

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ДОНБАСЬКИЙ ДЕРЖАВНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ
Кафедра германської та слов'янської філології

ENGLISH FOR MASTER PROGRAMME STUDENTS		АНГЛІЙСЬКА МОВА ДЛЯ СТУДЕНТІВ МАГІСТРАТУРИ
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Навчально-методичний посібник для магістрантів
гуманітарних та економічних спеціальностей

Слов'янськ
ДДПУ
2021

УДК 378.016:811.111(075.8)

К68

Затверджено на засіданні кафедри германської та слов'янської філології (пр. № 1 від 2021 р.)

Затверджено на засіданні Вченої ради університету (пр. № 1 від 2021 р.)

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K68 English for Master programme students / Англійська мова для студентів магістратури. Навчально-методичний посібник для магістрантів гуманітарних та економічних спеціальностей / І.Б. Коротяєва, В.А. Глущенко, М.Ю. Руденко; М-во освіти і науки України, ДДПУ. – Слов'янськ : Видавництво ДДПУ, 2021. – 189 с.

Навчально-методичний посібник містить чотири тематичних блоки з навчальної дисципліни «Іноземна мова» і призначений для студентів магістратури гуманітарних та економічних спеціальностей. Посібник включає інформаційний, текстовий, лексичний матеріал за темами, пов'язаними з науковою роботою магістрантів, рекомендації щодо вживання загальнонаукової лексики, академічного письма, а також завдання з особливостей перекладу граматичних явищ, що характерні для наукового тексту. Додаються додаткові дидактичні матеріали для самостійної роботи, додатки довідкового характеру; перелік актуальних наукових та методичних джерел.

Призначається студентам-магістрантам гуманітарних та економічних спеціальностей (денної та заочної форми навчання), аспірантам, викладачам англійської мови.

УДК 378.016:811.111(075.8)

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ПЕРЕДМОВА

Цей навчально-методичний посібник є курсом англійської мови для студентів-магістрантів, які навчаються в магістратурі немовних спеціальностей педагогічного університету. Матеріал посібника розрахований як на аудиторну, так і на самостійну роботу студентів магістратури денного та заочного відділень.

Навчально-методичний посібник складається з чотирьох розділів. Перший розділ присвячений вивченню загальнонаукової лексики, другий – граматиці, що характерна для наукового стилю мовлення, третій – розвитку комунікативно-діяльнісних компетенцій. Четвертий розділ містить додатковий інформаційний матеріал з актуальних питань та тем робочої програми курсу. Всі дидактичні матеріали, включені у посібник, мають сучасний характер, відповідають програмним вимогам та Загальноєвропейським рекомендаціям з мовної освіти.

При розробці та відборі матеріалів враховувалися культурні особливості наукової діяльності фахівців в нашій країні і за кордоном. В якості додаткового матеріалу для користувачів посібника пропонується додаток довідкового характеру, що містить найбільш частотні скорочення, що вживаються в науковій літературі, мовні кліше, притаманні науковому стилю, лінгвокраїнознавчу інформацію.

Метою посібника є формування фахових компетентностей; розвиток різних видів читання оригінальної літератури за обраною спеціальністю і навичок перекладу; створення вторинного наукового тексту (реферату, анотації, тез, доповідей), говоріння на професійно значущі теми, ведення наукової дискусії, реалізації комунікативних намірів (заявка на участь в конференції, написання ділового листа, заповнення анкет тощо). Матеріал посібника спрямований на засвоєння і активне використання студентами-магістрантами загальнонаукової лексики. Навчально-методичний посібник доповнює дистан-

ційний курс з дисципліни «Іноземна мова» в системі Moodle, доступний в мережі ДДПУ, і сприяє розвитку навичок самостійної автономної роботи студента.

Посібник призначений для магістрантів, аспірантів, здобувачів гуманітарних та економічних спеціальностей. Він може бути використаний широким колом осіб, які займаються науковою діяльністю, а також тими, хто самостійно готується до складання кандидатського іспиту.

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PART I. ACADEMIC VOCABULARY IN USE

Topic 1. POST-GRADUATE EDUCATION ACADEMIC AND RESEARCH DEGREES

TOPICAL WORDLIST

adviser *n* – консультант, радник

scientific ~ / supervisor – науковий керівник

apply *v* – подавати заяву

applicant *n* – подавач заяви, абітурієнт

arts student – студент-гуманитарій

assess *v* – оцінювати

assessment *n* – оцінка

Bachelor of Arts (BA) – бакалавр гуманітарних наук (або мистецтв) (перший академічний рівень)

Bachelor of Science (BSc) – бакалавр наук (природничих і технічних) (перший академічний рівень)

BA holder – володар ступеня бакалавра (гуманітарні науки)

council *n* – рада

academic ~ – вчена рада

course *n* – курс (теоретичний)

a taught ~/a ~ by instruction – практико-орієнтований курс навчання

a research ~ – науково-дослідницький курс навчання

to take a post-graduate ~ in – вступити / вчитися в аспірантурі

credit *n* – залікова одиниця у вищому навчальному закладі

degree *n* – ступінь, науковий ступінь

award/confer a ~ – присудити ступінь

department *n* – кафедра, відділення

head of (the) ~ – завідувач кафедри

the ~ of English/the English Language ~ – кафедра англійської мови

full time ~ – денне відділення

part-time ~ – заочне відділення

dissertation (Am.) / **thesis** (Br.) *n* – дисертація

defend ~ – захистити дисертацію
defence procedure – процедура захисту дисертації
Doctor of Philosophy (PhD) – доктор філософії (Doctor – вищий вчений ступінь з буд-якої галузі, *напр.*, хімії, фізики, історії і т. і.)
education *n* – освіта
higher ~ – вища освіта
post-graduate ~ – післядипломна освіта
expertise *n* – досвід, спеціальні знання
graduate (from) *v* – закінчувати ЗВО
graduate *n* – випускник
university ~ – випускник університету
undergraduate (student) – студент ЗВО
humanities/arts – гуманітарні науки
lecture *n* – лекція
lecture *v* – читати лекцію
lecturer *n* – лектор, викладач ЗВО
Master of Arts (MA) – магістр гуманітарних наук (другий академічний рівень)
Master of Science (MSc) – магістр наук (природничих і технічних) (другий академічний рівень)
panel *n* – група спеціалістів, комісія
postgraduate *adj* – післядипломний
a ~ student – аспірант
~ studies – навчання в аспірантурі/магістратурі
research *n* – дослідження
research *v* – досліджувати
researcher *n* – вчений-дослідник
scholar *n* – вчений (громадські та гуманітарні науки)
scholarly *adj* – науковий, властивий вченим
~ paper – наукова робота (*напр.*, доповідь, дисертація, стаття)
scholarship *n* – стипендія
study *n* – навчання, вивчення, дослідження
field of ~ – галузь дослідження
train *v* – готувати, навчати

training *n* – навчання, підготовка

tutor *n* – викладач малої групи студентів

tutorial *n* – індивідуальне практичне заняття з викладачем

workload *n* – навантаження

Words commonly associated with the following educational terms:

course; degree; dissertation; education; research; study

term	adjectives	verbs
course	compulsory, optional, upgrading, specialized	to take, to design, to tailor, to complete
degree	higher, master's, undergraduate, postgraduate, research, science, college, university, first, honours, honorary, professional, further	to have, to hold, to do, to take, to award, to confer,
dissertation	research, doctoral, Master's, PhD	to produce, to write, to complete, to finish, to hand in, to present, to submit
education	good, brilliant, poor, compulsory, formal, further, continuing, state, private, professional, vocational, university, all-round	to have, to get, to receive, to complete, to finish, to continue
research	in-depth, detailed, extensive, further, basic, fundamental, comprehensive	to carry out, to conduct, to do, to undertake
study	full-time, part-time, graduate, postgraduate, independent, academic	to undertake, to continue, to pursue, to complete, to finish

Concise Academic Vocabulary

- 1) *Degree* means a qualification awarded by a university which is widely recognized and is, in some sense, similar to other de-

degrees with the same title, even if the courses are quite different. Despite this official explanation, we know very well that a degree from a high-ranking university will not be the same as a degree from a low-ranking university.

- 2) *An undergraduate* means a student working for his or her first degree. This usually takes three years of full-time study in England and successful students are normally awarded either a B.A. or a B.Sc. (Bachelor of Arts or Bachelor of Science). There are other, less common, types of first degree.
- 3) A *graduate* means a person who has completed a university degree course, esp. for a first degree. In AmE. it is a person who has completed a course at college, school, etc.: a high school graduate.
- 4) A *post-graduate* is someone studying for a second or further degree.
- 5) *PhD* is an approximate equivalent to the Russian *kandidatsky* degree. Someone with a PhD is entitled to call himself or herself *Doctor*. However, PhDs are now so common that many people do not bother to use the title.
- 6) A university teacher is usually called a *lecturer*. More experienced teachers may be promoted to *senior lecturer*. We have no *assistant* or *associate professors* as in America – for us, a Professor is a Professor and you have to be both good and experienced to become one. We have no special professorial degree like the Russian *doktorat*.
- 7) *Faculty* is used in the same sense as in Russia – факультет (*not* as in America).
- 8) *Department* is what Russians call *kafedra*. We do *not* use the word *chair* – this is a standard error in Russia – and the reason is that a *chair* in English means the position of a particular Professor. We can say, “Professor Smith holds the chair of Modern History.” The implication is that if Professor Smith retires someone else must be appointed to sit in that Chair.

- 9) *Thesis* is the usual British English equivalent of *диссертация* which is applied to both the Master's degree and the doctorate. *Dissertation* is used either as a general term, to denote any extended written treatment of a subject, or more specifically, to denote something of a lower academic standard than a thesis, for example what students write for graduation in some institutions. In American English, however, *dissertation* is used for a doctorate, whereas thesis denotes something of a lower standard.

from "Understanding Britain Today" by Karen Hewitt,
"An English Teacher's Handbook", by J.Povey, I.Wailshe

Before you read the texts below say what you know about postgraduate systems of education in the U.K., the USA and Belarus. What is "further" or "continuing" education? Do many young people, graduates of Universities, undertake further study in the above-mentioned countries?

Postgraduate Study in Great Britain

In recent years, postgraduate study in the UK has experienced phenomenal growth. This increase reflects the United Kingdom's extraordinary range of taught and research opportunities at higher education institutions, both for students in the UK and from overseas.

A quick look through the postgraduate prospectus of any UK university will reveal that there are two distinct types of study possible, the first is *by instruction* or a *taught course*, the second is *by research*. There may be a combination of both too, as an increasing number of postgraduate courses now contain both research and taught elements, although the traditional division between the two modes of delivery still exists.

The most common type of course in terms of the number of people undertaking them are *taught courses*, or *courses by instruction*. Taught courses usually last one academic year full-time or two years part-time and lead to a higher degree such as a Master of Science (MSc) or a Master of Arts (MA). Applicants usually hold a degree in the same subject as the intended area of study.

Degrees by instruction are very similar to undergraduate courses in that most of the time is devoted to attending lectures. The course is followed by written examinations and the production of the thesis. Finally, an oral examination is held to test the knowledge accumulated throughout the year. It is important to perform satisfactorily in every part of this assessment procedure.

The different courses on the programme are coordinated so that students' workload is manageable and evenly spread throughout the year. The courses are taught intensively through lectures and small group tutorials, and rapidly bring students to an advanced level of understanding. A postgraduate's progress is continually assessed and students regularly contact with teaching staff adding to the vital interchange of ideas. In addition to lectures and tutorials, most courses include projects and practical work, essays, and problem classes. Case studies on – and visits to – relevant organizations are a feature of many courses.

Dissertations or supervised projects – major components of Master's courses – are essentially research-based and are a valuable preparation for a research Doctorate.

The nature of a *research course* is completely different, however, from that taken through a taught course. First of all, it lasts longer. The most popular qualification is Doctor of Philosophy (PhD), which usually takes three years. There is a shorter version called Master of Philosophy (MPhil), but minimum amount of time, which this takes, is usually two years. Both of these qualifications require the student carry out a piece of innovative research in a particular area of study. It is essential that the work has never been done before. Students are given training in research methods as well as the opportunity to pursue independent research under the guidance of experienced academics and, if studying a technical subject, to use highly sophisticated equipment.

The start of a research degree involves a very extensive survey of all previous work undertaken in that area. It is important to note that the process of keeping up to date with other work going on in

the subject must continue throughout the entire period of the research.

The next stage of a research course usually involves collecting information in some way. The important thing is that something new must be found. The research is written up in the form of a thesis. Typically, this will contain an introduction, methodology, findings and discussion. The work should be an original piece of research which is to make a substantial contribution to knowledge in a specific area, followed by a defence of the dissertation in front of a panel. A PhD thesis should be produced over three or four years' full-time study and will take longer for part-time completion.

University and Higher Degrees in Great Britain

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

A higher degree is one which is awarded after further study, usually, although not always, involving research. It is sometimes also called a *further* degree.

The range of second or further degrees in Britain is huge and complex – and depends on the arrangements of each autonomous university. There are MPhil (Master of Philosophy), MEng (Master of Engineering), MArch (Master of Architecture), and many others. Although some students take their second degree in the same university as their first degree, many more move to another university.

The award of a Master's degree is the culmination of what is normally one-year full time or two-years of part-time taught study and demonstrates the attainment of mastery in the chosen subject area.

Until recently, postgraduate Master's degrees were awarded without grade or class. Nowadays, however, Master's degrees are

classified into categories of *Pass*, *Merit* and *Distinction* – commonly 50+, 60+, and 70+ percent marks, respectively.

The most common types of research postgraduate Masters are MPhil and MRes. The Master of Philosophy (MPhil) is a research degree awarded for the completion of a thesis. It is a shorter version of the PhD but is of a lower standard. The Master of Research (MRes) degree is a more structured and organized version of the MPhil, usually designed to prepare a student for a career in research. For example, an MRes may combine individual research with periods of work placement in research institutions.

The Universities of Oxford, Cambridge and Dublin award MA degree to BAs without further examination, when a certain number of years have passed and (in some cases but not all cases) upon payment of a nominal fee. The MAs awarded by Oxford and Cambridge are colloquially known as the *Oxbridge MA*.

The doctorate generally requires an outstanding proficiency in some specialised branch of research. It is regarded as the highest degree. The degree of Doctor of Philosophy (PhD) is awarded after a minimum of two or three years' research and indicates a higher level of attainment than a Master's degree. The degree often leads to careers in academia as a lecturer or researcher. The use of the word *philosophy* does not mean that the degree is restricted to philosophy. The name is the same for all faculties, and one may have a DPhil in English, or mathematics, or geography. From a practical point of view *philosophy* here means the same as *наук* in the names *кандидат* или *доктор наук*.

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

University and Higher Degrees in the USA

An academic degree is a title conferred upon an individual by colleges that officially recognizes completion of a prescribed

academic curriculum undertaken at the undergraduate or graduate academic level.

The Bachelor of Arts (B. A.) degree is typically conferred by institutions of higher learning that are designated as four-year colleges, many of which are part of universities. In general, completion of a B.A. degree means that students successfully complete course work and fulfill certain requirements. Most bachelor's degree programs require at least 120 credits to graduate.

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

The Master's degree

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

Master's degrees can be separated into two types: *the research master's degree* (academic) and *the professional master's degree* (professional). Popular graduate degrees include the Master's of Business administration (M.B.A.), Fine arts (M.F.A.), Social work (M.S.W.), Law (LL.M.), and specialist in education (Ed.S.).

The research doctorate is the highest academic degree conferred upon an individual in the US system of graduate education. Course work and examinations play important roles in the first stages of a research doctoral degree program of study. However, what distinguishes this degree from all others (in particular, from first professional doctoral degrees) is its

recognition of the recipient's proven ability to conduct independent research at a professional level in either an academic or professional discipline. This independent research, typically presented in the form of a thesis, dissertation, or other major culminating project, must pass the review of a committee of scholars from both within and outside the field of study. Because of the comprehensive nature of this independent research and because it must be deemed to represent an important contribution to the body of knowledge in the field of study, research doctoral degrees take an average seven years to complete. In some cases, the doctoral candidate must also complete a supervised internship.

The most commonly known research doctoral degree is the Doctor of Philosophy (PhD). It is the highest *academic* credential that a student can earn in the USA, making it the most prestigious. However, there are a number of other doctoral degrees (professional) that enjoy the same status and represent variants of the PhD within certain fields. Examples are the Doctor of education (EdD), the Doctor of dental science (DScS), the Doctor of architecture (DArch) and others.

Postdoctoral Education

Many persons who have earned PhD or similar degrees enroll in postdoctoral training programs or internships. Lasting one or more years, these programs do not usually confer a degree, but they are often considered necessary for those hoping to launch a professional or academic career in a given field of study.

Honorary Degrees

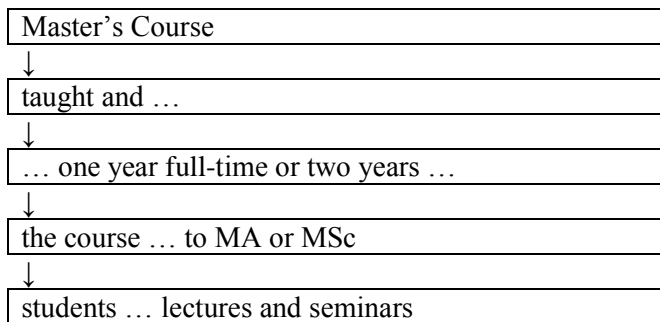
Honorary degrees are awarded by institutions of higher education primarily in recognition of some significant achievement rather than the completion of an academic course of study. For this reason, honorary degrees are not generally considered comparable to their academic counterparts.

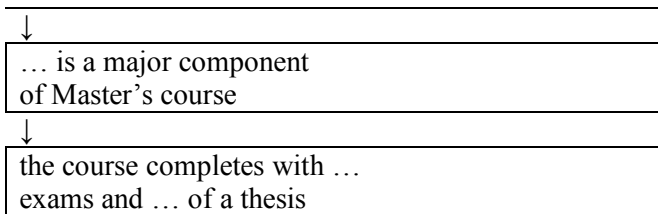
Check your knowledge of the useful vocabulary on the topic in question.

a) *Give English equivalents to the Ukrainian ones:*

абітурієнт
вища освіта
післядипломна освіта
оцінка знань
закінчити вуз з відзнакою
гуманітарні науки
вступити до магістратури / аспірантури
присудження ступеня
спеціальні знання
група фахівців, комісія
Вчена рада
наукова ступінь
почесний ступінь
лектор, викладач
науковий робітник
індивідуальні практичні заняття
навантаження
представляти дисертацію
науковий керівник
захистити дисертацію

b) *Fill in the chart below.*





c) *Complete the sentences using the words and phrases from the texts and topic related vocabulary:*

1. The first degree obtained at the end of a University course is usually called either ... or ...
2. A student who has already obtained a first degree and is studying for a higher degree is called ...
3. Dissertation production is a major component of ... studies.
4. The MAs awarded by Oxford and Cambridge are colloquially known as ...
5. The requirements for an MA or PhD degree usually include the preparation of ...
6. The most common types of masters programmes are ...
7. The use of the word “philosophy” in the abbreviation PhD does not mean that ...

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

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

1. I started at ... in London when I was 5.
2. At the age of 11, I went on to ..., also in London.
3. At 18, I ... to university.
4. I got a ... at Manchester to ... Engineering.

5. In fact I was awarded a
6. But at the end of the first year I changed to another ...
7. I ... from University in 2003.
8. I have a first class ... in Economics.
9. I decided to ... at university.
10. So I did a ... in business administration at the University of California.
11. During the course, I did an ... on small business development.
12. I found the topic so interesting that I applied for a ... to do a doctorate on the same subject.
13. Once I had got the money, I had to write a 50,000 word ...
14. So now I have a BA, an MBA and a ...
15. All I need now is a ...

Use the following sentences while speaking about your studies. Make logical changes in them, if necessary.

1. I've come here to do a Master's degree in Economics.
2. Higher education has changed my mental outlook and scope of interests.
3. I'm studying for a degree in History.
4. He's good at social subjects.
5. Numerous research projects are funded by the private sector.
6. I graduated from Moscow University with a degree in Political Science.
7. He got a degree in History from the BSU.
8. He took a degree in Law, then joined a law firm.
9. Candidates are required to present a dissertation of between 8000 and 12000 words.
10. Students can either do a dissertation or take part in a practical project.
11. The course integrates academic study and practical training.

Progress questions.

1. What are two basic types of postgraduate study in the UK?
2. What is the difference between a taught and a research course?

3. Are degrees by instruction similar to undergraduate courses? In what?
4. What is an academic degree? What kinds of degrees are awarded in the UK? the USA? Belarus?
5. What is a major component of a Master's course in comparison with the Bachelor's one?
6. What is a thesis? What is the general composition of any dissertation?
7. What is important for the dissertation production and defence?
8. What are the differences and similarities between the systems of postgraduate study in the UK, the USA and Belarus?
9. What comments can you give on the quotation by Herbert Spencer: "Science is organized knowledge"? Does doing science organize you, shape your character and mental outlook?
10. What new experience and knowledge do you hope to gain from the postgraduate study?

Speak on:

1. Post-graduate study in the UK, USA and Ukraine: similarities and differences.
2. University and Higher Degrees in the UK, USA and Ukraine.

As you know, Ukraine has joined the Bologna Process.

Study the following information about the Bologna Process:

The European Higher Education Area and the Bologna Process

The Bologna Process is a voluntary higher education reform process, which commenced in 1998/99, with the aim of making higher education systems compliant, and enhancing their international visibility. The European University Association (EUA) plays an active role in the Bologna Process representing views of the universities, and participates in practically all its

events and activities. EUA has also contributed to explaining and promoting the Bologna Reforms around the globe.

The Bologna Process was launched in 1998 (Sorbonne Declaration) by four countries (France, Germany, Italy, the UK). Since then, more countries have joined.

2010 was a milestone for the Bologna Process: at the Vienna-Budapest Ministerial Conference the European Higher Education Area was established. At the same time, it was decided to continue the Bologna Process, at least until 2020.

The Bologna Process is a rather unique approach to reform and internationalise higher education systems and institutions. At its heart is the partnership between national governments.

The main issues in the Bologna Process include:

- a converged degree structure: three study cycles of Bachelor, Masters and Doctorates;
- a joint credit system, usually the European credit transfer system (ECTS) or a compliant system;
- mobility of students and staff;
- internationalisation of higher education systems and institutions, the international visibility of the European Higher Education Area (EHEA), also named “Bologna in a global setting” or “international attractiveness”;
- social dimension, lifelong learning and widening access and participation;
- recognition of study periods, based on the credit system, and degrees, in line with the Lisbon Recognition Convention.

In 2005, Ukraine joined the Bologna Process and the European Higher Education Area. However, further reforms are needed to make Ukrainian higher education more compatible, competitive and attractive.

The purpose of the **Bologna process (or Bologna accord)** is to create a European higher education area by making academic

degree standards more comparable and compatible throughout Europe. It is named after the place it was proposed, the University of Bologna, with the signing in 1999 of the Bologna declaration by Ministers of Education from 29 European countries in the Italian city of Bologna.

Before the signing of the Bologna declaration, the Magna Charta Universitatum had been issued at a meeting of university rectors celebrating the 900th anniversary of the University of Bologna – and thus of European universities – in 1998.

One year before the Bologna declaration, the education ministers of France, Germany, Italy and the UK signed the Sorbonne Declaration in Paris in 1998, committing themselves to "harmonising the architecture of the European Higher Education system". French officials, in particular, as a result often refer to the La Sorbonne/Bologna process.

The Bologna process was a major reform created with the claimed goal of providing agreement on many key education issues. These include: public responsibility for higher education and research, higher education governance, the social dimension of higher education and research, and the values and roles of higher education and research. In modern globalized and increasingly complex societies, the demands on qualification needs continue to rise.

With the Bologna process implementation, higher education systems in European countries are to be organized in such a way that:

- it is easy move from one country to be other (within the European Higher Education Area) – for the purpose of further study or employment;
- the attractiveness of European higher education is increased so many people from non-European countries also come to study and/ or work in Europe;
- the European Higher Education Area provides Europe with a broad, high quality and advanced knowledge base. This will ensure the further development of Europe as a stable, peaceful

and tolerant community benefiting from a cutting-edge European Research Area;

- there will also be a great convergence between the U.S. and European systems, as European higher education adopts aspects of the American system.

There is much skepticism and criticism of the Bologna process – now taken up as a project by the European Union – from the side of professional academics. Dr Chris Lorenz of the Free University, Amsterdam, has argued that "the basic idea behind all education EU-planning is economic: the basic idea is the enlargement of scale of the European system of higher education, in order to enhance its competitiveness by cutting down costs. Therefore a European-wide standardization of the values produced in each of the national higher educational system is called for. Just as the World Trade Organization and GATS propose educational reforms that would effectively erode all effective forms of democratic politic control over higher education, "it is obvious that the economic view on higher education development as formulated by the EU Declarations is similar to and compatible with the view developed by the WTO and by GATS¹."

(From Wikipedia 2007)

Find in the text above words and expressions that correspond to the following:

Співставний і сумісний, підписати декларацію, ректор університету, гармонізація побудови систем вищої освіти в Європі, підвищення конкурентоздатності, збільшення масштабу, зближення систем навчання, науковці, декларована мета, управління вищою освітою, високі кваліфікаційні вимоги, по-

¹ The General Agreement on Trade in Services (GATS) is a treaty of the World Trade Organization (WTO).

дальше навчання, толерантна спільнота, найновіші досягнення в наукових дослідженнях.

Answer the following questions to the above text:

1. What was the claimed goal of the Bologna process?
2. What might be the actual reasons behind it?
3. What is the origin of the name of this process?
4. What are the obvious advantages of the conformity of all European educational systems when the Bologna process objectives are implemented?
5. How is the Bologna process associated with current globalisation of life on our planet?

Translate the following text into English:

Вища освіта України беззаперечно і однозначно визначила, як основний напрям своєї діяльності, інтеграцію в єдиний європейський освітній простір. Болонський процес спрямований на перетворення Європи на найбільш конкурентоспроможний і розвинутий освітній простір у світі. Болонською декларацією, яку підписали більшість європейських міністрів освіти у червні 1999 року, передбачено реалізацію багатьох ідей і проектів. Передусім, це: формування єдиного відкритого простору вищої освіти; впровадження кредитних технологій навчання на базі європейської системи трансферу кредитів; стимулювання мобільності студентів і викладачів у межах європейського регіону; прийняття системи освітньо-кваліфікаційних рівнів "бакалавр-магістр"; розвитку європейської співпраці у сфері контролю за якістю вищої освіти тощо. Приєднання України до цього процесу надає нашій країні можливості поглибити стосунки з європейськими державами на шляху подальшої інтеграції до ЄС.

(С. М. Гончаров, В. С. Мошинський "Вища освіта України і Болонський процес")

Express your opinion on the acceptance of Ukraine to the Bologna Process.

Points for discussion.

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

In Focus

Expressing importance

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

Translate the sentences in which you can use the words and word-combinations expressing “importance”.

1. У своїй основній праці вчений виклав свої думки з приводу розвитку вітчизняної науки.
2. Виступ молодого вченого став помітним явищем в наукових колах.
3. Що є вирішальним фактором при написанні дисертації?
4. Конституція вважається основним законом будь-якої держави.

Topic 2. WHY UNDERTAKE POSTGRADUATE STUDY?

TOPICAL WORDLIST

advantage *n* – перевага

to provide ~ – надати перевагу

advantageous *adj* – переважний

to be ~ – володіти перевагою

assimilate ideas – сприймати ідеї

benefit (from) *v* – отримувати користь (з)

competition *n* – конкуренція

fierce ~ – жорстока конкуренція

competitive *adj* – конкурентний

~ environment – конкурентне середовище

do a degree/work towards a PhD – займатися в аспірантурі

generalize *v* – узагальнювати

inquisitive/inquiring mind – допитливий розум

long term aims – довгострокові цілі

more employable – більш привабливий для роботодавця

motivation *n* – мотивація

option *n* – вибір

outdated *adj* – застарілий

problem-solving – вирішення проблемних питань

produce a dissertation – написати дисертацію

put theory into practice – використовувати теорію на практиці

skill *n* – вміння

higher level ~ s – вміння вищого рівня

to acquire ~ s – здобувати вміння

to develop ~ – розвивати вміння

specialize (in) *v* – спеціалізуватися (в)

~ a particular field – спеціалізуватися в конкретній області (знань)

speciality (Br.) /specialty (Am.) *n* – спеціальність

staff *n* – штат службовців

academic / teaching ~ – професорсько-викладацький склад

succeed academically – досягти успіхів у навчанні

tailor a course – розробити курс

time management – вміння організувати свій час

value *v* – цінувати

valuable *adj* – цінний

~ experience – цінний досвід

variety of reasons – різноманітність причин

undertake further study – продовжити навчання

work experience – досвід робіт

What qualities does research demand from postgraduate students, those young people who make up their minds to pursue research activities? Some of these qualities are discussed in the text below. Think of some other qualities to add. Do you enjoy solving problems; do you have creative abilities? Are you patient enough, persistent, purposeful, hard-working for this kind of activity?

Different types of study require similar qualities from the people who undertake them. Thus, working towards a research degree demands an inquisitive mind that will maintain the motivation to learn and discover new information. It also demands a high level of intellectual ability in order to cope with the pressures of understanding the possible complex arguments, facts or theories, requires a high degree of organizational ability and time management, as so many different things need to be attended to.

Why undertake postgraduate study? There is no definite answer to this question. There are various reasons for choosing postgraduate study but some reasons are more positive than others. Look through the opinions below and get ready to discuss motivating reasons to do a higher degree.

Tom Brown:

“I really enjoy my subject”

This is a highly motivating reason to do a higher degree. It's worth considering the long-term implications of your choice. Does your choice of the course fit in with your long-term career plans?

That does not mean that you should only consider postgraduate programmes related to your area of work interest. All further study programmes will enable you to develop skills that you could market to an employer.

Emily Wright:

“I need it to pursue my chosen career”

This is an obvious positive reason for undertaking further study. Some career areas do require a professional qualification, for example law, teaching, social work, librarianship or clinical psychology. For other employment areas a postgraduate qualification, although not essential, will provide a distinct advantage to applicants, particularly when competition for places is fierce. In any case it will make you stand out from the crowd and get a better job. Research the area of work that interests you to identify whether a postgraduate course would be necessary or advantageous to you.

Martin Scott:

“I don’t know what to do – this will give me more time to decide”

Past experience suggests undertaking a further year or more of study is unlikely to lead to careers inspiration! If you choose a course for this reason, it is important to use the duration of the course to decide what options are open to you, what skills you have to offer, what you want out of a job or may be jobs, what jobs would suit you in general.

Apart from the above reasons you may have some others worth mentioning. Think of them and put them down in the order of preference.

There can be less optimistic opinions about taking postgraduate or doctorate courses. Some people consider postgraduate and doctorate study a mere waste of time and effort.

Express your opinion on the problem. If you disagree with something, debate and give your arguments.

Pamela Bain

The idea of original research can conjure up thoughts of constant intellectual excitement and cries of ‘eureka!’ The reality may be rather different. Studying for a research degree is very different from studying for an undergraduate degree. Consider carefully whether or not you would enjoy the basic research techniques you are going to use. Can you imagine counting black dots down a microscope for weeks on end? Will you be happy working alone in a library for days on end? The breakthrough, when it happens, can be euphoric, but when results refuse to come it can be deeply disappointing.

Tom Sight

Doctorates don’t count for much outside academia – and in fact they may count against you. If you can’t find a directly relevant area for subsequent professional work, then many employers are likely to look at you, a 25-30 year old person with three-six years of post-graduate work as being a strange and slightly worrying employment prospect. Another thing you won’t be told is how many people don’t complete their doctorates. I’ve heard various figures mentioned, but I believe that around 50% of people who start doctorates don’t get a PhD out of it. An enormous proportion of people simply never finish the things because it’s not quite what they were expecting when they started.

What is your motivation for taking a post-graduate course? Is it only because of future career development? Sum up all pros and cons. The text below provides you with the information worth thinking about and will help you find the right answer.

Career Prospects for Postgraduates

Postgraduate sector is mushrooming today. Further study is undertaken for a variety of reasons but usually with some career aim in mind. Just getting a university degree isn't enough nowadays, many undergraduates feel an extra qualification is a way to distinguish themselves from a large number of job-hunters clutching a first degree certificate. A higher degree can open new options to them when entering the same job market as an undergraduate. Employers are increasingly looking for graduates who can hit the ground running, who can demonstrate both breadth and depth of subject knowledge.

Postgraduate study is fundamental to the development of higher level skills. The process of achieving a research degree develops an inquiring mind, independence of thought, problem-solving abilities, an ability to work autonomously and the ability to assimilate, articulate and defend new ideas. The benefits of postgraduate education are obvious: development of key skills, the chance to put theory into practice, greater understanding of career choices, valuable career contacts for the future.

Postgraduates are among the most intelligent students. They tend to be people who have succeeded academically. The view that postgraduates are other-worldly and lacking in drive is outdated, and there is evidence that employers are taking postgraduates much more seriously. Having organized their own studies, postgraduates can be good project managers, experts in analysis, and capable of working through complex processes without being intimidated.

A postgraduate qualification from the DSPU is one that is recognized globally and will provide an excellent route to better career prospects. Major companies say they would rather employ students from the DSPU. The DSPU's high quality facilities and teaching and its interdisciplinary approach to research will enable trainees to complete a high-quality master's or doctoral thesis and

to develop a range of knowledge, understanding and skills necessary for their future employment.

The current crop of PhD students are surely busier than their predecessors, and are being required to professionalize earlier. Not only are they working to finish their dissertations within the three-year period of their awards, but engaged in other activities entirely appropriate to their stage of career. They often do teaching, make research trips, attend seminars, lectures, conferences where they get experience in delivering materials in a public forum, and develop presentation skills.

Combining subjects in a degree programme is a popular way of tailoring a course to reflect one's career aspirations. Employment opportunities demand well developed language skills. The course of a foreign language will provide language training opportunities for all students whatever course they are taking.

Students working towards a PhD have already completed a Master's degree. It is crucial that learners considering this option have a deep interest in their subject and a commitment to producing a piece of original research despite the pressure to complete the dissertation on time and have a certain number of publications. It is equally important that they have a research topic which is both interesting to them, and viable in the context of a research degree.

Whatever career path a postgraduate chooses most employers are sure to value the skills he has developed while doing a degree.

It is difficult to generalize about the reasons for doing postgraduate study as everyone will come to it with different circumstances, motivations and aspirations. Research the area of work you wish to enter to identify how potential employers would view applicants with postgraduate qualifications. What new experience and knowledge will you gain from the post-graduate course?

Discuss with your group-mates the issues of...

1. motivating reasons for taking a post-graduate course (to undertake further studies, extra qualification, career plans, to make more employable, to provide advantage, to stand out of the crowd, to enjoy the subject, to open options);
2. qualities a young researcher must possess to be a success (to enjoy problem solving, creative abilities, hard-working, patient, inquisitive mind, a high level of intellectual ability, a high degree of organizational ability and time management, to work in a library);
3. career prospects for post-graduates (better career prospects, a key role, to make a person more employable, to put theory into practice, to benefit from, development of specific skills).

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

a) Give English equivalents to the Russian ones:

встигати у навчанні
додаткова кваліфікація
розвивати вміння
ринок праці
більш затребуваний на роботі
працювати автономно
захищати ідеї
отримувати користь
втілити теорію на практиці
цінні контакти
публічний виступ
закінчити в строк
мати друковані роботи

b) Complete the sentences supplying them with the missing information. Consult the box below.

1. Post-graduate study is undertaken for a variety of
2. Master's course forms the foundation for the next

3. Part-time post-graduate study is a popular ... which allows to combine work and study.
4. People's ... for applying to take a post-graduate course vary greatly.
5. A post-graduate qualification may provide you with the advantage over other candidates in an increasingly ... job market.
6. Employers ... the experience gained while taking a post-graduate course.
7. Research degrees demonstrate your ... to work autonomously.

value	reason	ability	option	level
motivation		competitive		

Progress Questions

1. What are the main motives for undertaking postgraduate study?
2. What is your motivation for taking a post-graduate course?
3. Is there a difference between studying for a research degree and studying for an undergraduate degree?
4. What qualities should a post-graduate student possess?
5. Do you agree that a master's qualification is a way to distinguish yourself from the large number of first degree holders on the job market?
6. What are the benefits of having a postgraduate qualification in relation to future employment?
7. Do you think that most employers will value the skills developed at your postgraduate course?
8. Why did you choose to take a postgraduate course at the DSPU?
9. Do you think that a higher degree provides opportunities for a career promotion?
10. Are you going to deepen your research experience and enroll for studies for a PhD degree?

In Focus

Expressing Likeness

Phrases	Examples
... be similar to... in...	The situation with academic degrees in Austria <i>is similar to</i> the situation in German education. European universities <i>have similar</i> patterns of postgraduate courses.
... have similar...	The analysis provided for in the recent article <i>is like</i> the previous analysis based on a literature review, case studies, expert interviews.
... be like...	The findings of these two scientists <i>are alike in</i> terms of their practical application.
... be alike in ...	His motivation for doing a higher degree <i>is identical to</i> mine in the hope of becoming more employable in future.
... be identical to...	The experiment described in the article <i>resembles</i> in many respects the experiment conducted in our lab.
... resemble ... in	

Translate the sentences in which you can use the words and word-combinations expressing “likeness”.

1. Вчені продемонстрували схожі підходи до обговорюваної проблеми.
2. Представлені дисертації схожі в плані матеріалу дослідження.
3. Використовувані методики надзвичайно схожі.
4. Несподівано дослідники прийшли до ідентичним висновків.

Topic 3. RESEARCH SUPERVISION

TOPICAL WORDLIST

approach (to) *n* – підхід (до)

innovative ~ – новаторський підхід

comprehensive ~ – всебічний підхід

complete *v* – завершувати

~ one's research – завершити дослідження

completion *n* – завершення

~ of one's studies – завершення навчання

crucial *adj* – вирішальний

~ factor – вирішальний фактор

design work on the thesis – спланувати роботу по дисертації

define a programme of research – визначити програму дослідження

expert *n* – спеціаліст

~ in the chosen area of research – спеціаліст в обраній сфері дослідження

expertise *n* – спеціальні знання

experienced (in) *adj* – має досвід (у)

formulate one's research proposal – формулювати напрямок дослідження

gain success – досягти успіху

guide *v* – направляти, керувати

guidance *n* – керівництво

Master programme student – студент магістратури, магістрант

monitor progress – стежити за прогресом

post-graduate student – аспірант, магістрант

procedure and regulations – процедура і правила (захисту дисертації)

provide *v* – забезпечувати, надавати

~ feedback – забезпечити зворотний зв'язок

~ training in research – забезпечувати підготовку в області наукових досліджень

responsibility *n* – відповідальність

the prime ~ – основна відповідальність

retain the prime ~ – нести основну відповідальність

share ~ – розділити відповідальність

stimulating research environment – сприятливі умови для дослідження

supervise *v* – спостерігати, наглядати

supervision *n* – нагляд, спостереження

research ~ – наукове керівництво

dual ~ – подвійне керівництво

supervisor *n* – керівник

research ~ – науковий керівник

work closely – працювати в тісній співпраці

Any research conducted by a postgraduate student is supervised by a competent researcher with an advanced academic degree.

From the speech provided by the Dean of Guildford University on the supervision at his University you will learn about supervisors' activities. Compare this information with what you have at Donbas State Pedagogical University.

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

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

The main activity is, of course, independent study and the production of a thesis based on it. As a research student, you will work closely with a supervisor who will guide and advise you throughout your period of study. The supervisor will guide you in writing your thesis, the responsibilities are shared between student and supervisor, but you retain the prime responsibility for your own work. In addition to your own independent study, you will take part in the general research life of your department, and may

be involved in research seminars, colloquia and other activities with your colleagues and with academic staff. At the end of your period of study, you will present your thesis for examination and be given an oral examination on it.

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

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

Look through “Golden rules on how to approach your supervisor” and select the most appropriate ones for you.

Golden rules on how to approach your supervisor (adviser)

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

8. Tell your supervisor what you are discovering as you are discovering it.

Below you will find different opinions of postgraduate students on supervision. Is research supervisor a boss, or a colleague, or a friend? What is your idea of an ideal supervisor? What do you prefer: to have a supervisor who is the name in his field, has plenty of ideas, which he is eager to share with you, or a supervisor who lets you make the research independently?

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

(final year PhD student)

B. My experience has been that this School is a good place to do research on economics, because of the high level of staff expertise and their reputation and influence, which extend far beyond the U.K. Both of my supervisors have been helpful, available to answer questions, and interested in my work. I have found a joint supervision arrangement to be especially beneficial to my work, given its holistic and innovative approach, and in my opinion the School's openness to joint supervision is a real strength.

(PhD third year student)

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

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

As a rule your supervisor is a famous scholar and an expert in some field, he may have discovered an interesting phenomenon or law. Try to find out about his scientific interests, his dissertation, and current research. This will help you establish better working environment. You may use biographies of Nobel Prize winner Joseph E. Stiglitz and Professor Eglit as models for describing expertise, research and academic career of your supervisor.

Profile: Joseph E. Stiglitz

Joseph E. Stiglitz was born in Gary, Indiana in 1943. A graduate of Amherst College, he received his PHD in 1967, became a full professor at Yale in 1970, and in 1979 was awarded the John Bates Clark Award, given biennially by the American Economic Association to the economist under 40 who has made the most significant contribution to the field. He has taught at Princeton, Stanford, at Columbia University in New York, and was a fellow of All Souls College, Oxford. He was awarded the Nobel Prize in economics.

He was a member of the Council of Economic Advisers during the Clinton administration, and served as CEA chairman. He then became Chief Economist and Senior Vice-President of the World Bank.

Stiglitz helped create a new branch of economics, “The Economics of Information,” exploring the consequences of information asymmetries and pioneering such pivotal concepts as adverse selection and moral hazard, which have now become standard tools not only of theorists, but of policy analysts. He has made major contributions to macroeconomics and monetary theory, to trade theory and public and corporate finance, to the theories of industrial organization and rural organization, and to the theories of welfare economics and of income and wealth distribution.

His work has helped explain the circumstances in which markets do not work well, and how selective government intervention can improve their performance.

Recognized around the world as a leading economic educator, he has written textbooks that have been translated into more than a dozen languages. He founded one of the leading economics journals, *The Journal of Economic Perspectives*. He has recently come out with a new book, *The Roaring Nineties*. His book *Globalization and Its Discontents* has been translated into 28 languages and is an international bestseller.

Profile: Howard C. Eglit, Professor of Law

Professor Eglit’s scholarly interests are in the areas of law and aging. He works in the fields of employment discrimination, constitutional law, and remedies. He has authored and co-authored numerous journal articles and several books, including a three-volume treatise entitled *Age Discrimination*.

Professor Eglit holds a bachelor’s degree from the University of Michigan and a law degree from the University of Chicago. Prior to joining the Chicago-Kent faculty, Professor Eglit served in several capacities, including counsel to the United States House of

Representatives Judiciary Committee and legal director of the Illinois Division of the American Civil Liberties Union.

He teaches undergraduate and graduate courses in Constitutional law to students from foreign legal backgrounds. Professor Eglit was a visiting professor at the University of Chicago Law School and at the Free University of Amsterdam. He has received fellowships from the Olin Foundation (for work on treaties and constitutional law) and the Rockefeller Foundation (for a book on the effects of globalization on American constitutional law).

Professor Eglit has served on numerous boards and chaired the Highland Park Historic Preservation Commission. He is a member of the advisory committee for the Buehler Center on Aging, McGaw Medical Center, Northwestern University. He served as general Counsel of the U.S. Senate Judiciary Committee, where he advised on constitutional issues and judicial nominations.

Read and translate the text. Write a synopsis of the text in eight sentences.

Our University successfully integrates education with research. The final stages of the University programme include **acquiring skills in research**. The students carry out research mainly for their graduation paper, which reflects the knowledge and the practical skills in their particular field of science. Research can be led out under the guidance of a **supervisor (scientific advisers)**.

The University has a broad programme of activities **ranging from the very basic to the very practical** and can perform various research. The University professional **staff members** number several hundreds employees engaged in multiple research projects in different branches of science. Their achievements have been recognized and staff members, most of whom have academic degrees, have been honoured by the presentation of titles, certificates and awards. Many of the scientists are known internationally for their contributions. Research teams, working at various scientific projects, collaborate with their colleagues abroad

and maintain close links with many research institutes and universities world-wide.

A great number of postgraduate students undertake a programme of study and research under the supervision of senior staff members who hold candidate or doctorate degree. The postgraduate course lasts three years during which time the young scientists and researchers **carry out their investigations** and prepare thesis on it. Their work should be conducted on the high scientific and technical level and the results of it should be practically applicable.

The postgraduate course programme provides for attending seminars and colloquiums, taking qualifying exams in the core subjects, in philosophy and English, preparing research publications and written reports on the work carried out.

The postgraduate research may be theoretical and applied, often both. The scientific adviser assists his postgraduate students in many ways. He regularly meets them to discuss the progress in their work and to advise them in solving their current problems. While the thesis is being written, the supervisor reviews its major sections and makes critical comments on each draft. The postgraduates are assisted in **preparing articles and papers** on their research. When the postgraduate completes his or her thesis, he/she submits it to the Academic Council of the University and further defends it before the Academic Council. If the thesis meets all necessary requirements, it is accepted by the Academic Council which takes the decision to award the postgraduate the higher academic degree.

Notes to the text

1. ***to acquire skills in research*** — to gain practical knowledge and ability to conduct an investigation.
2. ***scientific adviser/supervisor*** — a person who holds an academic degree and guides the students and postgraduates' research.
3. ***ranging from very basic to very practical*** — extending from fundamental theoretical to applied practical (research).

4. *staff members* — those working in an establishment, institution or organization.
5. *to carry out investigations* — to research something systematically in order to discover and interpret new knowledge.
6. *to prepare a paper* — to prepare a scientific contribution to be read to a learned society or to be published.

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

a) *Give English equivalents to the Ukrainian ones:*

досвідчений в області наукових інтересів аспіранта (магістранта)
 надавати допомогу
 розділяти відповідальність
 спеціальні знання
 репутація і вплив
 середовище, що стимулює наукові дослідження
 регулярно зустрічатися
 стежити за прогресом
 забезпечувати зворотний зв'язок
 вдумливі коментарі
 бути обізнаним про проблеми студента
 підготувати статтю для публікації

b) *Complete the sentences supplying them with the missing information.*

1. It is ... who is responsible to the faculty for the progress of his post-graduates.
2. A suitably qualified supervisor should be ... for advice, support and assistance.
3. It is vital do understand that management of the project is student's
4. A candidate is to be ... of the requirements for the degree in which he/she is enrolled.
5. Research project is to be ... within definite time limits.

6. The nature and frequency of contacts are agreed between ...
7. The progress review report is to be ... annually by a post-graduate to his research supervisor.

Progress Questions

1. What is the educational background of your research adviser?
2. What is the field of his/her research?
3. What were the main findings in his doctoral research?
4. Is he/she invited as a visiting professor to other universities in Ukraine and abroad to deliver lectures?
5. Is he/she known for his/her research not only in Ukraine but in foreign countries?
6. Does he/she often attend international scientific conferences?
7. How many post-graduate students are supervised today by him/her?
8. How many scientific articles, monograph books, etc. has your research advisor published?
9. What are the main books/articles of your scientific adviser?
10. Did your scientific advisor get any prizes or awards for his/her research?
11. In what way does your research advisor assist you in your research?
12. Are you planning to publish any joint articles?
13. What would you like to copy from the professional style of your adviser?

Exchange opinions with your fellow students on the following issues:

- your idea of a good supervisor
- your experience in collaborating with the research supervisor

In Focus

Expressing difference

Phrases	Examples
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oppose to...	Critics <i>opposed to</i> D. H. Lawrence and attacked his novels on various grounds.
opposite to ...	The results of the first experiment were <i>opposite to</i> those got from the repeated experiment.
differ from ... (in)	The meaning of many academic words <i>differs from</i> specific meanings they have <i>in</i> various disciplines where they are used as terms.
different from... (in)	Your experience as a postgraduate student may be very <i>different from</i> your time as an undergraduate.
contrast with ... (in)	Academic life and study methods in the UK may <i>contrast with</i> what you have experienced in your country in many respects.
distinguish (between) differentiate (between)	We should <i>distinguish/differentiate between</i> different meanings of the term “faculty” used in US and UK university systems.
unlike ... (in)	<i>Unlike</i> an old-fashioned rote learning modern education is based on stimulating creative thinking.
dissimilar from ... (in)	The researcher’s approach is not <i>dissimilar from</i> the one applied in our investigation.
distinct from...	Studying online is <i>distinct from</i> face-to-face study in using the Internet as the primary means of communication.

Translate the sentences in which you can use the words and word-combinations expressing “difference”.

1. Друга з представлених на засіданні Вченої ради дисертацій відрізняється від попередньої наявністю великої статистичної бази.
2. Англійська і французька мови розрізняються приналежністю до різних мовних груп: германської та романської.
3. Учасники конференції різко заперечували проти висновків, зроблених доповідачем.

4. Науковий керівник регулярно зустрічається з магістрантом для того, щоб обговорити прогрес у науковому дослідженні та дати поради у вирішенні нагальних проблем.
5. Науковий керівник надає необхідну допомогу у підготовці наукових статей до публікації.

Topic 4. ATTENDING A CONFERENCE

TOPICAL WORDLIST

agenda *n* – порядок денний

tentative/provisional ~ – попередній порядок денний

on the ~ – на порядку денному

~ items – пункти порядку

closing speech – заключне слово

conference *n* – конференція

to attend ~ – бути присутнім на конференції

to close ~ – закрити роботу конференції

to convene ~ – скликати конференцію

to hold ~ – проводити конференцію

to host ~ – бути приймаючою стороною (організатором) конференції

to organize ~ – організувати конференцію

to sponsor ~ – спонсорувати конференцію

to take part (participate) in ~ – брати участь в конференції

annual ~ – щорічна конференція

forthcoming ~ – майбутня конференція

regular ~ – чергова конференція

~ attendee – учасник конференції

~ Chair/Chairman – голова конференції

~ proceedings – збірник праць конференції

discussion *n* – обговорення

issue/problem under ~ – обговорювана проблема

round-table ~ – обговорення за «круглим столом»

panel ~ – обговорення доповідей фахівцями
peer- ~ – колегіальне обговорення
exchange opinions (on) – обмінюються мнениями (по)
final sitting/session – заключне засідання
notification *n* – повідомлення
~ of acceptance or rejection – повідомлення про прийняття (доповіді) або відмову
opening address – вступне слово
organizing committee – організаційний комітет
to set up an ~ – заснувати організаційний комітет
paper(s) *n* – наукова робота (и)
contributed ~ – доповіді з ініціативи учасників
invited ~ – доповіді на запрошення
poster ~ – стендові доповіді
review ~ – оглядові доповіді
participant *n* – учасник конференції
participate *v* – брати участь
plenary session – пленарне засідання
preliminary announcement (Br.)/call for papers (Am.) – інформаційний лист
registration *n* – реєстрація учасників конференції
~ fee – внесок учасника
location and hours of – місце і час реєстрації
report *n* – доповідь
deliver/make a ~ – виступити з доповіддю
abstract (s) of the ~ – тези доповіді
run under auspices – проходити під егідою (за сприяння)
simultaneous translation – синхронний переклад
social program(me) – культурна програма
speaker *n* – доповідач
style guidelines – вимоги до оформлення тез
take the floor – виступити, взяти слово
talk shop – говорити на професійні теми
working language – робоча мова

workshop *n* – секційне засідання

Academic Conference

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

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

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

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

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

researchers at the conference. They are the written record of the work that is presented to fellow researchers.

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

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

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

As you know, before a conference the so-called “Preliminary Announcement” is sent to all the institutions concerned. Here is one of them.

The Management and Technology Conference will be held at the University of Orlando, Florida, USA, on December 8 – 10, 2017.

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

Paper submission:

E-mail your abstract or paper to us at editors@triof.org.

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

Authors will have approximately 20 minutes to present their papers. Registration at the conference will entitle the participant to admission to all presentations and workshops. **The conference fee is per person and must be received by October 30, 2017 to assure conference participation.** If your conference fee is late please contact us in advance.

To register online click [here](#).

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

Please direct all correspondence to the attention of:
The editors
IMT Conference
Dr. Chris Rose. – Conference Chair

Try to render into English the preliminary announcement sent out by Donbas State Pedagogical University Research Department to all the institutions concerned announcing the forthcoming conference:

Донбаський державний педагогічний університет
Інформаційний лист
про проведення
науково-практичної Інтернет-конференції

Запрошуємо Вас узяти участь у VII науково-практичній Інтернет-конференції «Методологія та історіографія мовознавства».

Конференцію буде проведено на базі ДВНЗ «Донбаський державний педагогічний університет» (м. Слов'янськ Донецької області) 21–22 жовтня 2020 р.

Наукова проблематика конференції:

1. Методологія мовознавства.
2. Методи фонології, морфонології, морфеміки та словотвору.
3. Методи аналізу лексичної та граматичної семантики мовних одиниць.
4. Методи граматичних досліджень: морфологія й синтаксис.
5. Методи діалектології, ареальної лінгвістики, соціолінгвістики.
6. Методи когнітивної лінгвістики, психолінгвістики, етнолінгвістики, лінгвокультурології.
7. Методи зіставного мовознавства, лінгвістичної типології, універсології, перекладознавства.
8. Методи лінгвогенетичних досліджень.
9. Методи комунікативної лінгвістики, паралінгвістики, дискурсології, лінгвопрагматики, стилістики, лінгвістики тексту, герменевтики.
10. Структурні та математичні методи в лінгвістиці.
11. Лінгвістична історіографія.
12. Проблеми періодизації історії лінгвістики.
13. Історія мовознавства в контексті лінгвістичних парадигм.
14. Проблеми термінології методології та історіографії мовознавства.

Робочі мови конференції – слов'янські, англійська, німецька.

Доповіді учасників конференції будуть опубліковані в мережі Інтернет.

ВИМОГИ ДО ОФОРМЛЕННЯ ДОПОВІДЕЙ

Редактор Word, шрифт Times New Roman, кегль 14, інтервал 1 (41 рядок на сторінці), абзац півтора сантиметри, розмір берегів – по 3 сантиметри праворуч, ліворуч, зверху й знизу. Посилання на літературу даються із вказівкою номера джерела в алфавітному списку; після номера джерела ставиться кома, потім мала буква с із крапкою: [14, с. 32]. Примітки даються внизу сторінки, використовуються індекси із суцільною нумерацією.

Прізвище автора й ініціали, що йдуть за ним, даються жирним курсивом з вирівнюванням праворуч, під прізвищем у дужках жирним курсивом наводиться назва міста: *(м. Київ); (м. Гомель, Білорусь), (м. Познань, Польща)* тощо. Нижче у центрі великими буквами жирним шрифтом дається назва доповіді. Потім після пропуску одного рядка йде текст. Після тексту пропускається один рядок і в центрі великими буквами жирним шрифтом набирається слово **ЛІТЕРАТУРА**. Нижче з абзацу з нумерацією за алфавітом подається використана література із вказівкою загальної кількості сторінок для книг і початкової й кінцевої сторінок для статей. Література оформлюється відповідно до **ДСТУ 8302:2015**.

Орієнтовний обсяг доповіді – від 3 до 5 сторінок.

Доповідь подається в електронному варіанті без нумерації сторінок у вигляді прикріпленого файлу у форматі *doc (у разі використання нестандартних шрифтів просимо надіслати їх додатково).

Для участі в Інтернет-конференції необхідно до **10 жовтня 2020 р.** виконати такі кроки:

- 1) детально ознайомитися з Вимогами до оформлення тез доповідей;
- 2) підготувати необхідні наукові матеріали;
- 3) підготувати файл-заявку учасника конференції (шаблон заявки є на сторінці Заявка на участь у конференції);

4) надіслати на адресу conference.ddpu@gmail.com або у вигляді прикріпленого файлу у форматі *doc наукові матеріали, сформовані відповідно до вимог.

Once you have made up your mind to participate in a conference you are to fill in the application form. Study it in Ukrainian and then render into English.

ЗАЯВКА

на участь у VII науково-практичній Інтернет-конференції
«Методологія та історіографія мовознавства»
(21–22 жовтня 2020 р.)

Прізвище	
Ім'я	
По батькові	
Місце роботи, посада	
Науковий ступінь, учене звання	
Назва доповіді	
Телефон, e-mail	

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

September 20, 2017

Dear Sir,

On behalf of our Organizing Committee I have the pleasure of inviting you to attend and possibly present your paper at the International Conference on Sustainable Development which is to be held in London on November 12-15, 2017. We are sure that your participation will contribute much to the success of the Conference.

If you intend to submit a paper (an abstract of not more than 200 words), we should like to have it not later than November 4. Enclosed you will find requirements to abstracts. We will have published Conference proceedings volume by the end of this year.

No conference fee is required for invited speakers. The cost of food and accommodation will also be borne by the host University. But much to our regret the Conference budget does not permit us to cover your travel expenses.

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

Yours faithfully, Prof. William Adams

Being a conference attendee you may be asked to fill in a registration form like that:

Conference Registration Form

(Please complete and e-mail)

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

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

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

ім'я / прізвище – ...

дата народження – ...

громадянство – ...

освіта – ...

місце роботи – ...

займана посада – position held
вчене звання – title
наукова ступінь – ...

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

Ladies and Gentlemen,

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

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

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

I wish you every success.

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

I'm (particularly) interested in this problem.

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

I think (suppose, presume) that ...

I believe that...

I must say that...

In my opinion...;As for me...; To my mind...
I could comment on the question.
If I understand you correctly...
If I am not mistaken...
I hold (am of) the same opinion.
That's right; exactly; quite so; quite right; quite true.
I (quite, fully, entirely) agree with you; I think so, too.
I can't but agree with you.
I don't think so; I don't agree; I disagree.
I can't agree with you.
I'm afraid, you are wrong there.
I doubt that...
It's unlikely that...
Will you allow me to take the floor, please?
I would like to ask you...
I would like to ask you a question...
I have a question...
I have a question and a comment (a remark) to make.
I should (would) like to know...
Could you clarify your point of view?
What is your opinion on..?
What in your opinion is the reason for..?
Would you tell us how...?
I wonder why...

Below you will find the text contributed by one of the former postgraduates who shares his experience in attending a conference.

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

I've taken part in several conferences, both as an organizer and as a participant. But now I'd like to dwell upon my first experience in attending an international conference of young

researchers held under the auspices of Donbas State Pedagogical University. The initiative to convene the conference belonged to the University Academic Council. Thus, an organizing committee was set up which sent the so-called “Preliminary Announcement” to all the institutions concerned with a view of supplying potential participants with general information about the conference. From the announcement I learnt such important things as the main programme of the conference, orders of plenary sessions, rules for scientific contributions, requirements to submitted abstracts, information about registration fees, hotel reservations, etc. It was very important for me as a post-graduate student that the abstract would be published in Conference Proceedings.

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

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

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

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

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

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

Read and translate the text. Write a synopsis of the text in eight sentences.

Organising conferences and meetings. Preparations for congresses, conferences and symposia involving wide participation and open discussion, are normally in the hands of an Organising Committee. First an advance notice and invitation is sent to prospective participants including an outline programme, details of congress fees, transport and accommodation. Those who want to attend a scientific conference or symposium are requested by the Organising Committee to register, usually by filling in an official application form, and if they wish to make contributions, they are also asked to submit their abstracts in one of the international conference languages, English, Russian, French or German. If intending participants wish to put on a demonstration they should notify the organizers of the title, the facilities required and a short description plus one table or figure. If they wish their abstracts to be published they have to send them in by a fixed date.

Actual conduct of conferences and meetings. Before a conference or meeting can actually begin a chairman (or chairperson) or a president must be elected, who then officially opens the function. First he (or she) makes the official opening speech.

Then he reads the agenda and explains in outline the work to be done by the session. He recalls the minutes of the last meeting, which he signs as correct if the meeting approves them. If anyone has an objection to the order of business he can put forward a

motion to amend it, which has to be voted upon. The agenda is only amended if the motion is carried by a majority.

The programme of a scientific conference or symposium normally follows a set pattern. In the mornings papers are read or lectures delivered by experts. Afternoons are generally for discussions and/or working groups, for which time limits will be set.

Social events such as welcome or farewell parties, theatre performances or concerts are usually held in the evenings. During some conferences, excursions and ladies' programmes are also arranged.

At the conclusion of a scientific, cultural or political conference or meeting the participants may decide to pass a resolution or issue a statement.

In this case a motion should be put forward and voted upon. The final duty of the chairman is to call upon a member to propose a vote of thanks to the organisers, contributors, sponsors and participants as well as to the focal authority for providing hospitality.

After the last speech the chairman or president declares the congress, conference or meeting closed.

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

a) Give English equivalents to the Ukrainian ones:

отримати запрошення
брати участь в конференції
порядок денний конференції
поділитися досвідом
під егідою
бути організатором конференції
зацікавлені установи
інформаційний лист
пленарне засідання
секційна робота
робоча мова конференції

протокол засідання
організаційний внесок
тези доповіді
зробити повідомлення
обговорення за «круглим столом»
панельні дискусії
культурна програма
підводити підсумки роботи конференції
прийняти резолюцію
зключна промова

b) *Complete the sentences supplying them with the missing information.*

1. We learn about forthcoming conferences from ...
2. ... sends invitations to key-note speakers.
3. The conference started with ... of the conference Chairman.
4. According to the conference ... the plenary session contains four reports by invited speakers.
5. At the educational psychology ... twelve contributed papers were discussed.
6. All reports were ... by discussions.
7. Interesting tours were ... for conference participants.

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

1. Міжнародна науково-практична конференція з педагогічних наук відбудеться у Донбаському державному педагогічному університеті у жовтні 2021 року.
2. Приймаючою стороною конференції виступить ДДПУ.
3. Організаційний комітет уже розіслав інформаційний лист всім зацікавленим установам.
4. Інформаційне лист містить відомості про програму конференції, дату і місце проведення, вимоги, що пред'являють-

ся до оформлення тез, умови оплати витрат на проїзд та проживання.

5. Як правило, приймаюча сторона надає учасникам конференції житло за мінімально можливою ціною, але не покриває витрати на проїзд.
6. Після закінчення роботи конференції друкуються тези доповідей.
7. На пленарне засідання виносяться найбільш актуальні доповіді запрошених учасників. Після доповідей відбуваються дебати.
8. Доповідачам необхідно дотримуватися регламенту, оскільки на доповідь надається не більше десяти хвилин.
9. Сьогодні великою популярністю користуються так звані панельні дискусії та стендові доповіді.
10. Будь-яка конференція надає можливість обмінятися думками з актуальних наукових проблем, доповісти про отримані результати.
11. Молодому вченому дуже корисно брати участь в обговореннях наукових проблем за «круглим столом», висловлювати свою точку зору, підтримувати доповідачів або виступати в ролі опонента.
12. Учасникам конференції пропонується різноманітна культурна програма: організуються зустрічі, екскурсії, театральні вистави, відвідування визначних пам'яток міста.
13. Після закінчення роботи конференції проходить фінальне засідання, де з заключною промовою виступає головуючий і підводяться підсумки роботи.

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

- preliminary announcement;
- problem field/area of the conference;
- conference status;
- the conference host;
- conference sponsors;

- number of participants;
- registration fee;
- accommodation provided;
- conference agenda;
- ways of presenting one's reports, abstracts;
- plenary session; workshops;
- conference proceedings.

Exchange opinions with your fellow students on the following issues:

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

Progress Questions

1. What is an academic conference? Who usually organizes/convenes academic conferences?
2. How do prospective participants get to know about the conference?
3. What information does a preliminary announcement contain?
4. What is the routine conference agenda? How is the work of the conference organized?
5. What is an abstract? What is the procedure of presenting abstracts or papers to the conference?
6. What are conference proceedings? When are they published and distributed?
7. What is the role of academic conferences in the activity of a young researcher?
8. Have you ever participated in a conference? What kind of conference was it?
9. What workshops did you attend? Did you make a presentation?
10. Was your abstract published in the conference proceedings?

11. What was your impression of the conference? What experience did you gain?

In Focus

Describing change

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

Translate the sentences in which you can use the words and word-combinations expressing “change”.

1. Парламентарії мають право вносити поправки в чинне законодавство.
2. Світогляд світської людини часто трансформується під впливом релігійних віровчень.
3. Службовцям доведеться пристосуватися до стилю нового керівництва.
4. Внесення деяких модифікацій мало на меті удосконалення роботи механізму.

Topic 5. INTERNATIONAL COOPERATION. EXCHANGE PROGRAMMES. STUDY AND RESEARCH VISITS

As international contacts become an integral part of modern life there are growing possibilities to take part in various exchange programmes. Every researcher is interested in the achievements of col-

leagues abroad. A study or research visit provides an excellent opportunity to get acquainted with foreign experience in one's special field. International scientific cooperation is the key trend in the development of modern world science. Donbas State Pedagogical University maintains close contacts with a wide range of universities abroad. These universities encourage our students and post-graduates to participate in various educational programmes.

Further you will learn about requirements to applicants, papers to be submitted by potential participants, anticipated visit outcomes, follow-up activities.

TOPICAL WORDLIST

apply *v* – подавати заяву, звертатися

applicant *n* – претендент (на участь)

application *n* – заява на участь

to enclose documents with the ~ – додати документи до заяви

fill (in) – заповнити заяву, анкету

approach *n* (to) – підхід (до)

identical ~ – ідентичний підхід

bear/cover expenses – оплачувати витрати

collaboration *n* – спільна робота

cooperation *n* – співробітництво

in cooperation with – у співпраці з будь-ким

curriculum vitae (CV) *n* – коротка автобіографія

exchange program(me) – програма обміну

do research on the ~ – стажуватися за програмою обміну

deadline *n* – кінцевий термін (подачі документів)

farewell party – прощальна вечірка

fund *v* – фінансувати

~ the program(me) – фінансувати програму

give a free hand – надати повну свободу дій

gratitude *n* – вдячність

express ~ (to) – висловити вдячність

introduce *v* – представляти

be introduced to the staff – бути представленим колективу

joint *adj* – спільний

~ experiments – спільні експерименти

maintain *v* – здійснювати, підтримувати

~ permanent contacts – підтримувати постійні контакти

mutual *adj* – взаємний

be of mutual interest – представляти взаємний інтерес

project *n* – проєкт

joint ~ – спільний проєкт

research ~ – науково-дослідний проєкт

provide accommodation – надавати житло

related fields – подібна, суміжна проблематика

report *n* – звіт

~ on a research visit – звіт про стажування

resume *n* – резюме (амер.) відомості про професійні досягнення претендента

selection panel – відбіркова комісія

show round – показати (провести по)

stay *v* – зупинятися

~ at a hotel/halls of residence – зупинятися в готелі / готелі для студентів

study/research visit – академічне / наукове стажування

supplementary documentation – додаткова документація

work against time – працювати не покладаючи рук, намагатися завершити роботу до певного терміну

Do you know what an exchange program is?

Exchange Programs

A student exchange program generally could be defined as a program where students from one university choose to study abroad in partnered institutions. Most programs expect the prospective exchange student to demonstrate some ability to speak the language of the country they choose. The participants can either apply for a scholarship or be self-funded. An exchange

student can live in a hostel, affordable apartment/house or student lodge. An exchange student typically stays in the host country for a relatively short period of time, often 6 to 10 months.

Student exchanges became popular after World War II, and have the aim of helping to increase the participants' understanding and tolerance of other cultures, as well as language skills and broaden their social horizons. Objectives of study visits can be described as follows: enable students to experience international education; strengthen the ties between students and universities; broaden personal and educational perspectives; explore, appreciate and understand different cultures; enhance the ability of the student in second language learning; eliminate fear and prejudice among nations.

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

1. May 2017: HPC research opportunities

EC-funded research visit opportunities in computational science

Call for applications: closing date 31st May 2017

HPC²-Europa, a consortium of 11 leading European centres, is calling for applications from researchers working in Europe to visit one of more than 200 research institutes associated with the Transnational Access programme. Visitors will use HPC-Europa's facilities to advance their research, while collaborating with scientific researchers from an appropriate local research institute.

² HPC - High Performance Computing

The programme is fully funded by the EC and offers:

- access to some of the most powerful HPC facilities in Europe;
- HPC consultancy from experienced staff;
- opportunities to collaborate with scientists working in related fields at a local research institute;
- travel costs, subsistence expenses and accommodation.

The selection panel approves applications on the basis of scientific merit. For this reason, applicants are encouraged, where possible, to identify a suitable researcher with whom to collaborate before applying, as this often increases the chances of the application to be approved.

Selection meetings are held four times per year, and applications must be received by 31st May 2017 for the selection meeting in June. Successful applicants will have visits for three or 13 weeks.

Further information and the online application form are available at [http:// www.hpc-europa.org](http://www.hpc-europa.org)

2. President Fund Grants

Short Research Visits

Larger awards of up to £2,000 are available for making short research visits of up to two months duration. The host institution may be overseas, or in the applicant's country of residence.

All applicants must be registered for a PhD, or in a first postdoctoral position, in a country in the European Union.

All applicants who are funded by a research council or other funding body must submit evidence that they have applied for sponsorship from that body. Salaried applicants must submit evidence of their annual income.

Only one application for a research visit grant may be made awarded from the President's Fund during the term of a

postgraduate studentship or first postdoctoral position.

Retrospective applications will not be considered.

Applications for research visit grants will be considered twice yearly by an award panel. Closing dates for applications: 14 October 2017.

Two copies of the completed application form and all supplementary documentation must be submitted for consideration.

3. Summer School in English Legal Methods

11th July – 5th August 2017

Please find enclosed details of the Summer School in English Legal Methods which will be run by the University of Cambridge in 2017. We hope it will be of interest to members and students of your institution and that you will share the information with others who might benefit from attending such a course.

The course is designed for lawyers and law students from countries whose legal systems are not based on English Common Law. Teaching will be given by members of the University's Faculty of Law. The course does not lead to a formal qualification but a certificate of attendance will be given to all those who attend lectures and seminars regularly.

Additional copies of the material can be requested. Please do not hesitate to contact us again if you have any further queries about the programme.

Yours sincerely



Valentina Steel
Programme Manager

Once you have made up your mind to participate in a programme you should contact the office in charge of the

documentation for further information and fill in the application form like that.

SWEDEN International Summer University 2017 Application form – Fill in with block letters			Please include a photo of yourself
Name	Family name	Date of birth / year / month / day	
Nationality		e-mail	
Current address (where we will send your letter of acceptance)			
City	Postcode	Country	
Please send the letter of acceptance to my work/university Send the letter of acceptance by e-mail Send it to my current address above			
Occupation		If student, discipline:	
I apply for the course:			
If student, number of years of studies in relevant disciplines:		Total number of years of univ. studies	
I hereby certify that all the information given above is correct. I have read, understood and accepted the general requirements			
_____ Signature		_____ date	
The application has been approved by Dean or Rector			
_____ Signature			
_____ Name			
Official stamp of the University			

The following supplementary documents should be enclosed with the application:

– a short essay on the problem under research (an essay attached to the Application Form should describe who you are, what your educational background is, why you are applying for this or that program, what the anticipated results of the visit are, what your future plans are);

– a certificate issued by the department of English, certifying that you have a good working knowledge of English;

– a Curriculum Vitae (CV) (a curriculum vitae is one's personal and working history).

Try to develop an essay of your own to meet the requirements for research visit participants.

Study Sample Resume and prepare your own one by analogy.

RESUME

SHAWN ROBERTS

42 Litton Avenue

Chicago, Illinois 60602

Telephone: (312)280-98-98

E-mail: srobrts@usenet.com

EDUCATION:

**UNIVERSITY OF ILLINOIS at
URBANA/CHAMPAIGN**

Master of Science in Policy Economics,
May 2017.

GEORGE WASHINGTON

UNIVERSITY – Washington, DC

Bachelor of Arts in Political Science, May
2012

Graduated with honors.

Semester study abroad in Spain at the
University of Madrid.

EXPERIENCE:

**July 2017 –
Present**

EUROPEAN-AMERICAN COMMERCE ASSOCIATION –

Chicago, IL

Economic Affairs Specialist

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

**July 2013 –
August 2016**

EUROPEAN TRADE REVIEW –

Washington, DC

Trade Analyst

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

**May 2012 – July
2013**

GEORGETOWN UNIVERSITY –

Washington, DC

Department of Political Science, Research Assistant

- Researched political and economic implications of European Union.
- Gathered data for research project on

political instability and economic restricting in Latin America during the 1980s.

HONORS:

- University of Illinois
- Rotary International Scholarship

SKILLS:

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

LANGUAGES:

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

INTERESTS:

Travel, Reading. Jazz, Tennis.

PERSONAL:

- Member, American Economics Association.
- Volunteer, Habitat for Humanity.

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

Curriculum Vitae	
Date of Birth:	25 February 20..
Name:	Carol Brice
Present address:	25 Westbound Road, Borehamwood, Herts, WD6 1DX
Telephone number:	081 953 9914
Marital status:	single/married
Education and qualifications:	
2005-2007	Mayfield School, Henley Road, Borehamwood, Herts, WD6 1DX GCE in English Language; French; History; Geography; and Art.
2008-2010	Hilltop Further Education College,

Kenwood Road, London NW7 3TM

Diploma in Business Studies.

Work experience:

Johnson Bros. Pic, 51-55 Baker Street,
London W1A 1AA

Oct 2010-Dec 2013

Type of Company: Retail Chain Stores

Position: Junior Secretary

Responsibilities: Secretarial work including typing; shorthand; correspondence; copying reports and minutes from shorthand notes; tabulating data; answering customers' calls; mail distribution; and general office duties.

Jan 2-present

National Auto Importers Ltd., Auto House, Sidmouth Street, London WC1H4GJ

Type of Company: Car importers

Post: Secretary to Assistant Director

Responsibilities: Dealing with all correspondence; taking minutes at meetings and writing up Assistant Director's reports; receiving customers and suppliers; dealing with home and overseas enquiries; making decisions on behalf of A.D. in his absence; and representing the company at various business functions.

Other information:

While working I attended various evening courses on Italian and French, and was on a special Information Technology course at the City College. My interests include tennis, badminton, swimming, and reading.

References:

Mr B. Norman, Assistant Director,

National Auto Importers Ltd., Auto House, Sidmouth Street, London WC1H 4GJ.

Mrs T.R. Bradley, Senior Lecturer; Business Studies Dept, Hilltop Further Education College, Kenwood Road, London NW7 3TM.

Current salary: £14.000 per annum

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

KINGSTON
UNIVERSITY

British Embassy, Kyiv
Consular Department

28th December 2018

Dear Sirs,

Invitation to Kingston University in Relation to Participation in

Know-how Fund REAP³ Project

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

Ihor Petrenko,
Faculty of Economics,
Donbas State Pedagogical University

to visit Kingston University within the period 21st February – 7th March 2019, and request the issue of a visa to cover that period. I confirm that all of Mr Petrenko travel expenses and the

³ **REAP** – Regional Academic Partnership Programme

cost of one week of accommodation and subsistence will be met entirely from Know-how Fund REAP project funds.

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

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

Thank you for your assistance with this matter,

Yours faithfully,

Dr Reed
UK Coordinator
REAP BEL

Every applicant is expected to draft a tentative programme of the visit. See the example below:

Programme of Study Visit to Kingston University

1. Visit Objectives

1.1. Observation of teaching methods in business education classes at KU.

1.2. Identification of business education teaching materials.

1.3. Discussions with Kingston Staff on current syllabus content in business education.

1.4. Development of the programme for future business education seminars.

1.5. Creation of personal action plans in relation to input of business education at DSPU.

2. Intended Visit Outputs

2.1. Increased awareness by academic teaching staff of DSPU of the business education methodologies, and syllabus content.

2.2. New developments in business education teaching methodologies at DSPU.

2.3. Increased availability of teaching materials to students at DSPU on modules related to Business law.

Study visits can be individual and those arranged as a partnership scheme where both partners must be fully involved in preparing the application form and send the completed application to the appropriate programme regional manager. A full partnership proposal describes in detail what the partnership will achieve (the outputs) and the activities (the inputs) that will produce this.

Description of the project

1. Describe in detail the area of need and focus of the project. Why does the need exist?
2. Describe the purpose of the project.
3. Elaborate your initial thoughts on how you will ensure that the materials/courses produced by the partnership will be adopted and disseminated.
4. Outline the activities you wish to undertake with your partner institution during this pre-project phase. For each activity list who will do what, giving names and designations of those who will be responsible.
5. State anticipated outputs: the development of new course materials, development of teaching staff, seminars or workshops for the teaching staff of your institution, purchase of teaching materials for adaptation at your institution, etc.

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

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

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

Students' experience and testimonials

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

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

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

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

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

“I am studying for the Diploma in Economic Development at the department of Economics. It is a one-year course which consists of lectures, seminars, essay writing, and an examination at

the end. I started the course at the beginning of October this year; it will finish in June next year.

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

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

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

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

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

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

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

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

Law School was not very large. I found our research topics almost identical, but we used different approaches. It was as if we were doing the same by different means. Though I was practically

given a free hand in the research, I tried to maintain permanent contacts with the Law School staff.

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

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

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

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

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

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

a) Give English equivalents to the Ukrainian ones:

наукове стажування
програма обміну
достатні знання
зупинятися в готелі
організувати відвідування
представити колегам
компетентний дослідник
працювати у співпраці (з)
проводити спільні дослідження
застосувати інший підхід
надати повну свободу дій
бути поглинутим роботою
готувати матеріал до видання
працювати не покладаючи рук
прощальна вечірка
схвально відгукнутися

ВИСЛОВИТИ ПОДЯКУ

b) *Supply the following sentences with the missing verbs (consult the box below).*

1. Study visits aim ... educational experience.
2. Potential participants are to ... the application form.
3. Supplementary documents should be with the application.
4. The English department concerned ... the working knowledge of English.
5. Visas are ... by the British Embassy.
6. Many visits are ... by the host university.
7. Postgraduates were informed that travel expenses would be ... by the educational institution.
8. Accommodation is ... by the host university.
9. One can't underestimate the value of joint projects, it is really useful to ... with foreign colleagues.
10. One of the aims of a research visit is to ... research in the chosen area.

to issue, to certify, to fund, to fill in, to enclose, to advance, to collaborate, to cover, to enhance, to provide

c) *Complete the information by writing one or two words in each space.*

My studies

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

Generally, I have enjoyed the course and I feel that I (9)_____ a lot, especially from the reading that I have (10)_____ to do. At (11)_____ I had some difficulties in (12)_____ some of the (13)_____: they spoke quickly and

not (14)_____ clearly. The main difficulty that I have this term is (15)_____ my essays on time. There is so (16)_____ reading to do for them and I still read (17)_____.

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

My research

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

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

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

This term I have (16)_____ reading and have also made a draft of the first section of the (17)_____, summarizing views on foreign aid to developing countries. I have also started to read (18)_____ on the country I have chosen for my case study – Utopia. I have (19)_____ that many of the World Bank and UN publications are (20)_____ to my research.

I am quite pleased with the (21)_____ I have made so far, although the reading is taking me longer than I (22)_____. My supervisor asked me to present a paper on my research findings up to the present, to a small (23)_____ of research students in economics. He was (24)_____ with the paper and said that it was a good seminar as it had (25)_____ a number of questions and a lot of discussion.

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

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

Further you will find a report on the research visit supplied in Ukrainian by an individual researcher. Study it and translate into English.

ЗВІТ

про наукове стажування Дмитренко Оксани,
стипендіата програми TEMPUS

у Бізнес школі університету м. Лютон, Великобританія

Візит в Бізнес школу університету м. Лютон проходив в рамках проекту TEMPUS «Академічна мобільність» з 23 вересня 2018 р. по 22 березня 2019 р. Робота проходила відповідно до програми візиту.

- 1) З метою вдосконалення англійської мови відвідувала заняття зі студентами (4 години на тиждень).

- 2) Вивчала організацію навчального процесу в університеті (2 тижні).
 - 3) Відвідувала лекції з маркетингу, менеджменту відповідно до розкладу занять студентів (не менше 4-6 годин на тиждень).
 - 4) Займалася в бібліотеці університету (не менше 15 годин на тиждень):
 - вивчила літературу з наукової тематики;
 - склала бібліографічний список необхідних робіт з каталогу бібліотеки.
 - 5) Працювала в комп'ютерному залі університету, вивчала Інтернет-ресурси з проблем логістики.
 - 6) Підготовлено до опублікування українською та англійською мовами 2 статті і 2 наукових доповіді на конференції.
- На мій погляд, ефективність наукового стажування підвищилася б за таких умов:
- закріпленні наукового консультанта університету за стажистом;
 - виділення робочого місця стажисту.

25.03.2019 р

Оксана Дмитренко

Progress Questions

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

In Focus

Expressing Certainty

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

Translate the sentences in which you can use the words and word-combinations expressing “certainty”.

1. Студенти, вочевидь, не бачили різницю між обговорюваними явищами.
2. Було помітно, що сторони не дійдуть згоди.
3. Дослідження неодмінно завершиться несподіваними науковими висновками.
4. Представлена доповідь, без сумніву, буде корисною для всіх присутніх.

Topic 6. RESEARCH PAPER

The final aim of post-graduate studies is production of the dissertation and its defence. On the eve of the defence procedure abstract of the thesis is to be issued, it being a digest of the research made. Since abstracts are designed in accordance with the established pattern, in the abstract a researcher is to reflect certain scientific points: to state the purpose of the investigation, define its

subject, object, describe the methods applied, ground its topicality and novelty, present personal findings, state the practical value and possibilities for further research.

Further, the lexical means to help you speak on the topic of your research are introduced.

1. Presenting the topic of your research.

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

The paper deals with...

The study is devoted to...

The investigation studies...

The investigation deals with...

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

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

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

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

2. Defining the purpose of the research.

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

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

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

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

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

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

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

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

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

3. Explaining the topicality and novelty of the research.

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

The topicality can be explained ...

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

We offer a fundamentally new approach...

The novelty of the research can be seen ...

The research compares favorably with ...

Since previous works suffered from considerable limitations ...

Advantages and limitations of ... are discussed for the first time ...

In contrast to identical works in the field of ... our understanding provides ...

As opposed to commonly recognized classification ...

Unlike commonly recognized definition of ...

The essential merit of our work is ...

We tried to interpret the phenomenon of ...

We intended to overcome the difficulty of ...

4. Describing methods applied.

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

conventional, unconventional

Modern methods of scientific analysis have been applied...

Unconventional approach to ... has been presented in the paper.

Appropriate technique has been used ...

Reliable methods of analyzing facts of ...

The comparative method is useful in ...

Methods of empirical and systematic analysis were used ...

The approach is especially helpful when ...

The approach is more flexible and permits ...

The methods of synchronic and diachronic analysis used in the study allow/permit...

The technique is best suited in evaluating ...

We have applied an alternative method which ...

5. Describing your findings.

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

It was found that ...

The data obtained enables us to determine the nature of ...

Our findings provide evidence for ...

The findings are in agreement with ...

Our findings make possible the application of ...

An analysis of ... indicated that ..., which made it possible ...

The principal advantage of the approach based on ...

Of special importance for ... is ...

Of particular value for ... is ...

The present observation supports the viewpoint ...

Obviously, it is due to the fact that ...

The influence of ... on ... has been revealed.
 Little dependence of ... on ... has been observed.
 This phenomenon is closely connected with ...
 The study has revealed a better understanding of ...
 These discrepancies are caused by ...
 Certain correlation between ... and ... has been established.
 From the analysis of the data it was determined that ...

6. Reporting on the results of your research, drawing conclusions.

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

It has been shown that ...

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

Thus, it may be stated that ...

It is concluded that ...

Therefore we came to a conclusion that ...

The above said led us to a conclusion ...

As a consequence, a conclusion is made ...

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

New data on ... were obtained.

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

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

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

We reported our results at ...

To sum up, ...

7. Recommendations for further application and research.

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

The findings may find practical application in ...

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

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

The topic of the dissertation is ...
The paper focuses on ...
The research is aimed at ...
An attempt has been made ...
We have applied the method of ...
We wanted to have a full view of ...
It is argued that ...
The paper abounds in ...
The comparison between ... is made.
On the basis of the comparison made ...
Interdependence between ... has been revealed.
Research into ... provides the answer to the question ...
The main provisions of the research have been reported at ...
Some disputable issues have been discussed in ...
The results of the investigation have been reflected in the form of ...

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

1. The purpose/aim/intention of this paper is ...
2. The paper deals with ...
3. The paper/report contains/outlines/examines/assesses ...

4. The methods used for ... are discussed ...
5. The results of ... are presented ...
6. The results indicate the dominant role of ...
7. Data on ... are discussed
8. It is (therefore) felt/believed/apparent/obvious that ...
9. The author concludes by saying ...
10. To conclude/to sum up/in conclusion/on the whole attention is drawn to the fact ...
11. Our recommendation is that ... should be ...

Study the following information and do the tasks after the text:

Dissertations as part of BA and MA degrees

In English the word “**thesis**” (*дисертація*) is used to mean the sole work written and submitted in order to gain a higher university degree. In many UK universities, for example, a Master’s degree may be given after a thesis is submitted after two years work writing it, while a PhD (Doctorate) would be given after a doctoral thesis is produced after a number of years, often while the candidate is teaching at that university.

A **dissertation** (*бакалаврська або магістерська робота*) is a work produced as part of a first degree (Bachelor’s) and in some universities, as part of a Master’s degree where other forms of study are included. Its length varies by the subject and the specific university.

In Ukraine, the formalised approach to such work may be specified either by Ministry of Education and Science publications or by publications by a specific university, while in the UK and the USA, each university publishes its own guidelines.

In Ukraine, the research paper is **presented** (*захистити*) before a panel of senior academic staff and questions may be asked to the student prior to **the award of a degree** (*присудження ступеня*).

Typical guidelines as expected of academic papers in Ukraine

A BA or MA dissertation in linguistics or translation studies must be a relevant and sufficiently independent research of a topic

in linguistic or translation studies, that includes both the research of academic literature in a particular area and empiric analysis of the linguistic material. The paper itself consists of a table of contents, an introduction, the main body, conclusions, bibliography, appendixes, and a summary of it in English.

The author should introduce the paper with reasons as to why their chosen **topic** (*тема дослідження*) was selected, with a focus on **the relevance of that topic** (*актуальність теми*) to the academic area in which that topic lies. It should also be stated as to what **advances in research** (*новизна*) are being made as a result of this topic being studied in the particular paper.

There must be a named **subject area** (*об'єкт дослідження*), and **the specific topic** (*предмет дослідження*) addressed by the paper should clearly be positioned within that area and its context. The choice of specific topic will determine the **title of the dissertation** (*назва роботи*) and how it will be developed by specifying what **research material** (*матеріал дослідження*) is to be used in the paper and how.

The introduction (*вступ*) itself should include an analysis of how previous research on this topic approached the subject and how the paper now being presented will have advanced knowledge of this topic. There must then be **an overview of relevant literature** (*огляд літератури*) that shows the unfinished progress of research and opinions expressed by the author as to how future research may take place.

The objectives of the research (*мета дослідження*) must now be specified and indication given of the **necessary tasks** (*завдання*) to achieve the objectives. At this stage, the **research methodology** (*методи дослідження*) has to be specified and described. In addition, the introduction has to include **a description of the basic structure of the paper** (*структура наукової праці*) and how these contents may be viewed to have **a recognized theoretical value** (*теоретичне значення*). This is because the paper has both to advance knowledge and provide

practical value (*практична цінність*) as a result of a research on a topic.

The main body (*основна частина*) should be divided into a number of **sections** (*розділи*), the first being the **underlying theory section** (*теоретична частина*) and the remainder **the development of hypotheses** (*практична або експериментальна частина*) that formulate and direct the research being undertaken. The **hypotheses** (*гіпотези*) need to be clearly stated at the start of the work and the subsequent conclusions must reflect the nature of the hypotheses. Were they shown to be proven or not?

The conclusion (*висновки*) must clearly state **the summaries of the research** (*заклучний підсумок дослідження*) for both theoretical and practical approaches and what results could be observed. The conclusion should also state **potential future directions of research** (*перспективи дослідження*) within the chosen subject and topic.

The bibliography (*перелік використаних джерел*) should be presented in three sections: **theoretical sources** (*перелік використаної наукової літератури*), **linguistic reference sources** (*лексикографічні джерела*) (dictionaries and so on) and thirdly, **a list of material researched** (*перелік матеріалів дослідження*). **Appendixes** (*додатки*) may also be affixed.

It is important to keep as closely as possible to these guidelines, since although they may vary from country to country, each academic sector will have similar guidelines that eventually permit comparison of authors, not only within a university, but nationally and even internationally.

The paper must be objectively presented in the passive voice and in the third person. It is important to avoid colloquial terms and slang, while all terminology, both general and jargon, must be defined clearly whenever it is used for the first time in a given paper, to avoid any misunderstanding.

Match the following Ukrainian words and expressions in the left-hand column to their English equivalents in the right-hand column

- | | |
|----------------------------|---|
| a) дисертація | 1) the relevance of the topic |
| b) бакалаврська робота | 2) thesis |
| c) актуальність теми | 3) advances in research |
| d) новизна дослідження | 4) dissertation |
| e) гіпотеза | 5) subject area |
| f) об'єкт дослідження | 6) hypothesis |
| g) огляд літератури | 7) development of hypotheses |
| h) мета дослідження | 8) the main body |
| i) завдання дослідження | 9) overview of relevant literature |
| j) методи дослідження | 10) potential future directions of research |
| k) теоретичне значення | 11) practical value |
| l) практична цінність | 12) objectives of the research |
| m) основна частина | 13) research methodology |
| n) теоретична частина | 14) necessary tasks |
| o) практична частина | 15) theoretical value |
| p) перспективи дослідження | 16) linguistic reference sources |
| q) матеріали дослідження | 17) underlying theory section |
| r) лексикографічні джерела | 18) material researched |

Answer the following questions on the text above:

- 1) What kinds of student academic works can you name? Why, in most cases, is an academic work part of getting a higher education degree?
- 2) What is the difference between a Master's and a PhD degree in English-speaking countries and Ukraine? Is there a direct match between academic degrees in England or the USA and Ukraine?
- 3) What is the procedure for getting a Bachelor's degree in Ukraine?
- 4) What are the two principal components of an Ukrainian dissertation?

- 5) By whom and how is the topic of a student's academic research determined?
- 6) What is the difference between the subject area of research and its specific topic?
- 7) What kinds of research material are usually used in linguistics or translation studies, dissertations and theses?
- 8) What is the basic structure of a dissertation?
- 9) Why is it important to read as much academic literature on the subject of the research as possible?
- 10) What kinds of research methodology for linguistics or translation studies do you know?
- 11) What practical value could a student's academic work have?
- 12) Why is it important to prove the hypothesis that introduces research? What are the possible outcomes in this respect?
- 13) Why should a candidate for a degree clearly see the potential future directions of research?
- 14) How is the bibliography usually structured? Are there any strict requirements to its listing?

Translate the following paragraphs from an introduction to a Master's research paper by a Ukrainian student:

Актуальність. Прислів'я та приказки, які є частиною культури певного народу, завжди залишалися і залишаються актуальними, незважаючи на розвиток економіки і техніки, на прогрес і т.ін. Порівняння прислів'їв та приказок різних народів показує, як багато спільного вони мають, що, у свою чергу, сприяє їх кращому взаєморозумінню і зближенню... Проблема перекладу зооморфних паремій у даній магістерській роботі є, безумовно, актуальною, тому що зоологічні терміни, які вживаються в англійських прислів'ях та приказках, відрізняються від українських еквівалентів перекладу, що є головною відмінністю мовної картини цих народів.

Мета роботи полягає в тому, щоб систематизувати і поєднати погляди різних вчених щодо особливостей та способів

перекладу англійських прислів'їв та приказок, які містять зоологічну термінологію, українською мовою.

Завдання магістерського дослідження:

1. Систематизувати труднощі, які виникають під час перекладу прислів'їв та приказок, які включають зоологічну термінологію.

2. Визначити найбільш адекватні способи їх перекладу.

Об'єктом дослідження є англійські та українські прислів'я і приказки з вмістом зоологічної термінології.

Предмет дослідження — особливості перекладу паремійних одиниць, які містять зоологічну термінологію.

Теоретичне значення. Ця робота робить внесок у розвиток вивчення способів перекладу прислів'їв та приказок взагалі і тих, які містять зоологічну термінологію, зокрема.

Практичне значення магістерської роботи полягає у можливості застосування результатів дослідження для створення спецкурсів і навчальних посібників, для написання курсових робіт, а також для практичного вивчення тематичної лексики.

У ході виконання роботи використовувалися такі **методи лінгвістичного дослідження**: метод зіставного аналізу, соціолінгвістичний метод, психолінгвістичний метод.

Структура магістерської роботи включає вступ, два розділи — теоретичний і практичний, висновки, список використаної літератури, додатки та резюме (англійською мовою).

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

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

- your reports, articles on the problem under research.

In Focus

Expressing stages in a series of events

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

Translate the sentences in which you can use the words and word-combinations expressing “stages in a series of events”.

1. Початковою стадією над магістерською роботою (дисертацією) є вивчення та аналіз літератури за темою дослідження.
2. Проміжні результати будуть перевірені на заключному етапі експерименту.
3. Перехідні періоди супроводжуються заворушеннями в суспільстві.
4. У попередніх дослідженнях за подібної проблематики не робилося таких глобальних висновків.

PART II. GRAMMAR IN THE ACADEMIC CONTEXT

Tenses in the Active Voice

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

1. Last time we (to decide) to hold presentation sessions every other month.
2. Upon graduation Universities (to award) degrees with honors to their best students.
3. At the moment amongst all students enrolled in postgraduate courses the largest group (to study) for a qualification in business.
4. The developments in recent years within the higher education sector (to result) from many changes.
5. Research degrees (to denote) advanced study in a chosen discipline with a view to the pursuit of an academic career.
6. The emphasis on research (to prompt) recently new levels of competition amongst universities.
7. Once the student (to present) a research design acceptable to his or her adviser, the independent research phase (to begin).
8. The successful defence of the thesis (to lead) further to the award of the degree.
9. Research study, whether at Masters or Doctoral level, (to depend) upon the individual supervision of students by a member of the faculty who (to share) their interests.
10. Schools, colleges and universities (to be) the most widely spread educational institutions so far.
11. There is no record of what (to take place) at the latest conference.
12. In classical universities doctoral studies (to remain) very much the same over the years.
13. After you (to spend) quite a bit of time with the topic, usually you do not want to convert to another subject.

14. He (to conduct) the research since he graduated from the University.

Step 2. Translate the sentences into Ukrainian and explain the use of tenses taking into account the words of time indication.

1. With an ever increasing climate of competition, other countries are emerging as desirable study destinations *at the moment*.
2. The *last* decade of the 20th century witnessed a process of swift and irrevocable change leading to the third industrial revolution.
3. Your research topic has been in an interdisciplinary area *so far*.
4. If a student-supervisor relationship is not working satisfactorily the only proper solution will be the appointment of a new supervisor *in future*.
5. The expansion of Doctoral Training Centres has also been a positive step *of late* as has the development of other models of doctoral training.
6. Adults with advanced degrees *as a rule* earn four times more than those with less than a high school diploma.
7. *So far* policy makers have paid little attention to postgraduate provision.
8. Access to education and training for all has not *always* been the right of all citizens and an obligation for governments.
9. *Currently* we are witnessing a worldwide shortage of PhD degree holders.
10. Mr. Brown had been working in the laboratory *for* seven years *before* he got promotion.

Types of Questions

Step 1. Tips:

1. Throughout history, many governments have supported research in development of national defence.

- a) General: Have many governments supported research in development of national defence?
- b) Special: Who has supported research in development of national defence?

Why have many governments supported research in development of national defence?

What field have many governments supported research in?

- a) Alternative: Have many governments supported research in development of national or international defence?
- b) Tag question: Many governments have supported research in development of national defence, haven't they?

2. Special cases of tag questions:

- a) I am sure in the correctness of this approach, aren't I?
- b) Nobody submitted articles for publication, did they?
- c) Let's discuss the last point of your conclusion, shall we?
- d) Pass me the journal, will/won't you?
- e) Everybody is interested in the results of the experiment, aren't they?
- f) Nothing matters now, does it?

3. Indirect question:

- a) What does scientific knowledge contain?

Do you know/Could you tell me what scientific knowledge contains?

I wonder if you know what scientific knowledge contains.

- b) Does this theory really interest you?

I wonder if this theory really interests you.

Step 2. Put questions to the following sentences:

1. Professional societies promote interactions between individuals across institutions by organizing meetings and publications. (How ...?)
2. Theology was the most prestigious and the most difficult area of study. (What ...?)
3. The expansion of Doctoral Training Centres has also been a positive step. (General)

4. The supervisor is involved in cross-disciplinary supervision. (Alternative)
5. In the UK the master's degree was for a long time the only postgraduate degree normally awarded. (Where ..?)
6. Higher education is the key mechanism through which knowledge is generated, preserved and passed on. (What ...?)
7. In the Netherlands each PhD candidate has a thesis supervisor/promoter and, in many cases, a co-promoter. (Alternative)
8. Since early 1990s licensing of electronic resources, particularly journals, has been very common. (Since when ...?)
9. The research activities in this laboratory are carried out regularly and efficiently. (How ...?)
10. The researcher can learn a great deal by applying new methods and analysing the results. (In what way ...?)
11. The level and scope of content depends on to whom the report is intended. (What ...?)
12. The approach will help you efficiently organize the data obtained. (General)
13. Scientists often refer to this type of justification of the hypothesis. (Who ...?)
14. Most experiments will include a control, which is a means of comparing experimental results. (What ...?)

Step 3. Complete the sentences using appropriate tags.

1. Keep all commentary for several years after completion your thesis in case needed for future reference, ...?
2. Everybody knows that research begins with a research proposal which explains how the researcher intends to carry it out, ...?
3. Nobody argued that the goal of the research process was to produce new knowledge, ...?
4. Let's review the purpose as we described it above, ...?
5. In the USA there is a requirement that at least two of the committee professors should come from outside the candidate's doctoral programme, ...?
6. Everyone knows that creativity does not occur in a vacuum, ...?

7. Motivate your hypothesis by relying on logic or your own observations, ...?
8. Let's start by going through each element of the Introduction to clarify what it covers and why it is important, ...?
9. Our scientific knowledge contains a vast array of observations and theories, ...?
10. Advances in pure science are not the only criteria for greatness, ...?
11. There is usually one official scientific supervisor for each doctoral candidate, ...?
12. Recent practice has seen an increase in the use of dual supervision, ...?
13. Research relies on the application of scientific methods, ...?
14. The discussion highlighted the importance of the international dimension of research in addressing global challenges, ...?

Tenses in the Passive Voice

Step 1. Translation tips:

1. The researcher's findings *are dealt with* in the present article.
У даній статті розглядаються висновки дослідника.
2. Information from encyclopedia *is always relied on* in scientific circles.
На інформацію з енциклопедії завжди покладаються в наукових колах.
3. The article mentioned above *is often referred to* by young researchers.
На статтю, згадану вище, часто посилаються молоді вчені.
4. This author is much spoken of.
Про цього автора багато говорять.
5. The report *was followed by* lots of questions.
Після доповіді було задано багато питань.
6. These terms will be insisted upon.
На цих умовах будуть наполягати.

Step 2. Translate into Ukrainian.

1. These data are often referred to.
2. For professional advancement the postgraduate level is being developed now.
3. Until recently, the issue of whether there is fair access to post-graduate study has been neglected.
4. New supervision arrangements have just been established.
5. Both taught and research courses are partly subsidized by government.
6. These areas have features which have been closely linked.
7. There is no doubt that the new methods will be extensively made use of.
8. This inaccurate method has been done away with.
9. The results of the research will have been discussed by the end of the term.
10. None of the data on the problem under discussion were published in the latest journal.
11. The list of abbreviations is referred to in the preamble.
12. The basic ideas of the report were commented on at the seminar.
13. New methods of analysis are dealt with in the paper.

Step 3. Complete the following sentences with the verbs in the Passive Voice.

1. They wrote a report in a terrible hurry. The report ...
2. The clerk finally found the necessary notes. The necessary notes ...
3. We will produce the results of the experiment at the exhibition. The results ...
4. They are noting down all information in important lectures. All information ...
5. They improved the memo to the committee to make it easier to understand. The memo ...
6. They haven't included the mailing address in the letter. The mailing address ...

7. We will make our suggestions in writing. Suggestions ...
8. The suppliers will make further modifications to the machine. Further modifications ...
9. He realized he had achieved better results when he started working harder. Better results ...
10. The organizers of the meeting supplied all relevant information in advance. All relevant information ...
11. Postgraduates are entering the same job market as undergraduates. The same job market ...
12. He has already completed a Master's degree. Master's degree ...
13. The supervisor guides reading and research of students admitted to work for scientific degree. Students ...
14. They have advised me to contact the member of the staff with the appropriate interests to talk about possible projects. I ...

Step 4. Use the right tense in the Passive Voice in the following sentences.

1. A new theory (to discuss) already.
2. The experiments (to finish) two weeks ago.
3. This idea (to put) forward in the near future.
4. His findings (not to criticize) at the latest conference.
5. At present a new technique (to develop).
6. Projects (to supervise) by the teacher, but only in a general way; the actual work (to do) by the students themselves.
7. An interesting phenomenon just (to register) by a young researcher.
8. The result of this experiment (to publish) in his latest article.
9. A new discovery (to speak) much about.
10. Lately the problem (to approach) by many researchers.
11. Special attention (to draw) to the latest findings.
12. Apparent errors in the analysis (to deal with) in the report.
13. The article gives examples of different methods which (to use) over the years.

14. In Europe degrees (to harmonise) through the Bologna process, which (to base) on the three-level hierarchy (Bachelor, Master, Doctor).

Sequence of Tenses. Reported Speech

Step 1. *Tips*:

1. “I *promise* to defend my thesis next year”.
He tells us, he *promises* to defend his thesis next year.
2. “I *am surprised* that you *are discussing* this problem now.”
She said, she *was surprised* that I *was discussing* that problem then.
3. “Modern technology *began* with the development of power-driven machines and growth of the factory system.”
It was mentioned that modern technology *began/had begun* with the development of power-driven machines and growth of the factory system.
4. “The European Union *has developed* international scientific cooperation over the last years”
It was stressed that the European Union *had developed* international scientific cooperation over the last years.
5. “*Are you going* to have a meeting tomorrow?”
We asked the secretary if they *were going* to have a meeting the next day.
6. “*Did* you take part in the international conference two years ago?”
He wondered if I *took/had taken* part in the international conference two years before.
7. Does the job *provide* benefits?
The applicant asked if the job *provided* benefits.
8. “When *will* you fill in the application form?”
The clerk asked when I *would fill* in the application form.
9. “Why can't you work under pressure?”

The first interviewer asked why she *couldn't* work under pressure.

10. "Think of another theme for your report."

The supervisor asked me *to think* of another theme for my report.

11. "Don't be late for classes!"

The teacher asked the student not to be late for classes.

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

1. "Indicate the ways in which you have used these data."

They were asked ...

2. "To succeed in your master's and doctoral studies is by no means the final product."

The tutor says ...

3. "Did the analyses of interviews begin with a detailed summary of what had been said?"

The employer wanted to know ...

4. "I have learnt an immense amount from the graduate students I worked with."

My colleague concluded ...

5. "A traditional course in social research methodology will not meet the needs of students concerning thesis requirements."

Professor Brown explained: ...

6. "Individual study indicates how well a student has learned to carry out research."

The supervisor underlined ...

7. "It will lead to the explosive development of the Internet and its countless commercial applications."

It was stressed ...

8. "Who wrote the application for you?"

The interviewer asked ...

9. "The degrees of master and doctor were for some time equivalent".

The lecturer said ...

10. "The scientific revolution has brought new ideas, discoveries and inventions."
The reporter underlined ...
11. "Can students be supervised in groups?"
The student asked ...
12. "Will curiosity-driven research be supported by public or private funds?"
The postgraduate wondered ...
13. "The main significance of the higher postgraduate degrees is that they license the holder to teach."
The scientific adviser agreed ...
14. "UK Universities and Research Councils will do more to identify and promote the economic and social value of postgraduate study."
The authorities promised ...

Modal Verbs and Their Equivalent

Step 1. Translation tips:

1. Students can have dual supervision at some universities.
У деяких університетах у студентів може бути два наукових керівника.
2. I know that I must participate in the forthcoming conference.
Я знаю, що я повинен взяти участь в майбутній конференції.
3. Postgraduates mustn't / can't / shouldn't use inaccurate data in their research.
Аспірантам не можна використовувати неточні дані в своїх дослідженнях.
4. This article has to be referred to.
На цю статтю потрібно посилатися.
This article does not have to be referred to.
На цю статтю не обов'язково посилатися.

5. The participants of the conference could come to a certain decision.
Учасники конференції могли дійти певного рішення.
The participants of the conference were able to come to a certain decision.
Учасники конференції змогли дійти до певного рішення.
6. The students should be more active at the seminars.
Студентам потрібно бути більш активними на семінарах.
7. The supervisor must be satisfied with the result.
Цілком ймовірно, що науковий керівник задоволений результатом.
8. He may/might/could be translating the article.
Можливо, він зараз перекладає статтю.
9. That can't be Professor Brown, he is in Italy now.
Не може бути, що це професор Браун, він зараз в Італії.
10. He shall regret if he fails the exam again.
Він буде шкодувати, якщо знову провалить іспит.
11. Shall I do the task again?
Мені ще раз виконати це завдання?
12. No one is to leave the room without the permission.
Ніхто не повинен залишати приміщення без дозволу.
13. The conference is to start at 9 o'clock.
Конференція повинна початися о 9 годині.
The conference was to start at 9 o'clock.
Конференція повинна була початися о 9 годині.
14. Your colleague is bound to raise this question.
Твій колега неодмінно підніме це питання.
15. He didn't need to wait for the director, the application was signed by the secretary.
Йому не потрібно було чекати директора, заяву підписав секретар.
16. I think you'd better discuss it with your supervisor.

Думаю тобі б краще обговорити це зі своїм науковим керівником.

Modal Verbs followed by Perfect Infinitive

1. The students should have been more attentive at the seminars.
2. The student may/must have read the book.
3. He can't have read this article. It was published only yesterday.
4. He needn't have waited for the director, the application could be signed by the secretary.
5. The opponent was to have come, but he didn't.

Step 2. Translate into Ukrainian the sentences with modal verbs and their equivalents

1. The members of the dissertation committee do not have to be from the student's own university.
2. It is possible that your supervisor may be unaware of your concerns.
3. One of the requirements is that your papers are to adhere to the form and style of the journal.
4. One must also be able to effectively communicate his thoughts, ideas and research findings to others in the form of reports, articles, essays, multimedia presentations.
5. Higher education institutions should provide postgraduates with the opportunity to develop the core competencies they need to succeed in research.
6. The student may not have thought of this way before.
7. The article should have been subjected to a thorough review process by experts to determine its reliability and accuracy.
8. Persistence is necessary if creativity in science is to be recognized by others.
9. The opponent might not have understood what you meant.
10. You'd better apply for more than one job.
11. The experiment ought to have been carried out before.
12. One shouldn't immediately ask an interviewer about job benefits.

13. No member of the association shall remove official documents from these premises without written permission.
14. Members of the first scientific society must have made predictions about future developments of science.

Emphatic Means

Step 1. Translation tips:

I. Auxiliary do.

- 1) The above law *does* hold.
Вищезгаданий закон *дійсно* працює.
- 2) I *do* hope you will make the right decision.
Я дійсно сподіваюся, що ти приймеш правильне рішення.
- 3) I *did* think you had already discussed the results of the experiment.
Я дійсно думав, що ти вже обговорив результати експерименту.

II. Inversion:

- 1) *Strange as it may seem* but the dean's proposals are unrealistic.
Хоча це може здатися дивним, але пропозиції декана нереалістичні.
- 2) *Hard as it is* to admit but the chance has been missed.
Як не важко визнати, але шанс було втрачено.
- 3) *Whenever* you promise, do it.
Завжди, коли обіцяєш, роби це.
- 4) *Whatever* the decision might be, it will be accepted.
Яким би не було рішення, воно буде прийнято.
- 5) *Relevant* for this theory *was* the following point.
Для цієї теорії значущим був наступний момент.
- 6) *Perhaps nowhere* have been achieved better results than in this field of science.
Ймовірно, ніде не було досягнуто кращих результатів, ніж в цій області науки.
- 7) *Nor should we forget* the importance of this discovery.

Ми не повинні забувати важливість цього відкриття.

III. Double negation:

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

IV. Emphatic construction it is ... that/who:

- 1) *It is* these results of the research *that* are most important for us.
Саме ці результати дослідження надзвичайно важливі для нас.
- 2) *It was not until* last night *that* Susan received an invitation to the conference.
Тільки вчора Сьюзан отримала запрошення на конференцію.
- 3) *It was* Richard *who* was sent to England to study.
Саме Річарда відправили до Англії навчатися.

Step 2. Start the sentence with the suggested words.

1. I've never heard of such a good University course. – Never have I ...
2. I had hardly received the results of the first experiment, when new requirements were put forward for the second one. – Hardly had I ...
3. It may seem strange, but I don't enjoy conducting out my research. – Strange as it ...
4. I have never met a more disorganised student. – Never have I ...
5. Although it may seem difficult, it is not impossible. – Difficult though it ...
6. In this very paper new data on the subject are presented. – It is in this paper ...

7. You must not reveal your secret results in any circumstances. – In any circumstances ...
8. When I completed my research I realized how much had been done. – Not until ...
9. This theory may be satisfactory in many respects but it is far from being probable. – Satisfactory as this theory ...
10. For that reason the present book is both timely and appropriate. – It is for that reason ...
11. Although it is hard but we must finish this research. – Hard though ...
12. These results may seem controversial, but they are still valuable. – Controversial as ...
13. The facts were not all made public until later. – Not until...

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

1. It is the academic staff's responsibility that ensures the students' mastery of research skills.
2. The advances of modern science are seen to be not inconsiderable.
3. If you suffer a mental block, have lost confidence do let your family know.
4. It is the supervisor's expertise that helps conduct the research in the right direction.
5. Not only should a doctoral dissertation be of a high quality, but it should also make a significant contribution to a particular field.
6. The statistics do, however, indicate that only 50% of researchers complete their doctorates.
7. It was the University of Bologna in Italy that first conferred the degree of Doctor in the late 12th century.
8. Perhaps never was the invention mentioned above shared by so many scientists all over the world.
9. Nowhere can we see such rapid progress as in computer science.
10. Strange as it may seem, the debate on the subject went far beyond its original bounds.

11. It was not until the 5th century that the first universities were founded in Byzantium.
12. It is the three-level hierarchy of degrees that is gradually replacing the two-stage system which is still used in some countries.
13. It was because I answered confidently at the interview that I got the job.
14. Not until I got the final results did I realize how much had been done.

Types of Clauses

Step 1. Translation tips:

1. What has been made clear is their intention to avoid the conflict.
Те, що стало ясно, – це їх намір уникнути конфлікту.
2. What method is to be used should be decided by the experimenter.
Те, який метод слід використовувати, повинен вирішити експериментатор.
Експериментатор повинен вирішити, який метод слід використовувати.
3. The question is whether they will be able to join us.
Питання в тому, чи зможуть вони приєднатися до нас.
4. Regardless of the unusual manner of presenting the results, they didn't cause a lot of arguments.
Незважаючи на незвичайний спосіб презентації результатів, вони не викликали багато суперечок.
5. Everything depends on the committee, since only its members have the right of the final decision.
Все залежить від комітету, бо тільки його члени мають право остаточного рішення.
6. The question arises as to what these results lead.
Виникає питання щодо того, до чого ведуть ці результати.
7. She was late for the conference, for she was held up in a traffic jam.

- Вона запізнилася на конференцію, бо застрягла у заторі.
8. Since you have successfully finished this stage of work you can get down to the next one.
Оскільки ви успішно завершили цей етап роботи, можете перейти до наступного.
9. The work is of particular importance as it summarizes all available information on this problem.
Ця наукова робота представляє особливу важливість, оскільки вона узагальнює всю доступну інформацію з даної проблеми.
10. Despite the late hour, we went on arguing not being able to come to a reasonable solution.
Незважаючи на пізню годину, ми продовжували сперечатися, не маючи змоги прийти до розумного рішення.
11. In spite of the failure at the first stage, he was determined to continue the experiment.
Незважаючи на провал на першому етапі, він був рішуче налаштований продовжувати експеримент.
12. This time next year I'll be a postgraduate student unless I decide to take a year of practice first.
В цей час в наступному році я буду вже аспірантом, якщо не вирішу спочатку пройти рік практики.
13. Provided the theme of the research is interesting, one can work at it with great enthusiasm and finish it quickly.
За умови, що тема дослідження цікава, можна працювати над нею з великим ентузіазмом і завершити її швидко.
14. If the results are to be discussed at the seminar, they should be obtained in time.
Якщо ці результати мають бути обговорені на семінарі, їх потрібно отримати вчасно.

Step 2. Make one sentence using the word given in brackets.

1. A common error was encountered by people. They claim that the method was used inappropriately. (who)

2. This is an important point. Funding for postgraduate courses is very difficult to find and fees alone can be considerable. (since)
3. The student has just been awarded a degree. His uncle lives next door to you. (whose)
4. I have read the book. You recommended it to me. (which)
5. I tried to persuade her to change the topic. I didn't succeed, however. (although)
6. Her handwriting was very bad. Most teachers couldn't read it. (as)
7. The guidebook explained everything. We bought it. (therefore)
8. An increasing number of postgraduate courses now contain both research and taught elements. The traditional division between the two modes of delivery still exists. (although)
9. She attended the university. The university has a good reputation. (that)
10. I met a person. He was totally ignorant of the situation. (who)
11. The students hadn't done their tasks. The teacher was very angry. (since)
12. He never does any homework. He managed to get a good mark in the test. (even though)
13. Postgraduate students often face financial pressures. They have to work while studying. (because)
14. Postgraduate study in the UK is intensive. The courses are of relatively short duration. (so)
15. The advice is not what you expect. It is better to discuss it rather than ignore it. (if)

Step 3. Translate into Ukrainian.

1. In education when people refer to research they may mean either empirical or non-empirical studies.
2. During the 19th century colleges which were founded in the biggest English towns began to train students for external degrees off the University of London.

3. One idea which has been carried out successfully at Oxford is for a department to organize a “brainstorming session” on self-assessment for graduate students.
4. Deciding what the research is to be about can take a surprising amount of time.
5. When testing a hypothesis or a theory, the scientist may have a preference for a certain outcome.
6. It is important that we have a clear understanding of what we can expect from each other.
7. The introduction surveys the relevant literature so that the reader will understand why you were interested in the question you asked.
8. The University welcomes applications for postgraduate study from those who have completed degrees studying part-time.
9. It appears that the chief reason why students fail to get their PhDs is because of inadequate supervision.
10. The advances in technology that are rapidly making all forms of information widely available may demand new approaches to education.
11. We invited colleagues from London University in view of discussing the findings of the joint project.
12. While many adult students undertake degree level study for personal satisfaction, those whose aim is to improve their career prospects also reach their goals.
13. As other countries invest heavily in their own postgraduate provision, the UK will need to work hard to maintain its competitive advantage.
14. Creativity often involves the ability to see which experiment will be a critical one to perform in order to test a new idea.
15. If you are not interested in the topic, you will find it hard to fulfill the work required.
16. Provided you can make correct predictions, you will not only read with more understanding but you will be able to avoid rereading.

17. If you feel like starting your postgraduate studies, you should understand that you will have no time to waste and you need to concentrate on your studies.

Connectives

Step 1. Translate into Ukrainian.

1. Apart from lecture courses teaching is done mostly in laboratories or in tutorial groups. – Крім ...
2. Meanwhile, some of the local technical colleges had developed their courses to a higher level, and eight of these were given their own charters. – Тим часом ...
3. So within three years the number of universities in England doubled. – Так ...
4. Yet an important difference remains. – Все ж ...
5. In particular, at the examination stage none of your examiners may have had the necessary understanding and competence to be able to bridge the disciplines and make a proper assessment of your research contribution. – Зокрема ...
6. Thus, good communication is absolutely vital, so if you are a student, make sure you know precisely what it is that is expected of you. – Таким чином ...
7. Actually the length of a doctoral dissertation varies from discipline to discipline, it is usual to expect a manuscript of at least 250 pages. – По суті ...
8. The dynamics of this process becomes clearer as one works through the book. – ... у міру того як ...
9. Postgraduate study demonstrates the commitment of the individual as well as the specific skills they have honed during their studies. – ... так само як і ...
10. Alternatively, in some areas such as fine art and design and the humanities, research work may be more individually based. – Або ж ...

11. In fact, this guide is designed to help you navigate the research voyage through developing a research question and thesis, doing the research, writing the paper, and correctly documenting your sources. – Фактично ...
12. First of all, you should analyse your previous experience in study. – Насамперед ...
13. Finally, you should make up your mind on your future career. – Нарешті ...
14. In addition, higher education institutions should work closely with employers to provide better information, advice and guidance on career choices for postgraduate research students. – До того ж ...
15. However, it is important to ask whether the way the postgraduate system is currently funded offers the best possible value for money and is flexible enough. – Однак ...
16. At first, the proposal was viewed with suspicion but after much deliberation it was finally accepted. – На початку ...
17. Contrary to popular belief, statistics alone can not provide the answer. – На відміну від ...
18. Therefore I feel that it is difficult to explain the discrepancy between the data. – Тому ...

Infinitive and Infinitive Constructions

Step 1. Translation tips:

Functions:

1. To live is to work.
Жити значить працювати.
2. The difficulty will be to obtain the required data.
Труднощі будуть полягати в тому, щоб отримати необхідні дані.
3. This theory is about to be proved.
Ця теорія ось-ось буде доведена.
4. The problem to be considered next is very important.

- Питання, яке слід розглянути далі, дуже важливе.
5. There are many examples to support this theory.
Існує багато прикладів, які підтверджують цю теорію.
 6. This method is not accurate enough to give reliable results.
Цей метод недостатньо точний, щоб дати надійні результати.
 7. He is always the first to make the report.
Він завжди робить доповідь першим.
 8. She was the last to join the group.
Вона останньою приєдналася до групи.

Constructions:

1. I know you to work hard.
Я знаю, що ви старанно працюєте.
I know you to have worked hard.
Я знаю, що ви старанно працювали.
2. This postgraduate student is known to work hard.
Відомо, що цей аспірант багато працює.
Цей аспірант, як відомо, багато працює.
3. They are likely to participate in the conference.
Ймовірно, вони візьмуть участь в конференції.
4. These pressing problems are unlikely to be discussed at the symposium.
Малоймовірно, що ці нагальні проблеми будуть обговорюватися на симпозиумі.
5. His plans have never been thought to come true.
Ніколи не думали, що його плани здійсняться.
6. There seems to be some confusion of terms in this chapter.
В цьому розділі, мабуть, має місце плутанина в термінах.
7. For a graduate to continue his studies, there should be motivation.
Для того, щоб випускник ЗВО продовжував навчання після закінчення, повинна бути мотивація.
8. It is for a supervisor to decide whether the work is ready for discussion.
Саме науковий керівник повинен вирішити, чи готова робота до обговорення.

9. It is necessary for the results to be systematised.
Необхідно, щоб результати були систематизовані.

Step 2. Translate into Ukrainian.

1. Students often work in teams and with their professors to investigate emerging issues.
2. To acquire this skill you need to read and write a lot.
3. It is such a small error to be easily neglected.
4. In the 19th century more universities were established to respond to the greatly increased demand for educated people.
5. These university colleges were the last to be granted charters as full universities, with the right to confer degrees on their own account.
6. If you are a PhD student who is dissatisfied with the supervision you should seek as a first priority for this to be resolved.
7. To encourage a broad-ranging discussion go to tutorials with a list of topics to be proposed.
8. Use advanced search functions on the computer so as to find an appropriate topic.
9. The discussion of too many details does not seem to be desirable, since it is likely to obscure the fundamentally important points.
10. The question is how closely these data represent the results to be obtained in practice.
11. Master of Philosophy qualification requires you critically investigate and show a comprehensive understanding of appropriate research methods.
12. He does not appear to know the name of the scientist.
13. Students were expected to show originality in the application of knowledge and problem-solving.

Gerund and Gerundial Constructions

Step 1. Translation tips:

1. Reading scientific articles broadens your knowledge.
Читання наукових статей розширює твої знання.
2. I *don't feel like* discussing the same idea again and again.
Я не люблю обговорювати одну і ту ж ідею знову і знову.
Я не люблю обговорення
3. He was *not capable of* analysing the obtained results.
Він не був здатний проаналізувати отримані результати.
4. *In spite of* having some problems our group succeeded *in finishing* this part of work.
Незважаючи на наявність деяких проблем, нашій групі вдалося завершити цю частину роботи.
5. These points of view *are alike in* having a great number of supporters.
Ці точки зору схожі тим, що у них є багато прихильників.
6. *It is worth* discussing this phenomenon.
Варто обговорити це явище.
7. *It is no good* arguing about this issue.
Не варто сперечатися з цього питання.
8. *It's no use* denying the fact that the problem is on the increase, since the latter assumption is made on the basis of the observed data.
Марно заперечувати той факт, що інтерес до проблеми зростає, оскільки останнє припущення зроблено на основі спостережуваних даних.
9. *I can't help* acknowledging the importance of this statement.
Я не можу не визнати важливість цього твердження.
10. *Would you mind* showing the latest data?
Покажіть, будь ласка, останні дані.
11. *Excuse my* interfering into your discussion.
Вибачте мене за те, що я втручаюся у вашу дискусію.
12. Einstein's having been awarded the Nobel prize in physics soon became widely known.
Той факт, що Ейнштейна нагородили Нобелівською премією в галузі фізики, незабаром став широко відомим.

13. He insisted *on my being included* into the group of young researchers involved in joint experiment.

Він наполягав на тому, щоб мене включили в групу молодих вчених, залучених в спільний експеримент.

Step 2. Translate into Ukrainian.

1. Maintaining an effective working relationship in a team holds the key to success of research projects.
2. You may feel so proud of having actually produced something worthy of your supervisor's attention.
3. Competitor countries invest heavily in developing and marketing their postgraduate systems.
4. The period of time involved in completing a PhD is usually at least three years full-time and four years part-time.
5. Undertaking postgraduate study develops research skills and independent thinking.
6. There is no use arguing about this approach.
7. Writing a summary cut it down to the required size by removing unnecessary words.
8. You can't use in your paper other people's work or words without acknowledging the source of information to avoid plagiarism.
9. Mr. Brown's having been appointed head of the Department was quite unexpected.
10. The skilled analyst's productivity may be attributed to his having acquired the necessary technique.
11. Asking direct but positively constructed questions is worth doing.
12. In spite of having quite a lot of difficulties, he managed to complete his research paper on time.
13. The book aims at acquainting the readers with modern achievements in psychology.
14. What's the use of planning the experiment if you have no definite idea what it is all for.

Participle I and Participle Constructions

Step 1: Translation tips:

1. Difficulties occurring during the research are inevitable.
Труднощі, що виникають під час дослідження, неминучі.
2. Here is an example showing the peculiarities of this process.
Наводиться приклад, що показує особливості цього процесу.
3. The son following his father devoted his life to science.
Син слідом за батьком присвятив своє життя науці.
4. Having written the article the postgraduate student showed it to his supervisor.
Написавши статтю, аспірант показав її науковому керівнику.
5. When carrying out the experiment the scientist was sure that he was on the right way.
Працюючи над експериментом, вчений був переконаний, що він на правильному шляху.
6. They watched his interest gradually increasing.
Вони стежили (за тим), як його інтерес поступово зростав.
7. The results were found attracting many scientists.
Виявилося, що результати приваблюють багатьох вчених.
8. My supervisor being away, I had nobody to ask for advice.
Мій науковий керівник був відсутній, і я не мав нікого, щоб звернутися за порадою.
9. Other conditions being equal, the purity of the experiment is guaranteed.
За інших рівних умов чистота експерименту гарантована.
10. We continued our experiment, with several postgraduate students helping us.
Ми продовжували наш експеримент, декілька аспірантів допомагали нам в цьому.
11. The microscope having been repaired, the researcher proceeded with his observation.
Дослідник продовжував свої спостереження після того, як мікроскоп полагодили.

12. It being now pretty late, we could not stay in the library any longer.

Було вже запізно, і ми не могли більше залишатися в бібліотеці.

13. Any postgraduate student is able to do the work, the results depending on how hard he works.

Будь-який магістрант (аспірант) здатний виконати цю роботу, при цьому результати залежать від того, наскільки ретельно він працює.

14. With research involving more and more people, the profession of a scientist has become one of the most popular nowadays.

Сучасні наукові дослідження вимагають участі все більшого числа людей, саме тому професія вченого стає однією з найпопулярніших в наші дні.

Step 2. Translate into Ukrainian.

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

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

Participle II and Participle Constructions

Step 1. Translation tips:

1. The result obtained was thoroughly analysed.
Отриманий результат був ретельно проаналізований.
2. Let me introduce the latest research so much spoken about.
Дозвольте мені представити останнє дослідження, про яке так багато говорять.
3. The report followed by a great number of questions was very topical.
Доповідь, яка викликала велику кількість запитань, була дуже актуальною.
4. The article, published in a small journal, remained unnoticed for a long time.
Стаття, щ обула надрукована в невеличкому науковому журналі, залишалася непоміченою протягом тривалого часу.

5. Mr Warner followed by his son devoted their lives to science.
Містер Варнер, а згодом і його син присвятили себе науці.
6. The conclusion at this stage is more valuable than that made earlier.
Висновок на цьому етапі є більш цінним, ніж той, що був отриманий раніше.
7. Considered from this point of view the question is worth discussing.
Якщо розглядати з цієї точки зору, це питання варто обговорити.
8. Stated in a simple form the aim of the research is as follows.
Якщо сформулювати простими словами, мета дослідження така...
9. I heard your name mentioned at the conference.
Я чув, що ваше ім'я було згадано на конференції.
10. The research completed they were satisfied with the obtained data.
Після того, як дослідження було закінчено, вони були задоволені отриманими результатами.

Step 2. Translate into Ukrainian.

1. The discussion followed contained some useful ideas.
2. This misunderstanding, taken from an actual case study, shows that good communication is crucial to productive, successful student-supervisor relations.
3. Usually you explain your findings with reasons and evidence gained from your own personal experience.
4. There is a great demand for specialists with postgraduate degrees related to a specific field of professional activity such as business or administration.
5. The explanation given is by no means exhaustive.
6. The supervision provided both by the university and the place of work seemed to be very effective.
7. The problem appeared solved when parallel discoveries were made.
8. The range of opportunities offered is extensive, from one-year full-time or two-year part-time taught courses to three or more years of independent study for a research doctorate.

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

Revision Translation

Step 1. Translate into Ukrainian.

- 1) The results of the work to be discussed at the workshop are of great importance for us.
- 2) The participants of the conference expected the draft code to be discussed at one of the sittings.
- 3) It is to be mentioned that the problem can be viewed from different angles.
- 4) The dissertation having been submitted to the Academic Council, the latter started to study it closely.
- 5) They succeeded in having finished the discussion ahead of time.
- 6) He was the first to make the report at the conference.
- 7) The organizers of the workshop could not help thinking over its tentative agenda again and again.
- 8) It is worth analyzing this phenomenon in detail.
- 9) The conference room was packed, several participants standing along the walls.
- 10) To sum up, we must acknowledge that there are positive shifts in the sphere of cooperation with international educational institutions.
- 11) The report is to be translated into the Belarusian language.
- 12) There being too many people in the conference room, we couldn't enter it.

- 13) To have a full understanding of the issues in question full information is required.
- 14) They can hardly be said to have discovered this phenomenon.
- 15) This method does not seem to offer any advantages over that discussed above.
- 16) Here is one more important point for the speaker to explain.
- 17) It's no use presenting the results at this stage.
- 18) Researcher's formulating conclusions without any proofs is useless.

Conditionals. Subjunctive Mood.

Step 1. Tips:

Conditionals referring to the present or future:

1. If I came across this article I would analyse it thoroughly.
Якби я натрапив на цю статтю, я б ретельно її проаналізував.
2. If she were here, she would explain the details of the experiment.
Якби вона була тут, вона б пояснила деталі експерименту.
3. If I were you, I would never take into account these data.
Якби я був на вашому місці, я б ніколи не прийняв до уваги ці дані.
4. If she weren't busy now, she could pay more attention to the theoretical aspect of this problem.
Якби вона не була зайнята зараз, вона могла б приділити більше уваги теоретичного аспекту цієї проблеми.

Conditionals referring to the past:

1. If he had followed the advice of his supervisor, he would not have had so many obstacles on the way to success.
Якби він прислухався до порад свого керівника, у нього не було б так багато перешкод на шляху до успіху.
2. What would have happened if you had not found the missing papers?

Щоб сталося, якби ви не знайшли зниклі папери?

3. If I had participated in that conference, I could have met the leading scientists in this field.

Якби я брав участь в тій конференції, я б мав можливість познайомитися з провідними вченими у цій галузі.

4. If he hadn't written the paper in time, he might have missed the chance to have it published.

Якби він не написав статтю вчасно, він, можливо, втратив би шанс її опублікувати.

Other cases of unreal conditionals:

1. Were I not so busy now, I would join this scientific society.

Якби я не був таким зайнятим зараз, я б приєднався до цього наукового гуртка.

2. Had I not been so busy at that time, I would have joined that scientific society.

Якби я не був таким зайнятим в той час, я б приєднався до того наукового гуртка.

3. If the students had worked harder during the term, they would not face the difficulties now.

Якби студенти працювали старанніше протягом семестру, вони б зараз не зазнавали труднощів.

4. But for the illness, she would have submitted the thesis in time.

Якби не хвороба, вона б представила дисертацію (магістерську роботу) вчасно.

5. If it were not for (If not for) the shortage of time, I would organize the seminar on this problem.

Якби не брак часу, я б організував семінар з цієї проблеми.

Subjunctive

1. It is necessary that the results of the research work (should) be presented immediately.

Необхідно, щоб результати дослідження були представлені негайно.

2. It is important that everything (should) be ready by the beginning of the conference.
Важливо, щоб все було готове до початку конференції.
3. It is advisable that the student (should) consult his supervisor regularly.
Доцільно, щоб студент регулярно радився зі своїм керівником.
4. I suggest that the discussion on this problem (should) be postponed.
Я пропоную, щоб дискусія з цього питання була відкладена.
5. I demand that I (should) be allowed to express my point of view.
Я вимагаю, щоб мені дозволили висловити свою точку зору.
6. The supervisor insists that you (should) finish writing the paper by the end of the week.
Керівник наполягає, щоб ви закінчили написання статті до кінця тижня.

Step 2. Translate into Ukrainian.

1. I suggest that the results of the research work be presented in a different form.
2. It is advisable that independent assessment be made by a disinterested academic member of the staff.
3. Any postgraduate student would achieve good results if he worked hard.
4. If postgraduate students wanted to get the most from their postgraduate experience, they would need the right support, advice, knowledge and skills.
5. If you had been truly creative, you should have done something different.
6. If you were a PhD student who was dissatisfied with your supervision, you should do something to solve the problem.
7. If not for the experimental data, who would believe it?
8. But for the interest in the final result, he would have stopped the research at this point.

9. Were he not so sure he was correct, he would have proved experimentally his hypothesis.
10. If their joint efforts were not so efficient, the results might have been less impressive.
11. But for the scientific merit of the proposal, there would not have been success in obtaining a grant for the research project.
12. It is necessary that the books you use in your research be referred to.
13. I suggest that we should analyse this phenomenon again.

Constructions with WISH

Step 1. Tips:

a) Wishes referring to the present:

1. I wish the article were more informative.
Шкода, що стаття недостатньо інформативна.
2. He wishes he knew the answer.
Він шкодує, що не знає відповідь.
3. Do you wish you had more time to study?
Вам хотілося б, щоб у вас було більше часу на навчання?
Ви жалкуєте про те, що у вас мало часу на навчання?
4. What do you wish you were doing now instead of studying?
Щоб ви хотіли зараз робити замість навчання?
5. I wish he could go on business.
Шкода, що він не може поїхати у відрядження.
6. I wish you wouldn't speak Ukrainian at the lesson of English.
Бажано, щоб ви не говорили українською на уроці англійської мови.

b) Wishes referring to the past:

1. I wish I had studied psychology.
Шкода, що я не вивчала психологію.
2. He wished he had gone to college.
Він шкодував, що не отримав вищу освіту.

3. What do you wish you had done differently in your research?

Про що ви шкодуєте? Щоб ви хотіли зробити інакше у вашому дослідженні?

4. I wish I could have talked to my supervisor yesterday.

Шкода, що я не зміг поговорити з моїм керівником вчора.

c) Other wishes and preferences expressing supposition and unreality:

1. If only she knew which methods to use!

Якби вона тільки знала, які методи використовувати на цьому етапі!

2. If only she had known at that stage the consequences of the new method!

Якби на тому етапі вона знала про наслідки нового методу!

3. I'd rather you didn't argue on this point.

Я волів би, щоб ви не сперечалися з цього пункту.

4. I'd rather she were absorbed in her work.

Я волів би, щоб вона була поглинена роботою.

5. I'd rather do it myself.

Я волів би зробити це сам.

6. I'd rather not announce the results.

Я волів би не оголошувати результати.

7. It's time the conference started.

Вже час конференції початися.

8. It's high time you submitted your report.

Вже час вам представити свою доповідь.

Step 2. Translate into Ukrainian.

1. Do you ever wish you made a discovery?

2. He feels rather uncertain. He wishes he had prepared the speech much better.

3. She wishes she did some revision regularly.

4. I wish I hadn't forgotten to include the latest data into my report.

5. She wished she could have changed the supervisor at the first stage of her research.

6. If only she knew what consequences it might have led to.
7. I'd rather you didn't participate in the experiment.
8. It's high time you started working more seriously.
9. I'd rather he didn't sign the document.
10. My supervisor thinks it's high time I decided which direction to choose.
11. He wished he hadn't been involved in the argument.
12. If only people could protect the environment better.
13. I wish we all could think about the needs of others.
14. I'd rather you didn't interfere with my choice.

PART III. REPORTING AND PRESENTATIONS

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

A successful report should consist of:

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

Points to consider

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

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

Postgraduate students may eventually be asked to produce a research report.

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

- the problem to be studied and why this problem is of interest;
- the purpose of or rationale for the present study;
- a summary of other research that has been done;
- the design of the experiment, if there is any, including the subjects, the variables/factors tested in the experiment and how and what type of information was obtained;
- what the findings tell us about the problem;
- areas for further research.

Basic Framework for a Research Report

The traditional and generally accepted structure of a report consists of the following parts:

preliminaries in which one finds the *title* (a short one), *list of contents* and *list of figures/tables*;

introduction which contains *the abstract* (an extremely concise summary of the contents of the report with conclusions) and *the statement of the problem*;

main body which contains *review of the literature* (primary and secondary source materials), *design of the investigation* with the major ideas and information presented, supported and clarified with *the methods used*, and measurement techniques to test or support the validity or reliability of the hypotheses;

conclusion in which a summary (in a logical order) of the information presented and data tested is given, and recommendations are made.

summary which gives a concise account of the main findings, and the inferences drawn from them.

bibliography which contains an accurate listing in strict alphabetical order of all the sources cited in the text.

appendices which present a compilation of important data and explanatory and illustrative material, placed outside the main body of the text.

Study the text “Science for Society”. Use additional information and deliver a report devoted to the role of science in modern society. Use some data from the branch of science you specialize in.

Science for Society

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

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

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

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

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

When talking about “challenges for science in the twenty-first century” one must recognize that, by its very nature, science is a cooperative endeavour and an activity without national borders. It

has a remarkable capacity to mobilize intellectual effort on both theoretical and practical problems. By sharing scientific knowledge and joining together in making advances in science and technology, scientists are utilizing powerful means to promote international cooperation.

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

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

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

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

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

One of the main challenges facing the basic sciences today is the fact that fewer and fewer talented youngsters seem to be interested in science, a global trend that seems to be leaving the faculties of mathematics, physics and chemistry empty. And young people are increasingly turning away from science as a career. This is a worrying trend, the reasons for which are multiple and complex. This decline of interest in science and scientific careers must be counteracted for it threatens the sustainability of the scientific enterprise itself and, by extension, the prospects for using science for development.

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

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

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

Study the texts given below, use additional information resources and deliver a report on your special field of knowledge.

Economics

The term *economics* was coined around 1870 and popularized by Alfred Marshall, as a substitute for the earlier term *political economy* which has been used through the 18th-19th centuries, with Adam Smith, David Ricardo and Karl Marx as its main thinkers and which today is frequently referred to as the "classical" economic theory. Economic thought may be roughly divided into three phases: Premodern (Greek, Roman, Arab), Early modern (mercantilist, physiocrats) and Modern (since Adam Smith in the late 18th century). Systematic economic theory has been developed mainly since the birth of the modern era.

Economics has been recognized as a special area of study for over a century. The term *economics* derived from the Greek words οἶκω [okos] 'house', and νέμω [nemo] 'rules' hence it means *household management*. There is no unanimous consensus upon its definition. Various definitions describe different aspects of this social science. We may mention some of them. Economics is:

- the social science that studies the allocation of scarce resources to satisfy unlimited wants. This involves analyzing the production, distribution, trade and consumption of goods and services, and their management;
- the study of choice and decision-making in a world of limited resources;
- the science that deals with the production, distribution, and consumption of wealth, and with the various related problems of labor, finance, taxation, etc.

- research on such factors as interest rates, gross national product, inflation, unemployment, and inventories, as tools to predict the direction of the economy.

Economics is said to be *normative* when it recommends one choice over another, or when a subjective value judgment is made. Conversely, economics is said to be *positive* when it tries objectively to predict and explain consequences of choices, given a set of assumptions and/or a set of observations.

Economics is the study of how society chooses to allocate its scarce resources to the production of goods and services in order to satisfy unlimited wants. Society makes two kinds of choices: economy-wide or macro choices and individual, or micro choices. The prefixes *macro* and *micro* come from the Greek words meaning “large” and “small,” respectively. Reflecting the *macro* and *micro* perspectives, economics consists of two main branches: *macroeconomics* and *microeconomics*.

Microeconomics (literally, *very small economics*) is the study of the economic behaviour of individual consumers, firms, and industries and the distribution of production and income among them. It considers individuals both as suppliers of labour and capital and as the ultimate consumers of the final product. It analyzes firms both as suppliers of products and as consumers of labour and capital. It deals with individual agents, such as households and businesses.

Microeconomics seeks to analyze the market form or other types of mechanisms that establish relative prices amongst goods and services and/or allocates society's resources amongst their many alternative uses.

Macroeconomics considers the economy as a whole, in which case it considers aggregate supply and demand for money, capital and commodities. Aspects receiving particular attention in economics are resource allocation, production, distribution, trade, and competition. Economic logic is increasingly applied to any problem that involves choice under scarcity or determining economic value.

There appear to be three **methods** by which economic phenomena may be investigated. The first consists mainly in *deductive analysis*. Proceeding from a few simple premises based upon general observation a researcher makes broad generalizations. The second is the *historical method*, which seeks an understanding of existing institutions by tracing their evolutions from their origins in the past. The third is *statistical induction*, which endeavours, by the analysis of numerical data, to develop quantitative knowledge of economic phenomena. Anyway, it is now coming to be recognized that these methods are complementary rather than mutually exclusive.

A successful theory provides insights into the physical or social relationships it studies. Economic theories are developed to explain such important observable quantities as the production, prices and consumption of goods and services, the employment of workers, and levels of saving and investment.

Economic variables are quantities that can have more than one value. For example, the price of an item is an economic variable representing what we must give up in exchange for each unit of that item. Price is an economic variable because it can go up or down as changes occur in the economy. An economic theory of price seeks to determine the causes for changes in the price of an item.

An economic model is a simplified way of expressing how some sector of the economy functions. An economic model contains assumptions that establish relationships among economic variables. We use logic, graphs, or mathematics to determine the consequences of the assumptions. In this way we can use the model to make predictions about how a change in economic conditions results in changes and in decisions affecting economic variables. Economists often use the term “model” as a synonym for theory.

Understanding History

The study of the past is called history. When we set out to study history, we are able to draw the people and events of ancient times closer to us. Studying the past allows us to “see” the faces of

the famous and the nameless people who lived thousands of years before us. It helps us understand what their lives were like. We can see how our lives are similar to theirs and also how they are different. We can see how people of the distant past had to face some of the very same problems we face today. And we can appreciate connections that bind together people and all time periods and all areas of the world.

What can the past tell us about the problems of today? By studying the past, we can see how previous cultures dealt with similar problems. We can understand the effects of their actions, and we can make judgments about how our actions might affect the future.

In our multicultural world we must understand the history of other cultures in order to solve problems together. By studying the past we can see the roots of the present and we can better understand our world neighbours. Learning about the past gives us a framework for making decisions about the issues that we face today. It also helps us understand how our actions will affect the people of tomorrow.

History has been called a conversation between the present and the past. People of the past communicate with people of today through the writing, artifacts and structures they leave behind.

Every generation sees the world differently. And because each generation and each individual looks at things from a new point of view, history is always open to different interpretations.

History also has been compared to a jigsaw puzzle. Some pieces of the puzzle have been lost forever. Pieces once considered lost have now been found. The available pieces can be fitted together in many ways. Each generation of historians tries to put together the available pieces of the puzzle and to interpret the picture that emerges. In doing so we hope to understand not only what happened in the past, but how it happened and why it happened.

History – record of the events of human societies. The earliest surviving historical records are the inscriptions denoting the

achievements of Egyptian and Babylonian Kings. As a literary form historical writing or historiography began with the Greek Herodotus in the 5th century BC, who was first to pass beyond the limits of a purely national outlook. A generation later, Thucydides brought to history a strong sense of the political and military ambitions of his native Athens. His close account of the Peloponnesian War was continued by Xenophon. Later Greek history and Roman history tended toward rhetoric.

Medieval history was dominated by a religious philosophy sustained by the Christian church. English chroniclers of this period are Bede, William Malmesbury and Matthew Paris.

The Renaissance revived historical writing and the study of history both by restoring classical models and by creating the science of textual criticism.

A product of new secular spirit was Machiavelli's History of Florence 1520-23. This critical approach continued into the 17th century. The 18th century Enlightenment disposed of the attempt to explain history in theological terms and an interpretive masterpiece was produced by Edward Gibbon.

An attempt to formulate historical method and a philosophy of history, that of the Italian Giovanni Vico, remained almost unknown until the 19th century Romanticism left its mark on 19th-century historical writing in the tendency to exalt the contribution of the individual "hero", and in the introduction of a more colourful and dramatic style and treatment, variously illustrated in the works of the French historian Jules Michelet (1798-1874) and the British writers Carlyle and Macaulay.

During the 20th century the study of history has been revolutionized, partly through the contributions of other disciplines, such as the sciences and anthropology. The deciphering of the Egyptian and Babylonian inscriptions was of great importance. Researchers and archaeologists have traced developments in prehistory and have revealed forgotten civilizations such as that of Crete. Anthropological studies of

primitive Society and religion, which began with James Frazer's Golden Bough 1890, have attempted to analyse the bases of later forms of social organizations and belief. The changes brought about by the Industrial Revolution and the accompanying perception of economics as a science forced historians to turn their attention to economic questions.

Contemporary historians make a distinction between historical evidence or records, historical writing and historical method or approaches to the study of history. Contemporary historians make extensive use of statistics, population figures and primary records to justify historical arguments. Historians do not just collect facts, they examine the information they collect and then decide how to interpret it.

Educational Psychology

Traditionally, educational psychology has endeavoured to apply the findings of general, social and child psychology to assist in a better understanding of learning processes. (The term 'learning processes' includes social and moral as well as factual learning.) It seeks to discover, by studying the mental, physical, social and emotional behaviour of children and adults, the factors which influence the quality and quantity of learning; ideally it offers to replace 'common sense' or trial-and-error notions of learning and teaching with a variety of hypotheses regarding learning environments derived from systematic studies of individuals in those environments. The application of psychology in education, therefore, gives us a means of appraising individual children's similarities and differences and thus enables us to create more efficient learning environments for them. It provides us with a means of making evaluations of our own strengths and weaknesses as learners and teachers and is a useful background for anyone concerned with the young. It might also help us as parents or in the context of our daily lives and dealing with others.

In this book an attempt is made to define and elaborate those aspects of psychology which would seem to illuminate the work of

those dealing with young people. Psychology teaches us about people-how they think, respond and feel, why they behave as they do and what initiates and sustains their actions. Such fundamental processes are so central to our understanding of children's learning that they cannot help but form a substantial part of a course in teacher-training. We cannot rely on our independent observations alone. When we observe children in class or at play, it is deceptively easy to draw conclusions based on isolated incidents and to make generalizations about all children from these incidents. This is called anecdotal evidence. It is sometimes helpful as a starting point for more systematic observations or as confirmation of a general principle, but anecdotes cannot serve as the sole criterion for making decisions about children's education. Instead, psychologists try to formulate generalizations based on representative groups of people, ideally in situ, or on animals, where they think the findings can be transferred validly to human situations. Here the problem is to convert a generalization into a form which makes it useful in individual cases. However, these tightly controlled experiments have some disadvantages.

There are so many questions of common concern to psychologists, teachers, and social, youth and community workers that a single book could not possibly touch on them all. Therefore value judgements have to be made about the most important contributions. The first chapters deal with physical, emotional and cognitive growth in children and adults, on which subjects there is extensive literature. By starting with a consideration of the brain and the central nervous system, we are recognizing that the physical and mental lives of children have their origins in biological mechanisms. The fascinating story of brain function and its possible connection with day-to-day learning skills and problems has only just begun to unfold. We know in a general way that the nervous system is closely related to mental functioning, memory, emotional development and behaviour, and this has been a source of feverish research activity. Although at present the findings offer teachers no direct help in

dealing with children, knowledge of the biological mechanisms provides a background context in which they can consider the behaviour processes of their charges.

It is a platitude to say that people must be motivated before they will learn, and psychologists have progressed beyond this point. For example, we are beginning to specify some of the conditions which give variations in levels of motivation both in terms of individual differences and in the environmental settings of the child. Other important questions connected with this are related to the effects of attention and perception in learning.

What have theorists to say about the processes of learning? So far, they have not been too revealing. The basic data on which they are working are the same, but the theoretical explanations are confusingly disparate. Nevertheless, the student who understands the origins of the present position concerning learning theories is more able to make decisions and to evaluate the innovations suggested in contemporary research than a student who is ignorant of them. Innovation and speculation in learning and teaching, as in any other field, are more likely to succeed when they are informed by sound theoretical frameworks.

Exciting new developments in the study of individual differences of intelligence and personality continue to shed light for everyone whose work entails communicating with children. Most frequently one deals with individuals, each of whom possesses a unique blend of mental, emotional, physical and social attributes. An awareness of the possible differences, even in cases where no precise measure is available, is an important asset in determining the motives and achievement of children and in making decisions about how to handle learning and behaviour problems. Intellectual, behavioural and emotional variability is the order of the day for all teachers, especially in these days of unstreamed classes. The teacher, therefore, must know what to look for and what action to take.

There comes a time when teachers have to take stock, when they have to determine whether their ambitions of encouraging and developing children's learning have been realized. For this, a knowledge of the art and science of evaluation is necessary. Examining the work of children is a skilled task if it is to be reliable and valid.

Recent experimental areas in psychology with obvious application in schools are vocational development and guidance, and curriculum planning. The former is, perhaps, of more concern to those in secondary and higher education, but the latter is of crucial concern to everyone in education.

Research Methods

<p>Research in psychology is conducted in broad accord with the standards of the scientific method (1), encompassing both qualitative ethological (2) and quantitative statistical (3) modalities to generate and evaluate explanatory hypotheses (4) with regard to psychological phenomena (5). Where research ethics (6) and the state of development in a given research domain (7) permits, investigation may be pursued by experimental protocols (8). Psychology tends to be eclectic (9), drawing on scientific knowledge (10) from other fields to help explain and understand psychological phenomena (11). Qualitative psychological research (12) utilizes a broad spectrum of observational methods (13), including action research (14), ethography (15),</p>	<ol style="list-style-type: none"> 1. науковий метод 2. якісний етологічний 3. кількісний статистичний 4. роз'яснювальні гіпотези 5. явища 6. наукова етика 7. галузь дослідження 8. протокольний експеримент 9. еkleктичний 10. наукові знання 11. психологічні явища 12. якісні психологічні дослідження 13. спектр методів, що пов'язані зі спостереженням 14. експериментальне дослідження 15. етографія 16. дослідницька статистика
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<p>exploratory statistics (16), structured interviews (17), and participant observation (18), to enable the gathering of rich information unattainable by classical experimentation. Research in humanistic psychology (19) is more typically pursued by ethnographic (20), historical (21), and historiographic (22) methods. The testing (23) of different aspects of psychological function is a significant area of contemporary psychology. Psychometric (24) and statistical methods predominate, including various well-known standardized tests (25) as well as those created ad hoc as the situation or experiment requires.</p>	<p>тика 17. структуровані інтерв'ю 18. спостереження за досліджуваними 19. гуманістична психологія 20. етнографічний 21. історичний 22. історіографічний 23. тестування 24. психометричний 25. стандартизовані тести</p>
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The reports are often made in the form of presentations. Further you will find information on how to make your presentation effective.

Making an Effective Presentation

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

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

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

Thus, you are to study how to do it.

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

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

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

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

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

Methods of Delivery – successful delivery of the speech depends to a considerable extent on the method of presentation selected by the speaker. Four general methods of delivery may be distinguished: impromptu, manuscript, memorized and extemporaneous. The *impromptu* method of delivery involves speaking without any specific preparation. In the *manuscript* method the entire speech is read to the audience. The *memorized* method of delivery involves writing out the speech word for word

and committing it to memory. The *extemporaneous* method of delivery is based upon thorough preparation, memorizing the main ideas and abbreviating the manuscript to a number of key words and phrases. There is no commitment to exact wording. This method is usually described as the most effective one. The main advantage of this method is that it allows you great flexibility.

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

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

Body Language – keep your body relaxed and use controlled gestures and pauses. Be careful not to move around too much during your talk (as this will distract your audience). Strike up eye contact if possible. The idea is to give the impression that you are talking to each individual in your audience.

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

Discuss the following: when you give a presentation, do you

- use body language;

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

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

my strong points	weak points
1	1
2	2
3	3
4	4
5	5

Make a check list of what you should do to avoid turning your presentation into a disaster.

Dos

Don'ts

- 1
- 2
- 3
- 4
- 5

Make individual or team presentations in class. To make your presentation effective keep in mind the following set of helpful hints:

- pause, look around the group and wait until they are really ready;
- make your opening remarks in a friendly, personal way;
- look at the members of a group and watch their reactions;
- use some gestures to emphasize points;
- if you want to, move about a little;
- when you use visual aids make sure they can be seen;
- use connecting links;
- keep your explanations and examples brief and interesting;
- pause before making an important point or asking a question, and look at the audience;
- try to vary the pace of delivery.

In Focus

Expressing tendencies

Phrases	Examples
There is a tendency for (someone) to do (not to do) smth.	<i>There is a tendency for</i> university graduates to continue education and take a post-graduate course.
To have a tendency to do smth.	Higher educational institutions <i>have a tendency to</i> introduce a learner's-centered approach to their teaching strategies.

To tend to do smth.	After finishing a master's course young researchers <i>tend</i> to work towards a PhD. Students <i>tend</i> to leave preparation for exams till the last minute.
To be likely to do smth.	Research supervisors <i>are likely</i> to create stimulating research environment for their postgrads.
To be prone to do smth.	Today postgraduates <i>are more prone</i> to accept responsibility for their personal learning and the production of a thesis.

Translate the sentences in which you can use the words and word-combinations expressing “tendency”.

1. Все більше студентів ЗВО схиляються до отримання післядипломної освіти.
2. Заочна аспірантура стає популярним вибором аспірантів, оскільки дозволяє поєднувати роботу і навчання.
3. Є тенденція розглядати магістерський курс як платформу для подальшого навчання в аспірантурі.
4. Сучасні дисертації стають більш прагматичними в контексті використання результатів досліджень.

PART IV. SUPPLEMENTARY MATERIALS

Texts for reading and discussion

HOW TO TAKE PART IN INTERNATIONAL MEETINGS?

Read and translate the text. Write a summary of the text in three paragraphs.

If you don't, here are some bits of advice. At an international meeting you do not only represent yourself, your own aspirations or even your own professional organisation. You are also representing your country and should endeavour to do so with appropriate dignity.

The only way of participating in an international congress is to do so wholeheartedly and intelligently. It is the behaviour and active participation of the congress-goers which above all ensures the success of a congress. Don't be the type of participant who cannot tell about himself.

Think about what you hope from the meeting. Remember that its duration is limited to a few days. Remember that the other participants expect you to contribute something. Be active, ready to listen to the ideas of others. Don't be self-centered or quick-tempered. Familiarise yourself with the rules of the congress, but with a view to respecting them, not to causing difficulties.

Do not stay in an ivory tower, but do not take part in discussions just for the pleasure of hearing your own voice or of having your name written down in the minutes.

Make sure that by your own behaviour you are helping the chairman and other organisers in their difficult task of guiding the proceedings successfully to concrete conclusions, in an atmosphere of co-operation and friendship between the participants of each country. Contact with the other participants.

If you wish to draw the greatest benefit from an international congress, make contact with persons whom you already know, but

also make a point of meeting as large a number of unfamiliar faces as possible.

Take advantage of meals, receptions and excursions, change to another group instead of staying with your compatriots, or at the same table, or in the same coach.

Discretion is all very well, but timidity is useless and annoying. Remember that others are in the same position as you, and many may be even more isolated. Introduce yourself to other people and make as many introductions as possible between other participants. Taking part in discussion be clear and brief. Don't overstep your allotted time. This may annoy the chairman and other participants. Make use of your notes but don't simply read them out. A well-prepared impromptu speech will interest listeners far more than one read from notes.

Speak the official congress language you know best and don't try to display your multilingual talents. It should never be necessary for you to be translated into your mother tongue.

Don't change your mind without good reason.

MAKING A DECISION

Read and translate the text. Write a summary of the text in three paragraphs.

Making a decision on a career is not easy. Every university graduate is faced with it. There are many opportunities that are worth trying, and one of them is doing science. The idea of taking a post-graduate course is certainly very appealing and inviting, and no graduate can help being tempted by it. But not everyone is capable of withstanding all the difficulties involved in doing research. If you intend to become a post-graduate, you are advised to weigh all pros and cons, to look close into the advantages and disadvantages of the scientific career lest you should regret taking the step later.

It is no use asking for other people's advice in this matter. By asking your friends for advice you may find yourself in a predicament, not knowing whose advice to follow. Remember the

English saying: So many men, so many minds! Do not depend on your parents advising you either: they would naturally be tempted and flattered, by such a prospect; they would insist on your doing science. Most parents prefer their children choosing the career of a scientist rather than any other. You should realize there are many aspects of the problem. First of all, you should be absolutely sure that you will make a dedicated researcher, that you will give all your time and efforts to studying. Then you must ask yourself if you are capable of doing scientific work, if you are interested enough in doing research to be ready to sacrifice all pleasures of life for science. It is the disadvantages of the work that you should consider first. They are numerous and it is no good deceiving yourself that they do not matter. They do. And very much so! Having embarked on the field of science, you will know no peace of mind, no leisure, no rest, day after day; your work will prevent you from visiting friends, from going out, from playing with your children, from seeing relatives.

If you are a true scientist and enjoy working and living like that you will carry on doggedly doing your job, you will aim at solving the problem concerned, until one day you will succeed- in finding the solution you have been searching for all this time. When that day comes, you will be the happiest man on Earth till you recognize another urgent problem awaiting its solution.

Whatever happens, you will never regret having chosen the career of a scientist. You will keep saying to your folks at home and to your friends: "It was worthwhile making all the effort." But... There is always a but. The day of success may never come and you might be disappointed.

Now is the time for making a decision, for making up your mind, for thinking it over. Once you have started, you must keep going, never resting, never satisfied with yourself, always busy, worried and very often tired.

And still I am saying this: "It is worth trying".

HOW TO STAND UP FOR AN ACADEMIC DEGREE

INSTRUCTION FOR POST-GRADUATE STUDENIS

Read the text and compile a guide-paper for would-be postgraduate students. Retell the text. Discuss the text with your students mates.

It is no good to write a long thesis: it is not the novel "War and Peace" and you are not Leo Tolstoy. It is no use writing it briefly either: it either testifies to your great talent or lack of brains. Your opponents will forgive you neither.

Do not put on airs: it is not worth thinking that you alone are clever and all others are fools. Avoid using the arrogant first person singular: instead of saying "I assume", "I suppose" use "It is assumed..." or "We suppose..."

Try the scientific value of your paper on your relatives and colleagues. If your paper is sophisticated enough, they will start yawning and fall asleep in no time, while listening to it or reading it. The sections that cause fits of laughter or anxiety need rewriting.

Avoid inviting young scholars as your would-be opponents: they are always glad to jump at the opportunity of showing off and discrediting others. It is always more practical to invite merited and older scientists because the older they become the kinder and lazier they get.

When on rostrum, try to behave properly. Even if you cannot help feeling excited, stop swinging the pointer over the heads the listeners, keep from waving hands, abstain from shouting and blowing your nose loudly.

Control your voice: if you try to speak as monotonously as you can, the learned members of the Academic Board will start thinking of their own affairs or dozing off.

Summing up, express your appreciation and gratitude to all the people present, keeping strictly to the table of ranks. When the formal procedure is over, providing you were a success, do not forget to invite everybody for refreshments and a cup of coffee or tea.

SCIENTIFIC CONFERENCES

Read and translate the text. Write a summary of the text in three paragraphs.

Scientific conferences are organised at various levels — from international to local. Their subject-matter may differ tremendously but what is common for all of them is their approach to the domain of research, the methods of investigation, the problems under study. Whatever field of knowledge is considered, whatever data are analysed, whatever issue is pursued, there is always something in common between the remotest branches of research. This common ground which unites men of science of diverse specialities in a scientific approach to phenomena of nature to be studied, analysed and systematised.

Any scientific conference is usually devoted to a certain problem or a number of interrelated problems. The range of questions to be considered may be broad or narrow, but what is characteristic in every case is the dynamics of thought, the evolution of ideas, the progress of advance. The scientific conferences may be theoretical, practical or of mixed character depending on the problems investigated, the questions to be answered or the phenomena to be analysed.

To start a scientific conference, an organising committee is to be set up. Its main function is to define the direction of scientific discussions, the line of theoretical or experimental study, the bulk of the reports to be made. The papers contributed to the conference are usually published in the proceedings.

The scientific conference usually begins with a plenary session and ends with a final session. As a rule, it is presided by well-known scientists recognised as authorities by the men of science of the given speciality. Discussions that follow the main report are as interesting as the reports themselves and attract no less attention. Two sections and subsections into which any conference is usually divided deal with specific problems, interesting to a limited circle of scientists.

The discussions of scientific conferences are highly appreciated by the scientific world; sometimes they are milestones in the given domain of science.

Any scientific conference is preceded by a great preparatory work, both on the side of the organising committee and the participants in the work of the conference.

The main task of the organising committee is to co-ordinate the efforts of scientists in the necessary direction, on the one hand, and to accommodate them as comfortably as possible, on the other hand. The problems of hotel, transport, eating and leisure facilities are entirely within the competence of the organisers of the conference. It is no less important to provide the reporters with the corresponding technical facilities, such as audio-visual aids, demonstration systems, and other auxiliary means of recording, storing and reproducing information.

The scientists' contributions to their corresponding fields of research reflect, to a certain extent, the basic state of the branch and those innovations that have ensued within a certain measurable unit of time. The reports delivered at the theoretical and practice conferences by its participants — scientific research workers, engineers, inventors, postgraduates and under-graduates — testify to the level of science in the given country, its scientific centres and higher educational establishments.

Exceedingly valuable are personal contacts that are established at such conferences, as well as business issues arising during and after the conference work.

World conferences of the summit level are held at renowned, universally acknowledged institutions. As such high-rate meetings cannot take place annually for quite understandable reasons, scientists the world over contact one another at somewhat lower levels. These are first of all symposia, readings, lectures, as well as discussions, jubilee anniversaries, and all sorts of public enterprises.

In our dynamic age mass-media provide the research-workers with such modern facilities as TV-round tables, radio marathons,

between-continent bridges, tele- and fax communications, sputnik antennae, etc. Characteristic of our time is the phenomenon that achievements and developments in one field of science are very soon extrapolated to others, often very distant scientific rangers. For this very reason, the presence of many divers fields specialists at harrow-profile conferences is not only possible but highly wanted as desirable.

HOW TO WRITE A POPULAR SCIENTIFIC ARTICLE

Reading and speaking practice.

J. B. Haldane

Most scientific workers desire to spread knowledge of their subject by writing on science for the general public. You may take a particular piece of research work, or a particular application of science. For example an interesting article could be written on fruitful accidents. Priestley broke a thermometer, and the fate of the mercury from it led him to the discovery of oxygen.

Whatever the subject matter, it is important to remember that you want to interest or even excite your readers, but not to give them complete information. Such a summary may be all very well in a textbook, but will not hold the attention of a reader of popular articles, who does not contemplate severe intellectual exertion.

This does not mean that you must write for an audience of fools. It means that you must constantly be returning from the unfamiliar facts of science to the familiar facts of everyday experience. In fact you will have to educate yourself as well as your public. When you have done your article, give it to a friend, if possible to a fairly ignorant one. Or put it away for six months and see if you still understand it yourself. You will probably find that some of the sentences, which seemed simple when you wrote them, now appear very involved.

Of course in the history of scientific discovery an effect is commonly known before its cause. If you enunciate your theorem

before you prove it, you are apt to give the impression, that you are producing rabbits from a hat.

Whereas if you lead up to it gently, you create less impression of cleverness, but your reader may find your argument much easier to follow. It's necessary for you to go slow and show, him as many steps as you can in your arguments or causal chain, even if, in your own thinking, you skip some of them or take them backwards.

When you have written the article it may seem rather gaunt or forbidding, a catalogue of hard facts and abstract arguments. A critic may say it needs padding. You must do what you can to help your reader to link up your article with the rest of his knowledge. You can do this by referring to familiar facts or to familiar literature.

I think it worthwhile to show the continuity of human thought. I believe that popular science can be of real value by emphasizing the unity of human knowledge and endeavor, at their best.

A popular scientific article should, where possible, include some news. In the early stages of popular writing it is well to write out a summary of the article. Here is a possible skeleton for an article:

Introduction. A well known fact.

Central theme. The process of manufacture.

Why it is important.

Connections with other branches of science.

Practical suggestions.

I do not claim that is the only way, or even the best possible way.

HOW TO PRESENT A PAPER AT A MEETING

Reading and speaking practice.

Over thousands papers are presented every year at different conferences. The topics vary greatly in the quality and time of presentations. They range from gifted lecturers that held the audience spellbound at the edges of their seats, to incoherent mumbling and a listless dull manner that can be tolerated only by an overcourteous audience.

With the availability of advance abstracts and concurrent sessions, the audience, by its very presence, expresses an interest in the topic you will present. Don't disappoint them. In preparing your paper for this selected audience, a small amount of extra preparation will be appreciated. Without this, only those who have a special need for the information and those who are too tired to move to another room will remain.

Unfortunately, not everyone is a born teacher. For many speakers a reminder calling attention to some of the basic rules of effective delivery can be helpful.

The first and most urgent requirement is that you have something new and relevant to say to an audience. Next, consider the steps you can take to make sure that your presentation produces the desired effect.

Prepare your talk in advance. Ten minutes is sufficient to present only one big idea in sufficient detail for most of the audience. Those who wish more detail can get it during questioning period that follows each presentation, or can correspond with you after the meeting. At the leisurely pace of 130 words a minute, a 10-minute paper should contain no more than 1300 words. This would occupy approximately six full pages of double spaced typing with good wide margins. If slides, overhead transparencies, or apparatus is included, limit your paper to five typewritten pages or less. Some speakers feel that if they prepare too much material, they merely need to read faster. Don't try it! You may finish your paper, but few in the audience will finish with you.

Rehearse the presentation. When the entire paper has been written out, edit it mercilessly to delete any unnecessary words or phrases that detract from the main idea. Then rehearse it several times using a tape recorder or a sympathetic listener. Niels Bohr was almost a fanatic in this respect.

He would not only rehearse his papers before his family and friends, but would stay up all night before each presentation, trying

different approaches in delivery. His speeches were still poor, but imagine what they would have been like without these rehearsals!

If you find it impossible to include all of the essential detail in the allocated time, here is a trick that you can try. Leave out a whole section of your presentation, but just give enough information to get the audience interested. Then, at the end of the paper, the additional information can be worked in while answering questions from the audience. If, on the other hand, the audience does not express enough interest to ask questions, perhaps it is better that the material was left out.

Some lecturers feel that a word-for-word reading of a carefully composed paper is a poor practice since it lacks the warm personal and human touch of an extemporaneous delivery. They argue that one might do better by obtaining a copy of the paper and save the expense of attending a conference where such papers are read verbatim. Others feel that extemporaneous papers should be banned because many of them rumple and use up most of the ten minutes before getting started.

To achieve a balance between a well composed paper that is dulled by reading and an extemporaneous paper that suffers from poor planning and unnecessary repetition, try for the ideal situation. Carefully compose the paper. Then, rehearse it so well that you are able to look at the audience during the delivery and give them the feeling that the presentation is extemporaneous.

Always include an introduction and a summary. Even if a paper is only ten minutes long, it is wise to spend a minute introducing the topic by showing how it fits into teaching and another minute at the end for a summary of the main points. This is well expressed by the adage. "Tell them what you are going to tell them. Tell them. Then, tell them what you told them".

No single style is best for everyone and it is expected that the presentation will vary with the lecturer and the topic. However, there are some archetypes to be avoided:

1. *The Frugal Slidemaker.* His slides and transparencies are covered with the smallest typewriter print that he can find, making it possible to squeeze almost everything into one or two slides. It really does not matter that the words cannot be seen beyond the first row because he reads the whole slide to the audience and tells them what they would have seen if it were visible. He never retakes a slide no matter how poor the colors are or how bad the contrast. He knows that his slides are poorly prepared but he rationalizes that he is very busy doing other things that are much more important than preparing visual aids.

Once you have made the decision to include slides or overhead transparencies why not go the rest of the way and make it a truly professional job? Use large print that can be easily seen from the back of the room. Retake any photographs that are out of focus or have poor contrast. If a complicated diagram or photograph is essential, arrange to have a pointer available to focus attention on a detail or to help the audience follow a sequential flow.

2. *The Glib Mathematician.* Rather than describing his contributions in a simple way that can be easily understood by the audience, he presents a long series of calculations and derivations tying them together with phrases such as, “It is well known that...” and “One can readily see that...”. After the first few equations, no one can follow except a few of his friends who have heard it all before and are there to give him moral support. The rest of the audience appears to be following because they are so attentive. Each person feels that he is the only one who is having trouble and being ashamed to admit it, puts on an act for the benefit of his nearby colleagues. They show this by asking peripheral questions at the end of the talk which completely ignore the series of equations that were presented.

It is especially difficult for a listener to do mental arithmetic along with a speaker. If you feel that it is essential to present unfamiliar equations and detailed calculations, duplicate them for distribution to those interested at the end of your talk. Another

trick is to come prepared with blank address labels. Anyone who fills in a label is sent the details by mail after the conference.

3. *The Bungling Demonstrator.* Because his apparatus for a simple demonstration is complex and seldom works, he makes some amateur movies or videotapes of the one time the thing behaved and shows them at the meeting. The movies are poorly planned, completely unedited and the detailed operation of the apparatus is impossible to see on the small screen.

The audience applauds the initiative and effort of the demonstrator, but each listener comes away firmly convinced that the demonstration is too complex and tricky to try himself in class. He also wonders whether he was wise in choosing this presentation instead of the concurrent session on teaching with hand calculators.

Unless one has experience with professional cameras and lighting, it is best to show demonstrations with the actual apparatus at the meeting. This involves a considerable amount of extra effort in transporting and setting up the apparatus and in rehearsing the demonstration, but the results speak for themselves. The audience will never forget a perfectly timed and dramatic demonstration. For most demonstrations, transporting the equipment to and from the meeting is an added difficulty — but it's worth the effort.

Any demonstration shown at a meeting should be on a scale that is sufficiently large to be seen by the entire audience. If the apparatus is too small to be seen directly, you might try shadowgraph projection.

4. *The Bashful Body-Language Orator.* Although his prepared talk proclaims enthusiasm for the topic, his body language conveys the opposite impression to the audience. He paces back and forth like a caged animal hoping to be released from captivity. He grasps the lectern tightly until his knuckles turn white and then throws both arms around it in the apparent hope that it will keep him afloat until the ten minutes are over. He sways from side to side shifting his weight from one foot to the other as if

he were trying to hypnotize the audience before they fall asleep. He turns his back and talks to the screen or blackboard as if ashamed to look at the audience face to face. After writing an equation on the blackboard, he quickly erases it and writes another before the audience has a chance of discovering an error in the first equation. He grunts, snorts, and then adds “OK? OK!” after each sentence, perhaps because he intuitively feels that all is not OK with the audience. Each sentence starts with a loud voice and then trails off until it becomes an inaudible mumble. Finally, in a desperate attempt to communicate, he holds the microphone so close to his lips that all of the p's and t's come through like explosions, driving the listeners up the wall.

No one speaker is guilty of all the transgressions enumerated above but they are all too common at meetings. Some can be explained by inexperience but most are the result of poor habits developed over many years of lecturing to students in the same manner. Experienced teachers have found the audio or video tape recorder an invaluable aid to see themselves in action. Once you become conscious of such habits they are rather easy to overcome.

To summarize, before sitting down to write your paper, think of the needs of the audience at the meeting. Start by telling how your presentation is an important contribution to their teaching. Write out the entire text incorporating appropriate visual aids, making sure that such aids meet professional standards. Practice and revise the talk until the timing fits the allocated time and the delivery leaves no doubt that you are an expert teacher. Summarize your main points and make good use of the question period that follows to clarify and provide additional details that will benefit the entire audience. Make provisions for individuals by providing handouts at the end of the paper or arranging for mail correspondence afterwards.

RESEARCH WORK

Reading and speaking practice.

If you become a postgraduate student you will undertake a programme of study and research under the supervision of a staff member who holds a senior doctorate. Your postgraduate course will last three years during which time you have to carry out an investigation and prepare a thesis on it. Your higher degree thesis should show that the research has been conducted with a high level of technical skill, that you have employed the most suitable techniques, and that the procedures are clearly of a high academic standard. Your work should be an original contribution to knowledge and the results of it should be capable of practical application.

While pursuing your programme you will attend seminars and colloquiums, take qualifying exams in the core subjects of your field, in philosophy and English, prepare research publications and written reports on the work carried out.

Your research may be theoretical or applied, often both, and your supervisor will assist you in many ways. You will meet him at regular intervals to discuss the progress of your work and get his advice in solving problems. He will help you to select a promising topic likely to produce significant results in the appointed period of time. As your thesis is being written your supervisor will review the major sections of it. He will also make critical comments on each draft of the thesis before the completed work is submitted. And it is with your supervisor's assistance that you prepare articles and papers on matters relevant to your investigation.

If your thesis meets the necessary requirements it will be accepted by the Academic Council which takes the decision to award you the higher degree.

THE IDEAL SCIENTIFIC ADVISER

Read the text and prove why the ideal scientific advisor must have these traits.

Several scientific efforts have been made in the United States to establish the personality structure of the ideal scientific adviser (supervisor). Ladislav Farago in his book 'War of Wits' lists ten

groups of character traits which a good scientific advisor is supposed to possess:

1. His morale must be high and he must be genuinely interested in the job ahead.
2. He must be energetic, zealous, and enterprising.
3. He must be resourceful, and a quick thinker. He must know how to deal with things, people and ideas. He must be proficient in some occupational skill.
4. He must be emotionally stable: capable of endurance under stress.
5. He must have the ability to get along with other people, and to work as a member of a team.
6. He must know how to inspire collaboration, to organize, administer and lead others. He must be willing to accept responsibility.
7. He must have a passion for lecturing and research, and know how to do it.
8. He must be able to get hold of the required equipment ahead of others.
9. He must be agile, strong and daring.
10. He must be able to memorize details, evaluate his observations, and relate them to the greater complex things.

GLOBAL ECONOMY

Read and translate the text. Write a summary of the text in three paragraphs.

The global economy flourished throughout much of the postwar period. In the early 1960-s, many industrialized countries grew as fast as 5 % per year, with Japan leading the way at 10%.

In the early 1970-s, a combination of factors, including increased oil prices, contributed to slower growth in Japan and most of Western Europe. Inflation reached unprecedented levels in many countries and their governments fought it by slowing economic growth. In the early 1980-s, high interest rates limited investment and increased unemployment in many countries.

By 1986, many of these problems had receded. But increased competition among the advanced industrial countries made it seem that could grow rapidly only at the expense of the others.

In the international horse race (or is it rat race?) of economic growth, investment determines success. Small wonder the Japan has carried home many of the prizes: throughout the 1970-s, investment averaged over 20 % of Japan's net national product.

Investment in both Britain and the U.S. averaged less than 10 % of the net national product in the 1970-s, one reason their growth were not impressive.

Rates of investment sagged worldwide in the late 1970-s. In Japan, Britain, West Germany and the U.S., investment as a percentage of the net national product was lower in 1984 than in 1972.

Because U.S. corporations have international portfolios, they have smaller economic stake in the U.S. than they once did. In 1985, 30 % of all the after-tax profits of U.S. corporations were earned abroad, a substantial increase over earlier years. Profits earned are usually subject to lower tax rates than those earned at home.

U.S. corporations often invest in developing countries to gain access to raw materials (such as oil) or to take advantage of low wages and less workplace and environmental regulation.

But access to markets also influences investment patterns. U.S. corporations invest in many areas, such as Canada and Western Europe, to avoid trade restrictions and sell to wealthier consumers.

Goods produced in the U.S. gradually became more competitive. But the adjustment process has proven very slow, too slow to help the many companies that have already gone out of business and the many workers who have already lost their jobs.

As the economy has faltered, U.S. corporations have become even more dependent on profits from overseas investment. But this investment has actually declined in recent years. And foreign corporations, many of them Japanese, have increased their

investments in this country. By building plants here they can get around tariff barriers and protect themselves from future fluctuation in value of the dollar.

What about the underdeveloped world?

U.S. foreign aid could provide substantial assistance to the world's neediest. Instead, it is largely devoted to increasing military and police arsenals that supposedly protect U.S. strategic interests abroad.

U.S. banks have a big stake in the developing world.

Slow growth, high interest rates, and increased competition in world trade make it difficult for many countries to repay those debts. And debts repaid at the expense of economic development could create even greater debts in the long run.

MANAGEMENT FUNCTIONS AND LEVELS

Read and translate the text. Write a summary of the text in two paragraphs.

As already stated, the value of information derives from the actions management take as a result of using the information. It follows that information specialists need to know what type of tasks and functions management have to perform so that they are able to produce relevant — therefore usable — information.

The functions of management can be grouped into five areas: planning, decision making, organizing and coordinating, leadership and motivation, and control.

Obviously the emphasis given to each area varies from manager to manager and is especially dependent upon the level of the manager in the organization.

In broad terms, three levels of management can be seen in all organizations. Top or strategic management, middle or tactical management and junior or operational management.

There are clear differences in information requirements between a manager at the operational or transactional level such as, say, a transport supervisor and a manager at the strategic or top

level such as, for example, the marketing director. At the highest level, structured, formal MIS may actually be counter productive, for at these levels informal MIS and external influences become increasingly important.

Another factor which affects the tasks a manager has to perform, and hence his information requirements, is the extent of functional authority within the organization. Functional authority is that which is exercised by specialist managers and staff throughout the various departments and units of the organization. Possibly the most common example of this is the Personnel Department which has functional responsibility for many personnel and industrial relation activities throughout the whole organization.

Psychology

TYPE A AND TYPE B PERSONALITY PROFILES

Read and translate the text. Write a summary of the text in three paragraphs.

Not everyone responds to stress in the same way. In fact, virtually every aspect of stress, from what triggers it to its consequences, can vary from person to person. One line of thinking about systematic differences between people has been in terms of Type A and Type B personality profiles.

The Type A and B profiles were first observed by two cardiologists, Meyer Friedman and Ray Rosenman. The idea started when a worker repairing the upholstery on their waiting room chairs noted that many of the chairs were worn only in the front. This suggested to the two cardiologists that many heart patients were anxious and had a hard time sitting still.

Using this observation as a starting point, and based on their own clinical practice, Friedman and Rosenman concluded that their patients seemed to exhibit two very different types of behaviour patterns. Their research led them to conclude that the differences were personality based.

The Type A individual is one who is extremely competitive, very devoted to work, and has a strong sense of urgency. Moreover, this individual is likely to be aggressive, impatient, and very work oriented. He or she has a lot of drive and wants to accomplish as much as possible in as short a time as possible.

Type B person, in contrast, is less competitive, less devoted to work, and has a weaker sense of urgency. This person feels less conflict with either people or time and has a more balanced, relaxed approach to life. She or he has more confidence and is able to work at a constant pace. Finally, the Type B person is not necessarily any more or less successful than is a Type A person.

Friedman and Rosenman point out that people are not purely Type A or Type B. Instead, people are presumed to tend toward one or the other type. An individual might exhibit marked Type A characteristics much of the time but still be able to relax once in a while and even forget about work in a few situations.

Early research by Friedman and Rosenman on the Type A and B profile differences yielded some alarming findings. In particular, it was argued that Type As were much more likely to experience coronary heart disease than were Type Bs. In recent years, though, follow-up research by other scientists suggests that the relationship between Type A behavior and the risk of coronary heart disease is not all that straightforward.

Although the reasons are unclear, recent findings suggest that Type As are much more complex than originally thought. Not only do they have the traits mentioned above, they are also likely to be depressed and hostile. And it could be any or all of these feelings that lead to heart problems. Moreover, different approaches to measuring Type A tendencies yield different results.

Finally, in one study that found Type As to be less susceptible to heart problems than Type Bs, researchers still offered an explanation consistent with earlier thinking: they reasoned that since Type As are compulsive, they seek treatment earlier and are more likely to follow doctor's orders!

Modern Technologies

ARTIFICIAL INTELLIGENCE

Read and translate the text. Write a summary of the text in three paragraphs.

Hypothetically, it's a Monday morning: the rather drowsy manager of this corporate department — his name is John — literally stumbles into his office. "Good morning, John". It's synthesized, but not unpleasant, greeting that comes from the computer on his desk. "Ready to get to work?" John groans, but the computer is used to this. It knows him pretty well — it knows, for instance, that he'll feel better as soon as he gets enmeshed in the affairs of the day. It immediately reminds him about the report they were putting together on Friday. "I finished it over the weekend", the computer tells John as the first rush of hot coffee hits the back of his throat. "I didn't think you'd mind". Then, as an afterthought... "But you'd better take a look at it; you know how mechanical my style can be".

The manager nods sleepily. "I'll check it later", he mutters. "How about the schedule?" The computer knows that on most days, John only wants to see the daily schedule, but on Monday morning he likes to see the entire week ahead. It is instantly displayed on the screen. John notices that a big meeting is set for Wednesday with the company's legal staff and decides to begin preparation for that. "What are they going to want to know?" he asks the computer. Without hesitation, the machine begins listing the relevant legal questions, pausing now and then to make sure he's following along. John, after all, is only human.

Almost from the moment digital computers made their appearance in the business world, computer scientists have been lured by the dream of a different kind of computer, one that would emulate the way human beings think rather than merely crunch numbers.

A personal computer that thinks, or does a reasonable imitation thereof, looms as a revolution in productivity. It would radically change the way people do their work in several respects. The most

obvious is the computer's "user interface", the way people interact with it. Not only does John-the-manager not have to touch a keyboard, he has no concerns about the syntax of the instructions he gives the machine. It can interpret a vague reference, a grunt and can even anticipate his wishes.

Of even greater significance, however, are the types of tasks a thinking computer could take on. While today's productivity programs usually speed up the job you used to do on paper, tomorrow's promise to let you do things you can't do now. For instance, instead of passively storing data for you to retrieve, an intelligent personal computer could extract the information it thought relevant to a situation — much as a human advisor or consultant would marshal his expertise, even when you don't know enough to ask the right questions. The thinking computer would also have the ability to learn about you and your work, giving it the ability, like any good assistant, to do things for you the way you would do them yourself.

Computers that are faster, easier to use and more responsive to the particular needs of their users have long been the promise of the field of artificial intelligence, which is a research area that is now decades old.

In that time it has inspired a number of new programming languages, complex and powerful computer architectures, radical innovation in program development tools, and any number of exciting pilot projects. For all of its promise, though, artificial intelligence — universally known by the acronym AI — has yielded precious little — in the way of practical applications.

There are some good reasons to think that situation may be changing. While John-the-manager's ideal desktop machine is still a long way off, new genres of software are beginning to appear that attempt to give the user tools which help him think and let him communicate thoughts to the computer more naturally. Two fields of particular importance in AI research, expert systems and natural language, are providing the inspiration for this movement in software development.

APPENDIX

List of Abbreviations

Most Frequently Used in Scientific Literature

- A. – academician – академік
abbr. – abbreviation – скорочення
abr. – abridged – скорочено
A.C. – after Christ – нашої ери
A.D. – anno Domini (Lat.) – нашої ери
a.f. – as follows – як зазначено далі
afsd – aforesaid – вищезгаданий
a.m. – above mentioned – вищезгаданий
a.o. – and others – та інші
app – approximate – приблизний
Appx – appendix – додаток
a.s. – at supra (Lat.) – як сказано вище
BA – Bachelor of Arts – бакалавр гуманітарних наук
B. A. – British Academy – Британська академія
B.C. – before Christ – до нашої ери
b/f – brought forward – винесений на розгляд
bk – back – назад, тому
B.R. – book of reference – довідник
BS – Bachelor of Science – бакалавр природничих наук
c – centre or class – центр або клас
c – copy – копія, екземпляр
c. – cubic – кубічний
c. – current – поточний
c. – cycle – цикл
c.c. – chapters – розділи, глави
cf. – confer (Lat.) порівняйте
ch. – chapter – глава
cit. – cited – цитований

chron. – chronology – хронологія
conf. – confer – порівняйте
d. – degree – 1. градус, 2. ступінь, ранг
diss. – dissertation – дисертація
DM – Doctor of Sc. Medicine – доктор медицини
Dr. – doctor – (наукова ступінь)
dup., dupl. – duplicate – дублікат, другий примірник
e. – error – помилка
ed. – edition/editor – видання / видавець
e.g. – exempli gratia (Lat.) – наприклад
Enc. – encyclopedia – енциклопедія
equiv. – equivalent – еквівалент
esp. – especially – особливо
et al. – et alii (Lat.) – та інші
etc. – et cetera (Lat.) – і так далі
ff – following – наступний
fict. – fiction – белетристика
fig. – figure – 1) цифра; 2) схема, зображення
fn – foot-note – виноска
for./fr. – former – колишній
FRS – Fellow of the Royal Society (UK) – член Наукового
Королівського Товариства
fur. – further – далі
geol. – geology – геологія; geological – геологічний
geom. – geometry – геометрія
h. – hour – година
hdbk – handbook – керівництво, довідник
hf – half – половина
hist. – history – історія; historical – історичний
HM – Her (His) Majesty – її (його) величність
Hon. – honorable – високоповажний
hor. – horizon – небокрай, horizontal – горизонтальний
H.Q. – high quality – вища якість

hum. – human – людський, гуманний; humanitarian – гуманітарій

i – inch – дюйм

Ibid. – ibidem (Lat.) – там же (виноска)

i.e. – id est (Lat.) – тобто

i.f. – in full – повний, закінчений, повністю

I.Q. – intelligence quotient – коефіцієнт інтелектуального розвитку

ill. – illustration – малюнок, ілюстрація; illustrated – ілюстрований

illeg. – illegal – незаконний

im – immediate – терміновий, негайний

in. – inch – дюйм

int – international – міжнародний

intr – introduce – вводити; introduction – вступ

inv – inverse – зворотний, протилежний

iss. – issued – випущений, виданий

jnt, jt – joint – об'єднаний, спільний

lang. – language – мова

lect. – lecture – лекції; lecturer – лектор

leg. – legal – законний

li – list – список, перелік

Lib. – library – бібліотека

lit. – literature – література, literary – літературний

ll. – lines – терміни

log. – logic – логіка; logical – логічний

Ltd. – limited – обмежений

MA – Master of Arts – магістр гуманітарних наук

marg. – marginal – записаний на полях

max. – maximum – максимум; maximal – максимальний

mem., memo – memorandum – меморандум, пам'ятна записка

meth. – method – метод

misc. – miscellaneous – різний, змішаний

mk. – mark – знак, позначка; marked – має позначку, по-значений

MS – manuscript – рукопис

MSc – Master of Science – магістр природничих наук

mns. – manuscript – рукопис

mvt. – movement – рух

N., n. – name – ім'я, прізвище

N., n. – note – замітка, примітка

Nb., Nbr. – number – число, номер

N.B. – nota bene (Lat.) – звернути увагу

n.d. – no date – без дати

N.E. – new edition – нове видання

NEI – not elsewhere indicated – ніде не вказано

n/m – not marked – ніде не вказано

no. – number – число, номер

n.p. – no place of publication mentioned – місце видання не вказано

nt. wt. – net weight – чиста вага, нетто

o/a, o.a. – overall – всеосяжний

o.a.t. – one at a time – по одному

obj. – object – 1) об'єкт, мета; 2) додаток (грам.)

obs. – obsolete – застарілий

O.C. – official classification – офіційна класифікація

O.D., O/D – on demand – на запит

of. – official – офіційний

op.cit. – opus citatum (Lat.) – раніше цитоване

opp. – opposite – протилежний

ors – others – інші

p. – page – сторінка

p.a. – per annum (Lat) – на рік

p.c. – per cent (Lat) – відсоток

P. G. – post-graduate – аспірант

Ph. D. – Doctor of Philosophy – доктор філософії

pdf. – preferred – кращий

pict. – pictorial – ілюстрований
pp. – pages – сторінки
prec. – preceding – попередній
Pref. – preface – передмова
pref. – preference – перевага; preferable – кращий
P.S. – post scriptum (Lat.) – приписка
pub. – public – публічний; publication – видання, публікація; published – опублікований
Q. – question – питання
q.v. – quod vide (Lat.) – дивіться
R&D – research and development – науково-дослідні та конструкторські роботи
re. – reference (to) – посилання (на)
Rect. – rector – ректор
ref. – reference – посилання
res. – research – дослідження, дослідний
resp. – respective – відповідний
rev. – reverse – зворотний
rev. – revised – переглянутий, виправлений
rm – room – кімната, приміщення
S/sec. – section – розділ, секція
Sig. – signature – підпис
Sc. – scale – масштаб
sq – square – квадрат, квадратний
Sr. – senior – старший
St. – saint – святий
sym. – symbol – позначення, символ
syst. – system – система; systematic – систематичний
t.o. – turn over – дивіться на звороті
tech. – technique – техніка, прийом, technical – технічний
term. – terminology – термінологія, terminological – термінологічний
u. – unit – одиниця, united – об'єднаний
u.m./umn – undermentioned – нижченаведений

unf. – unfinished – незакінчений
univ. – universal – універсальний
viz. – videlicet (Lat.) – а саме
vol. – volume – том
v.v. – vice versa (Lat.) – навпаки
Wks. – works – праці, твори
Y. – year – рік
YB – yearbook – щорічник

List of Pseudo-International Words

(«Помилкові друзі» перекладача)

academia – наукове співтовариство, світ університетської науки, *але не* академія (академія – academy)

academic – академічний; педагогічний; навчальний, науковий; *але не* академік (академік – academician)

accuracy – точність, правильність, *але не* охайність (охайність – tidiness)

accurate – точний, правильний, ретельний, *але не* охайний (охайний – tidy)

actual – фактичний, дійсний, *але не* актуальний (актуальний – relevant, topical, burning, important, urgent)

affair(s) – справа, питання; заняття, справи; *але не* афера (афера – fraud)

anecdote – випадок з життя; цікава подія; *але не* анекдот (анекдот – joke)

application – заява, анкета кандидата на посаду; *але не* аплікація (аплікація – collage)

authoritative – авторитетний; *але не* авторитарний (авторитарний – authoritarian)

ball – м'яч; бал (захід); *але не* бал (оцінка) (бал – point)

base – підстава, фундамент; базис; матеріальна основа; опора, *але не* база (склад) (база – storehouse)

billion (Брит.) трильйон; (амер.) мільярд

cabinet – шафа; кабінет міністрів, уряд, *але не* кабінет (кімната) (кабінет – studyroom)

camera -фото-, теле-, кіноапарат; *але не* камера (камера – cell)

canal – канал (штучне русло); *але не* ТБ канал (ТБ канал – TV channel)

capital – вартість, стан; столиця; клас капіталістів; *але не* капітал (капітал – stock)

chef – шеф повар; *але не* шеф (шеф – chief)

class – урок, групові заняття; категорія; *але не* класна кімната – (класна кімната – classroom)

codex – рукописна книга, *але не* кодекс (кодекс – code)

complexion – колір обличчя, *але не* комплекція (комплекція – build, body type)

concrete – реально існуючий; точний; бетонний, *але не* конкретний (конкретний – definite)

concurrent – одночасний; *але не* конкурентний (конкурентний – competitive)

constitute – складати; представляти; *але не* констатувати (констатувати – state)

council – збори, рада; *але не* консул (консул – consul)

data – дані, *але не* дата (дата – date)

decade – десятиліття; десяток, *але не* декада (декада – ten-date period)

decoration – нагорода, відзнака, прикраса; *але не* театр. декорація (декорація – scenery)

direction – напрямок; курс; сфера; область; вказівка, інструкція, розпорядження, *але не* дирекція (дирекція – management, administration)

dispute – суперечка, розбіжності; *але не* диспут (диспут – debate)

Dutch – нідерландський, голландський, *але не* данський (данський – Danish)

economical – економний; *але не* економічний (економічний – economic)

electric – електричний, *але не* електрик (електрик – electrician)

expertise – професійний досвід, компетенція; *але не* експертиза (експертиза – expert examination)

fabric – тканина, текстура, структура; *але не* фабрика (фабрика – factory)

familiar – звичний, звичайний; обізнаний; близький, *але не* фамільярний (фамільярний – unceremonious)

fashion – спосіб, образ; модель, мода, зразок, крій; *але не* фасон (фасон – style)

intelligent – розумний, кмітливий; *але не* інтелігентний (інтелігентний – well-educated, cultured)

journal – щоденник; науковий журнал; *але не* популярний журнал (популярний журнал – magazine)

list – список, *але не* лист (лист рослини – leaf; аркуш паперу – sheet)

machine – механізм, апарат, пристрій; верстат; автомат; *але не* машина (машина – car, lorry, truck)

magazine – журнал; обойма, магазин для патронів, *але не* магазин (магазин – shop, store)

mark – відмітка, пляма; марка як грошова одиниця; *але не* поштова марка (поштова марка – stamp)

mayor – мер (міста); *але не* майор (майор – major)

metropolitan – що відноситься до великого міста; *але не* метрополітен (метрополітен – Metro; амер. subway; брит. underground, tube)

paragraph – абзац; *але не* параграф (параграф – passage)

parole – (умовно-)дострокове звільнення з в'язниці; *але не* пароль (пароль – password)

physician – лікар; *але не* фізик (фізик – physicist)

principal – директор школи; головний, основний; *але не* принцип (принцип – principle)

prospect – перспектива, *але не* проспект (проспект avenue; рекл. проспект -booklet, prospectus)

protection – захист, охорона, заступництво; *але не* протекція (протекція – patronage)

protocol – дипломатичний протокол; *але не* протокол зборів (протокол – minutes)

receipt – квитанція, *але не* рецепт (мед. рецепт prescription; кулін. рецепт – recipe)

reflection – відображення; рефлексія (міркування), *але не* рефлекс (рефлекс – reflex)

repetition – повторення; *але не* репетиція (репетиція – rehearsal)

replica – копія; репродукція картини; (техн.) модель, *але не* репліка (репліка – remark)

restroom – туалет; *але не* кімната відпочинку (кімната відпочинку – recreation room)

revision – редакція; поправка; перегляд; *але не* ревізія (ревізія – inspection, audit)

Roman – римський; римлянин; *але не* роман (роман – novel)

scenery – декорації; пейзаж, вид; *але не* сценарій (сценарій – script; screenplay)

session – сеанс, заняття, засідання; *але не* екзаменаційна сесія (екзаменаційна сесія – exams, exam period)

species – біол. вид; представники виду; *але не* спеції (спеції – spices)

speculate – міркувати, роздумувати; *але не* спекулювати (спекулювати – profiteer, gamble)

thesis – дисертація; *але не* тези (тези – abstract)

wagon – віз, візок; *але не* вагон (вагон – car, carriage)

Academic Language Translation Tips

All in all, ...	У підсумку, в загальному, в цілому
As a matter of fact, ... / Basically, ...	По суті справи, ... по суті, в основному
As it does / As it is	Фактично, в дійсності

As shown previously	Як показано раніше
As the case may be	Залежно від обставин
Be at variance	Розходитися в думках, суперечити
Beyond comparison	Поза порівняння
By and large, ...	В загальному і цілому
Coupled with (the fact)	Поряд з (тією обставиною, фактом)
Far and by	Загалом, взагалі кажучи
Given that	За умови що, якщо
In a rough way	Приблизно
In/At all events	У всякому разі
In as much as	Оскільки, з огляду на те, що
In fact, ... / Actually, ...	Насправді, ...
In line with	Відповідно до / згідно з
In no event	Ні за яких умов
In no way	Жодним чином, ніяк
“In reference to ...”	"До питання про ...",
In short, ... / In a nutshell, ...	Коротше, ... / Коротше кажучи, ...
In so far as	Оскільки
Pros and cons of ...	Плюси і мінуси ...
On account of	Через, внаслідок
On a par with	Нарівні з, на рівних засадах
On the ground that ...	На тій підставі, що
Over and above	Понад, на додаток; до того ж
To this end / To this effect	З цією метою
The data gathered suggest ...	Зібрані дані вказують на ...
The foregoing discussion implies that ...	Вищесказане передбачає ...
The former..., the latter ...	Перший (зі згаданих), останній ...
The issue under discussion / consideration/ review	Обговорюване питання
The topic under research	Досліджувана проблема
The phenomenon /issue/problem in question	Явище / питання / проблема, що розглядається
The question mentioned above	Вищезазначене питання
The topical issue	Актуальне питання

Unless otherwise is provided/stated	Якщо інше не передбачено / не стверджується
With reference to	Щодо, що стосується, посилаючись на

Summary of the article

- 1) The article under review (discussion) is headlined ...
- 2) The headline of the article is ...
- 3) It is published in ...
- 4) The articles represent papers (reports) given at the conference ...
- 5) The author of the article is ...
- 6) The article consists of 3 (4) sections (parts, paragraphs) ...
- 7) The subject matter falls into 3 (4) parts.
- 8) The article is addressed to scientific workers, professional scientists, scholars, post-graduates, researchers, teachers of English ...
- 9) Reference is made to works (researches) in ...
- 10) The article discusses (deals with, considers, gives consideration to, describes) ...
- 11) The author emphasizes, stresses, points out ...
- 12) The first part is devoted to ...
- 13) The second (third) part deals with (touches upon) ...
- 14) The article provides the reader with some information on ...
- 15) A detailed description is given of the theory (problem) ...
- 16) Much attention is given to ...
- 17) The author has succeeded in showing (presenting) the results of ...
- 18) The article ends with ...
- 19) In conclusion the author ...
- 20) The purpose (aim, object) of the article is to provide ...
- 21) The article aims to provide (acquaint, present, show) ...
- 22) The article is profusely illustrated with diagrams (tables, schemes)...
- 23) I found the article interesting (useful, topical, informative, relevant) for...

Linking Words and Phrases Used in Academic English

Personal opinion:	in my opinion/view, to my mind, to my way of thinking, I am convinced that, it strikes me that, it is my firm belief that, I am inclined to believe that, it seems to me that, as far as I am concerned, I think that...
To list advantages and disadvantages:	one advantage of, another advantage of, a further advantage of, the main advantage of, the greatest advantage of, the first advantage of ... one disadvantage of, another disadvantage of, one other disadvantage of, a further disadvantage of, the main disadvantage of, the greatest disadvantage of, the first disadvantage of ...
To list points:	firstly, first of all, in the first place, secondly, thirdly, finally, to start/begin with,
To list points in a specific sequence:	beginning: first, to start/begin with, first of all, continuing: secondly, after this/that, afterwards, then, next, ... concluding: finally, lastly, last but not least, ...
To add more points to the same topic:	what is more, furthermore, apart from this/that, in addition (to this), moreover, besides (this), ... not to mention the fact that ... not only ..., but ... also, ... both ... and
To refer to other sources:	with reference to, according to ...
To express cause:	... because, owing to the fact that, due to the fact that, on the grounds that, since, as, in view of, because of, owing to, ...; for this reason, seeing that, ... now that
To express effect:	... thus, therefore, so, consequently, as a result, as a consequence, ...
To express purpose:	..., so that ..., ..., so as to / in order to ..., ..., in case ..., ... with the purpose/intention of
To emphasise a point:	indeed, naturally, clearly, obviously, of course, needless to say,

To express reality:	it is a fact that, in effect, in fact, as a matter of fact, the fact of the matter is (that), actually, in practice, indeed,
To express the difference between appearance and reality:	initially, at first,
To give examples:	for instance, for example,, ... such as, like, ... particularly, in particular, especially
To make general statements:	as a (general) rule, by and large, generally, in general, on the whole, ...
To make partially correct statements:	up to a point, to a certain extent/degree, to some extent/degree, in a sense, in a way, to a limited extent, ...
To express limit of knowledge:	to the best of my knowledge, as far as I know, ...
To state other people's opinion:	it is popularly believed that, people often claim that, it is often alleged that, some people argue that, many argue that, most people feel that, some people point out that ..., contrary to popular belief, ...
To make contrasting points:	... yet, however, nevertheless, but, even so, still, nonetheless, although, even though, regardless of the fact that, in spite of the fact that, despite the fact that, while
To express balance (the other side of the argument):	opponents of ... argue, claim, believe that while it is true to say that ..., in fact the fact that ... contradicts the belief/idea that
Negative addition:	neither ... nor, nor, neither, either.
To express exception:	... apart from, but, except (for)
To clarify/rephrase:	in other words, that is to say, to put it another way,

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

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