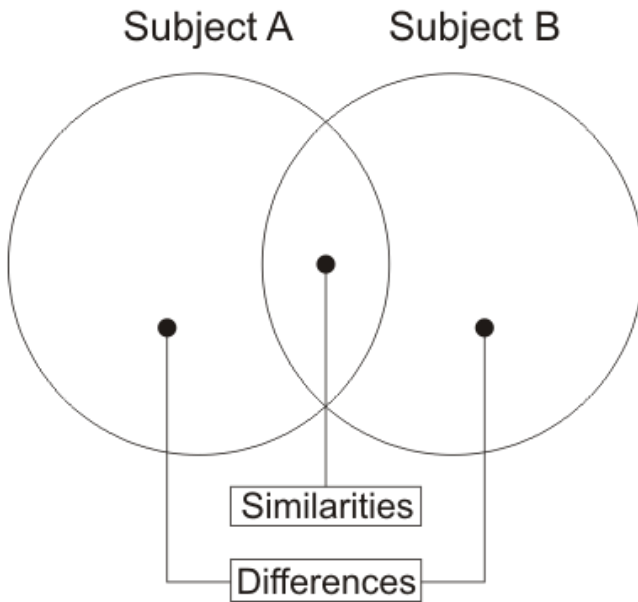
Classification Essay

When you classify, you generally break a subject down into its most meaningful parts. (Weight lifters come in four basic varieties). You may also classify a subject by explaining how it fits into a larger category or grouping, for example, slang is a localized, jazzy level of diction. When writing an essay of classification, your goal is to help readers better understand the whole (your subject) by presenting the parts. Your goal may also be to show how your subject fits into the larger scheme of things.

Use the guidelines below and the models that follow to help you develop your work.

* Think about different ways a possible subject could be classified.

* In your opening remarks, establish your focus – how and why you are classifying this subject. Then continue your draft by discussing the different categories or groupings that you have plotted out.

Review your essay for clarity and coherence. Make sure that all of your categories are clearly related and of equal importance.
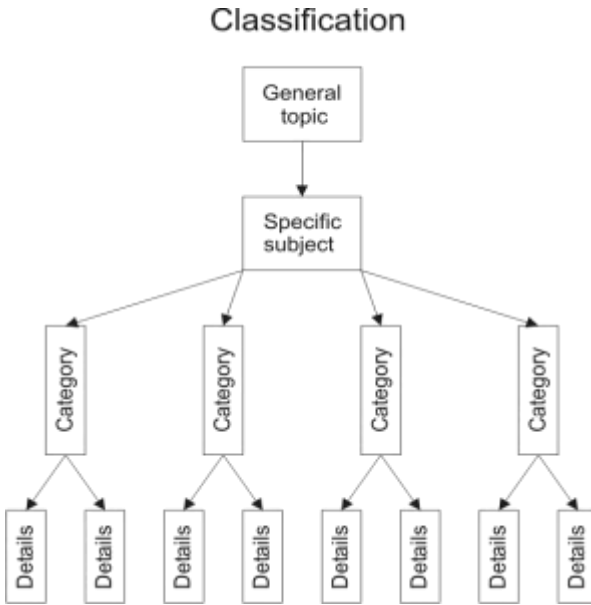
Evaluating

* Is the focus of the essay meaningful and manageable?

* Is each category effectively explained or developed?

* Does the essay move smoothly from one category to the next?

* Graphic organizers can help you think through your analytical writing.

Classification

5. Write a comparison essay using at least 150 words on a topic of your choice.

6. Grammar revision. Read the text below. Choose the correct grammar form:

My current **researches are / research is** concerned with blind signal processing, that / which is, manipulating or extracting **information / informations** from **any / some** kind of signal without **to know / knowing** the system, or the physical process, through **that / which** the signal has passed before **to be / being** sensed. In mathematical terms, this is a very dif fi cult problem, **that / which** can be solved by **to use / using** just two basic tools: diversity and statistics. In the last few years, I have been treating "frequency" diversity. My main objective is **extracting / to extract** only those maps **that / which** are related to astrophysical radiations.

7. Read the text below. What do the words in bold refer to?

Fields of science are commonly classified along two major lines: Natural sciences, **which (= …….)** study the natural phenomena including biology; and Social sciences, which are the systematic study of human behavior and society.

Mathematics has both similarities and differences compared to other fields of science, and is sometimes included within a third, separate classification, called formal science. Mathematics is similar to other sciences because **it (= …….)** is a rigorous, structured study (of topics such as quantity, structure, space, and change). **It (= …….)** is different because of **its (= …….)** method of arriving at its results. Mathematics as a whole is vital to the sciences — indeed major advances in **them (= …….)** have often led to major advances in other sciences. Certain aspects of mathematics are indispensable for the formation of hypotheses, theories and laws in discovering and describing how things work (**the former**) **(= …….)** and how people think and act (**the latter**) **(= …….)**.

Science as defined above is sometimes termed pure science to differentiate **it (= …….)** from applied science, the application of research to human needs.

8. Read the following abstract. Identify 5 definitions in the following paragraph:

The Scientific Method

The terms model, hypothesis, theory, and law have different, more specific meanings in science than in colloquial speech. Scientists use model to refer to a description of something, specifically one which can be used to make predictions that can be tested by experiment or observation. A hypothesis is a contention that has been neither well supported nor ruled out by

experiment yet. A theory, in the context of science, is a logically self-consistent model or framework for describing the behavior of a certain natural phenomena. A theory typically describes the behavior of much broader sets of phenomena than a hypothesis — commonly, a large number of hypotheses may be logically bound together by a single theory. A physical law or law of nature is a scientific generalization based on a sufficiently large number of empirical observations that it is taken as fully verified. The scientific method provides an objective process to find solutions to problems in a number of scientific and technological fields. Often scientists have a preference for one outcome over another, and it is important that this preference does not bias their interpretation. The scientific method attempts to minimize the influence of a scientist's bias on the outcome of an experiment. This can be achieved by correct experimental design, and thorough peer review of experimental design as well as conclusions of a study. Scientists never claim absolute knowledge. Unlike a mathematical proof, a proven scientific theory is always open to falsification, if new evidence is presented. Even the most basic and fundamental theories may turn out to be imperfect if new observations are inconsistent with them. Critical to this process is making every relevant aspect of research publicly available, which permits peer review of published results, and also allows ongoing review and repeating of experiments and observations by multiple researchers operating independently of one another. Only by fulfilling these expectations can it be determined how reliable the experimental results are for potential use by others.

Тема 11
Наукова доповідь. Підготовка та презентація

Мета заняття: Засвоєння алгоритму використання змістовно обумовлених мовних та мовленнєвих засобів при укладанні наукової доповіді іноземною мовою.

1. Discussion:
1. What makes a good scientific report??
2. How do you write a science project report??
3. What are the elements of report writing?
4. What are the factors to consider when writing a report?

2. Read and discuss the text below:

Writing a scientific report

In developing this type of writing – project (or report), you consult a variety of sources about timely, interesting subjects. Your sources may include reading material, interviews, questionnaires, the Internet, and so on. Your goal is to bring together (compile) this information into a unified report that informs and / or entertains your readers. Compiled reports are often found in newspapers and magazines.

Very able researchers are sometimes unable to put together a good report. In the meantime, an ability to present one's findings is paramount in today's professional environments.

Use the guidelines below and the model that follows to help you develop your writing.

Steps in Preparing the Research Report / Project
a) Research secondary data (periodicals, newspapers, magazines, journals, articles, books, databases, World Wide Web);
a) Generate primary data;
b) Document data;

c) Organize report data;

d) Illustrate report data;

e) Present the final report.

When gathering research…

Use quotation marks when copying verbatim:

> *This policy has "transformative impact" on the economy.*

Indicate paraphrase when paraphrasing, e.g.,

> *Smith believes that the 2019 law will change market conditions…*

Cite … everything:

> *This policy has "transformative impact" on the economy (Smith 115)*

> *Smith believes that the 2019 law will change market conditions…(prph; 115)*

Step 2: *Generate primary data (*Analyze, Synthesize, Evaluate, Create, Think, draft, write)

Step 3: *Document data*

summarize the conversation that goes on around the topic.

show you are fluent in the language of the research.

recreate your own discovery process.

show you know what you are talking about.

strengthen your arguments.

help the reader situate your thesis within a context.

guard against unethical use of another's ideas.

Documenting Data: How and What

How	*What*
Quote. Summarize. Paraphrase. Cite using standard formats.	Another person's theory, opinions, ideas, or examples. Facts, statistics, and graphics that are not common knowledge.

Step 4: *Organize report data*
Organize the discussion
Use an appropriate pattern
Place information under headings

Organize the Discussion
Logical flow is critical
Show discovery
Sustain the argument

Organizational Patterns

Pattern	Development
Chronological	Arrange information in time sequence to show history development.
Spatial	Organize information by geographical or other spatial regions or areas.
Topical	Arrange by categories or functions.
Comparative	Compare and contrast; present problem and possible solutions.
Evaluative	Organize from most to least valuable, most to least expensive, biggest to smallest, and so on.
Importance	Arrange from most to least important, most to least feasible, and so on. Or vice versa.
Complexity	Proceed from simple to complex. Or vice versa.
Journalistic	Arrange in answer to questions *who*, *what*, *when*, *where*, *why*, and *how*.

Headings in Reports

Headings help organize information
Levels of headings:

>> First –usually centered and bold
>> Second –usually flush left
>> Third –usually indented and part of paragraph

Variations are possible. The key is to be consistent

Step 5: *Illustrate report data*

Use visual aids to clarify data, summarize important ideas, emphasize facts and provide focus, and add visual interest.

Graphics in Reports / Projects

Use sparingly
Tie graphic to report content
Graphics should explain, not dazzle
Provide a clear, accurate caption or heading

Step 6: *Present the final report*

Appearance is critical
Give the audience what they expect
Takes effort

3. Read and discuss the text below:

Guidelines for writing a thesis
Searching and Selecting

Reviewing: Your instructor may provide a list of subjects for you to choose from. Otherwise, review news headlines, library indices, or computer resources for possible writing ideas.

Selecting: You may also want to brainstorm for ideas with a small group of your students. Consider new products or procedures, interesting careers and pastimes, and intriguing

individuals or groups. Make sure that you have access to information about a potential subject.

Generating the Text

*Collecting***:** Consult multiple sources to learn about your subject. Try to carry out at least one interview or discussion. Make sure to take careful notes on important facts, figures, and quotations.

Assessing: Come to some conclusion about the significance of the information you have collected. Let that conclusion be the focus of your report. Then plan your report, selecting and arranging facts to support this focus.

Writing and Revising

Writing: Write your first draft, working in details according to your planning. However, before you get into the meet of your report, experiment with a few opening paragraphs. Try to come up with something that grabs your readers' attention.

The *introduction* should do two things. The first part should say something interesting, surprising, or personal about your subject to gain your readers' attention. The second part should identify the specific focus, or thesis, of your research.

Start out with a revealing story or quotation.

Give important background information.

Offer a series of interesting or surprising facts.

Provide important definitions.

State your reason for choosing this subject.

Revising: Carefully review, revise, and refine your report.

Review the important points you have made and draw a final conclusion. In a more personal approach, you may discuss how your research has strengthened or changed your thinking about your subject.

Remember**!**

In reports use a formal or neutral style.

Avoid short forms of verbs.

Avoid referring to yourself and your personal views where possible.

Parts of Research Report (Project)

- Prefatory Parts
  - Title page
  - Letter of transmittal
  - Table of contents
  - Executive summary or abstract
- Body of Report
  - Introduction (Background)
  - Discussion of Findings
  - Summary, Conclusions, Recommendations
- Supplementary Parts
  - Additional Graphics and Documents
    Works Cited / References / Bibliography

The first page of a formal project / report generally contains the title. Titles for major parts of it are centered in all caps. In the model project the functional heads are: ***PROBLEM, BACKGROUND, FINDINGS***, AND ***CONCLUSIONS***.

Only the most important research findings are interpreted for readers. The depth of discussion depends on the intended length of the project, the goal of the writer, and the expectations of the reader. In formal reports, we avoid ***I*** and ***we*** in all discussions.

If you use ***figures*** or ***tables***, be sure to introduce them in the text (for example, *as shown in Figure 3*). Although it's not always possible, try to place figures and tables close to the spot where they are first mentioned. Because the following model report

contains few tables and figures, the writer named them all "Figures" and numbered them consequently.

After discussion and interpreting the research findings, the writer articulates what she considers the most important conclusions and recommendations.

Citation sources in the text.

List all references cited in the text; *all entries are arranged alphabetically*. Book and periodical titles are italicized, but they could be underlined.

The works-cited page is shown with single-spacing, which is preferable for business reports.

4. Read the text below. Choose the correct grammar form:

Dear Mr. Johnes,

I **like / would like** to submit for publication in the Journal of Future Education the attached paper entitled A Proposal for Radical Educational Reform by Adrian Wallwork and Anna Southern.

Our aim was **to test / testing** the efficiency of short- and long-duration degree courses. Our study of 15,000 male and female graduates aged between 35 and 55 found that they **would perform / would have performed** far better in their careers from a financial point of view if they **undertook / had undertaken** a one-year course at university rather than the traditional three to four-year course.

Our key finding is that people on shorter courses **will / would** earn up to 15% more during their lifetime. The implications of this **are / will be** not only for the graduates themselves. In fact, governments **can / could** save considerable amounts of money, and universities **will / would** be free to accept more students.

We believe that our findings **will / should** be of great interest to readers of your journal, particularly due to their

counterintuitive nature and the fact they go against the general trend that claims that university courses **would / should** be increased in length.

   This research **has not been / was not** published before and **is not / is not being** considered for publication elsewhere.

   I **look / am looking** forward to hearing from you

  5. Vocabulary mastering. Choose the correct word:
   1. The **interested / interesting** reader can see the bibliography for more details.
   2. **Interested / Interesting** websites on this topic are dif fi cult to find.
   3. Certainly, there does seem to be evidence that scientists from
   4. **developed / developing** countries do find it more difficult to get their work published than those from **developed / developing** countries.
   5. Details are **included / including** in the supplementary materials.
   6. Data, **included / including** those in the supplementary materials, should be checked carefully.
   7. These are **excited / exciting** prospects for improved vaccination.
   8. The audience were **bored / boring** at the conference due to the
   9. presenters giving **bored / boring** presentations.
   10. Elderly people tend to get **confused / confusing** more easily than younger people.
   11. The explanations are **confused / confusing** for the reader, in fact I suggest that the whole section be rewritten.
These are truly **amazed / amazing** results, the authors should be congratulated on their work.

Тема 12
Наукова стаття: вимоги та структура

Мета заняття: Засвоєння навичок оптимального використання лінгвістичних засобів при написанні наукової статті.

1. Discussion:
1. What is considered a scientific article?
2. What makes a good scientific article?
3 What are different types of articles?
4. What parts must a scientific article include?

2. Read and discuss the text below:

Guidelines for Writing Research Paper

Organize your information under the four heads of the scientific method: Observation, Hypothesis, Experiment, and Results.

Consider carefully the general information you've already gathered about your subject and decide what specifically you would like to cover in your research. Put your idea in the form of questions. Then turn your questions into sentences that state exactly what you would like to say about your subject.

Look for reports and articles written by scientists or science writers. Take notes on the books and articles.

Be sure to write down all the information you think you may use. Be especially careful to record figures accurately and to spell technical terms correctly.

List the *technical terms* you will use in your paper. Write definitions of these terms, and decide at which point in the paper each term should be defined.

List ***the background information*** that will help make your paper clearer and more interesting. This should include the existing state of knowledge on the topic you have chosen, and what the scientists hope their experiments will prove.

List the information about the ***significance of the experiment*** that you will put ***at the end of your paper***. You may mention whether the experiments were successful or not; whether the results had been expected; what further experiments will be necessary; and what practical applications the research may have to the lives of non-scientists.

With a limited subject in hand, you'll next to compose a sentence to serve as the ***controlling idea*** for your research. This sentence is often called the ***thesis statement*** – a sentence that states what you believe your research will prove. A thesis statement is usually a single sentence that contains two main elements: a limited subject plus a specific feeling or attitude toward that subject. Even though you're your original thesis statement may change as you more research, it will guide you and make your research more productive.

The ***thesis statement*** also serves as a personal guide to help you focus on your subject throughout the research.

Tips for Writing a Thesis Statement

As you begin reading the material listed in your bibliography, take notes and write down quotations related to your specific thesis.

Keep notes on cards of the same size and style.

Write down important details and quotations, along with the page numbers where this information can be found. Also place the number of the related bibliography card in the upper right-hand corner.

Place quotation marks around word-for-word quotations.

Organize your note cards into their logical order and use them to conduct a working outline. Your descriptive headings may be used as main points and subpoints in your outline.

Citation sources in the text.

List all references cited in the text; ***all entries are arranged alphabetically***. Book and periodical titles are italicized, but they could be underlined.

To paraphrase, restate what you have read using your own words. Use this method when you are trying to retrace the thinking of one of your sources.

Your research paper should contain ***professional vocabulary (terms)*** and more bookish words than neutral. It presents the information of writer's investigation into a subject of personal interest. A research report may discuss a writer's experience with a certain new technology or challenging problem.

To summarize, reduce what you have read to a few important points using your own words.

The ***final section, or conclusion***, of your paper should leave readers with a clear understanding of the importance of your research. Review the important points you have made and draw a final conclusion.

You have to mention what ***further experiments*** will be necessary and what ***practical applications*** the research may have to the lives of non-scientists.

Avoid *fragments*, *abbreviations*, or *slang* (you know, no way, etc.). Work to achieve a formal style.

Drop statements that you cannot support with facts and details:

Use visual aids to illustrate research data:
To clarify data.
To summarize important ideas.
To emphasize facts and provide focus.
To add visual interest.

Types of Graphic Aids

Tables (to show figures and values)
Bar charts (to compare items)
Line charts (to show changes in quantitative data over time)
Pie charts (to visualize a whole unit and its components)
Flowcharts (to display a process)
Organization charts (to define a hierarchy or set of relationships)
Illustrations
Photographs
Maps
Art work
Models

3. **Complete the second sentence so that it means the same as the first.**
1. It is possible to use several strategies to achieve these goals.
Several strategies …
2. It is possible with this model to give the actual flow rate.
This model gives …
3. It is certain / sure that the new laws will benefit nuclear research.
The new laws will
4. It is mandatory to use X.
X is …
5. It is possible to demonstrate [Kim, 2014] that …
Kim [2014] …
6. It is anticipated there will be a rise in stock prices.
A rise in stock prices …
7. It is regretted that no funds will be available for the next academic year.
Unfortunately, …
8. It is possible to use the code for other purposes as well.
The code …..

4. Choose the correct link words:

Since / When writing first began, there was little or no punctuation. Punctuation was introduced many hundreds of years later to help the reader. Punctuation tells us **both / when** we can pause and helps us to see connections between the elements in the sentence. Readability **however / thus** has a visual element to it as well. This visual element is **also / besides** affected by how we read. Today, much reading is done directly from a screen, other **than / rather** than from a hard copy. **Because / Why** we generally want information fast, particularly **since / when** searching on the Internet, we tend to scan. Scanning means not reading each individual word **but / yet** jumping forwards three or more words (or sentences) at a time. The distance that we jump (in terms of the number of words or sentences) depends on the value that those words are adding in our search for information. **If / Yet** they add no value we tend to jump further. **If / When** we continue to get no value, instead of scanning left to right along a line of text, we scroll from top to bottom. We **thus / still** read vertically **instead of / rather** than horizontally until we find what we want.

This has huge implications for you as a writer. **If / When** you want your reader to read your paper in depth, **then / thus** you cannot afford to fill your sentences with redundancy. **If / When** you write a series of very long sentences, you will encourage your reader to scan and scroll. This means that they may never read the key information contained within all the redundancy.

Writing a readable text entails being able to understand the nature of communication: thinking about your audience and the impact of how you organize your thoughts and words. **If / Unless** you write a readable text, you will find personal satisfaction not in how erudite and elegant your phrases sound, **but / however** in the ease with which you allow your readers to absorb your ideas. Remember that no one will be under any obligation to read your

paper. **If / When** readers don't find it useful, **either / or** interesting, **both / or** at least pleasurable, **and / however** they have the feeling that it was not written with them in mind, they will simply stop reading. Your findings will **only / then** be lost in oblivion.

5. Insert the words below into the spaces:
in fact, instead (of), on the other contrary, on the other hand

1. Women have the option not to work, **in fact / instead / on the other hand** for most men this option is not available.

2. The referee claims that this a reason for rejecting the paper – **instead / on the other hand / on the contrary** it is the very reason why the paper should be accepted.

3. Don't make the reader work unnecessarily by using technical words that they are unlikely to understand. **Instead / on the other hand / on the contrary** put an explanation in brackets.

4. The receiver of the signal hears, not the actual live audio, but **instead / on the other hand / on the contrary** the characteristic signal of the sender, modulated by the volume.

5. This has not stopped illegal downloading. **Instead / on the contrary / on the other hand**, it has actually encouraged it.

6. On the one hand this method is very efficient, **instead / on the other hand / on the contrary** it is very expensive.

7. English is more useful in Europe. **On the other hand / on the contrary**, Spanish is more useful in South America.

8. They said that the machine is very quiet, and **in fact / instead / on the other hand** it's completely silent.

9. This is a wonderful machine. **In fact / Instead / on the other hand**, it's the only machine that can do X, Y and Z.

10. They said this machine is silent, but **instead / in fact / on the other hand** it's very noisy.

6. Choose the sentence (a or b) that best enables the reader to quickly assimilate the information contained in the sentence.

(1a) The increase in power makes it possible to download the data with sufficient speed.
(1b) The increase in power makes it possible to download with sufficient speed the data.
(2a) The following equation describes the circuit:
(2b) The equation that describes the circuit is the following:
(3a) The novelty and possibilities, such as its use for making long-term analyses, of the approach are based on …
(3b) The novelty and possibilities of the approach, such as its use for making long-term analyses, are based on …
(4a) These factors since 2012 have been considered of primary importance.
(4b) Since 2012 these factors have been considered of primary importance.
(5a) This will avoid discharging around eight million tons of debris into the atmosphere in 2020.
(5b) This will avoid discharging into the atmosphere in 2020 around eight million tons of debris.

Додаток 1

Foreign Words and Phrases

I.   *A.D.* (L) Anno Domini = in the year of our Lord
II.   *a.m.* ante meridiem (L) = before noon
III.   *B.C.* (L) before (the birth) of Christ
IV.   *et al.* (L) et alii = and other authors
V.   *etc.* (L) et cetera = and other things; and so on
VI.   A *capella* (It) without instrumental accompaniment
VII.   *Alma mater* (L) "fostering mother"; old school
VIII.   *Carte blanche* (Fr) "blank document"; unlimited authority or power
IX.   *e.g.* (L) exempli gratia = for example
X.   **eureka** (GR) = "I have found"; expression of triumph of discovery
XI.   **haute couture** (FR) = high fashion
XII.   *i. e.* (L) id est = that is
XIII.   *lingua franca* (It) = "Frankish language"; a common language among people of different tongues
XIV.   *N.B.* (L) Nota Bene = take note
XV.   *per capita* (L) = per head
XVI.   *p.m.* (L) = post meridiem
XVII.   *status quo* (L) = the condition in which; present condition; the state of affairs up to now
XVIII. *Veni, vidi, vici* (L) = "I came, I saw, I conquered"
XIX.   *Verbatim* (L) = "word for word"; exactly as said or written
XX.   *vs.* **(**L) versus = against

Додаток 2

Основні міжнародні іспити з англійської мови

БРИТАНСЬКІ ІСПИТИ

Cambridge ESOL (English For Speakers of Other Languages) – це один з найпопулярніших міжнародних іспитів, який перевіряє рівень сформованості мовної та мовленнєвої компетенцій та структурно охоплює п'ять рівнів складності: KET, PET, FCE, CAE, CPE.

KET (Key English Test) розрахований на кандидатів з середнім рівнем володіння мовою (А2).

PET (Preliminary English Test) припускає, що кандидати володіють мовою на рубіжному рівні (В1).

FCE (First Certificate in English) створений для кандидатів з просунутим рівнем володіння мовою (В2).

CAE (Certificate in Advanced English) пропонується кандидатам з автономним рівнем володіння мовою (С1).

CPE (Certificate of Proficiency in English) націлений на кандидатів з компетентним рівнем володіння мовою (С2).

BEC (Business English Certificate) – це іспит з ділової англійської мови, який перевіряє рівень володіння діловою лексикою та знання законів будови ділового тексту, і структурно охоплює три рівні складності:

BEC Preliminary (BEC P) розрахований на кандидатів з рівнем А2-В1.

BEC Vantage (BEC V) створений для кандидатів з рівнем В2.

BEC Higher (BEC H) пропонується кандидатам з рівнем С1.

Сертифікат рівня Basic, Elementary – це іспит для кандидатів, які бажають отримати офіційне підтвердження про те, що вони володіють мовою на рівні А1.

Сертифікат рівня Intermediate – це іспит для кандидатів, які бажають отримати офіційне підтвердження про те, що вони володіють мовою на рівні В1, і що є достатнім для вступу до англомовної школи та отримання некваліфікованої роботи в англомовному суспільстві.

Сертифікат рівня Higher Intermediate – це іспит для кандидатів, які бажають отримати офіційне підтвердження про те, що вони володіють мовою на рівні В2, і що є достатнім для вступу до англомовного університету та отримання більш кваліфікованої роботи в англомовному суспільстві.

Сертифікат рівня Advanced – це іспит для кандидатів, які бажають отримати офіційне підтвердження про те, що вони володіють мовою на рівні С1, і що є достатнім для вступу до англомовного університету будь-якої спрямованості та отримання кваліфікованої роботи в англомовному суспільстві.

Trinity (ESOL) – це іспит, успішне складання якого дає можливість кандидатам вступити до престижних університетів Великої Британії без іспиту з англійської мови. Крім того, сертифікати Trinity рівнів 10-12 дають можливість без перешкод пройти співбесіду в різних організаціях, включаючи посольства.

Pitman (ESOL) – це іспит, успішне складання якого дає можливість кандидатам вступити до всіх університетів і коледжів Великої Британії та багатьох університетів світу, в яких викладання проводиться англійською мовою. Крім того, сертифікати Pitman (ESOL) визнаються роботодавцями у сфері бізнесу у 85 країнах світу.

ILEC (International Legal English Certificate) – це іспит, який визначає рівень володіння мовою в галузі юриспруденції та структурно охоплює два рівня складності:

ICFE (International Certificate in Financial English) – це іспит, який визначає рівень володіння мовою в галузі бухгалтерії та фінансів та структурно охоплює два рівня складності.

АМЕРИКАНСЬКІ ІСПИТИ

TOEFL (Test of English as a Foreign Language) – це тест, успішні результати якого є необхідною умовою для вступу до багатьох коледжів та університетів США, Канади та інших країн світу, для участі в різноманітних програмах закордонного стажування в закладах, де викладання проводиться англійською мовою. Крім того, TOEFL використовується для визначення рівня володіння англійською мовою багатьма урядовими структурами та міжнародними організаціями. TOEFL визнається також у Великій Британії.

IELTS (The International English Language Testing System) – це іспити для кандидатів старше 16 років, які бажають визначити свій рівень володіння мовою з метою подальшого навчання або працевлаштування в англомовних країнах світу: Австралії, Нової Зеландії, Канаді, Великої Британії.

CELTA (Certificate in English Language Teaching to Adults), DELTA (Diploma of English Language Teaching to Adults)– сертифікати, що надають право викладати англійську мову як іноземну дорослій аудиторії.

GMAT (Graduate Management Admission Test) – це стандартний письмовий психометричний тест, метою якого є визначення рівня і кваліфікації ти кандидатів, які прагнуть

вступити до бізнес-школи. GMAT не вимагає спеціальних знань, навичок і вмінь, але з його допомогою можна перевірити нахили людини, прогнозувати її успіхи в ході навчання в бізнес-школі.

Більш детальну інформацію про зміст іспитів, процедурі проведення та датах, ви можете знайти тут:

http://www.cambridge-efl.org.uk
http://www.ets.org/portal/site/ets/menuitem.36b6150d13d7bab7b
1935b10c3921509/?vgnextoid=e63ce3b5f64f4010VgnVCM1000
0022f95190RCRD#
http://www.alte.org

Література:

1. Ємельянова Є.С., Анастасьєва О.А. Лексико-граматичні тести з англійської мови для аспірантів та здобувачів немовних внз. – Х.: ХНТУСГ, 2013. – 24 с.

2. Жук Л.Я., Ємельянова Є.С., Ільєнко О.Л. Academic and Professional Communication: навч. посібник для студентів, магістрів та аспірантів вищих навчальних закладів. – Х.: „Міськдрук", 2011. – 267 с.

3. Загальноєвропейські рекомендації з мовної освіти: вивчення, викладання, оцінювання / Наук. ред. укр. видання д-р пед. наук, проф. С.Ю.Ніколаєва. – К.: Ленвіт, 2003. – 273 с.

4. Swan M., Walter C.. How English Works. – Oxford : Oxford University Press, 2017.

5. Wallwork, Adrian. English for Academic Research: Writing Exercises. Basel: Springer, 2013. Wallwork, Adrian. English for Writing Research Papers. Basel: Springer, 2016.

6. Wallwork, Adria. English for Presentations at international Conferences. Basel: Springer, 2016.

7. http://www.difusaocientifica.net/downloads/Scientific_Style_English.pdf

8. https://www.lionbridge.com/blog/translation-localization/5-major-differences-interpretation-translation/

9. http://www.nus.edu.sg/celc/research/books/cwtuc/chapter01.pdf

10. https://www.unifiedcompliance.com/education/how-to-write-definitions/#The-Various-Types-of-Definitions

Навчальне видання

Ємельянова Є.С., Анастасьєва О.А.

ACADEMIC ENGLISH

АНГЛІЙСЬКА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

навчально-методичний посібник
для здобувачів освітньо-кваліфікаційного рівня
«доктор філософії»

(Англійською мовою)